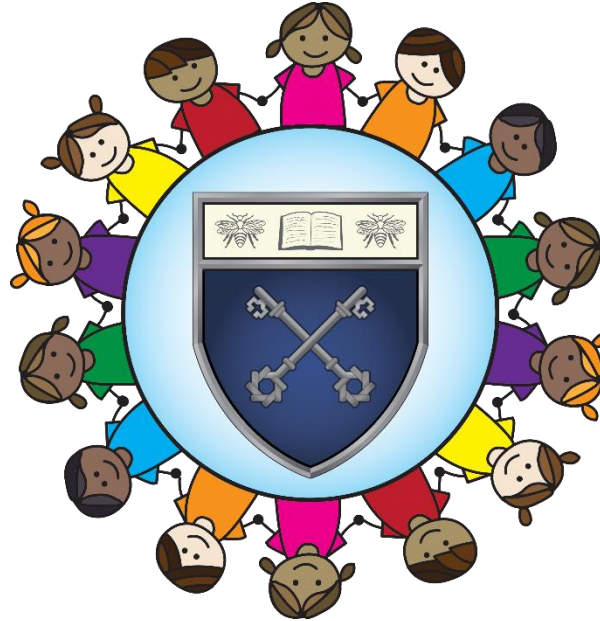


PSHE Curriculum



Intent, Implementation
and Impact

Intent

What does PSHE look like at Longshaw Community Junior School ?

At Longshaw, we teach PSHE as a whole-school approach to underpin our children's development as well-rounded individuals who have the skills and resilience to manage the world around them in order to excel and achieve socially, emotionally, academically and economically. We know that in order for children to be successful with their learning, they at first need to feel safe and secure emotionally and feel a sense of belonging with their environment, peers and adults.

The Jigsaw scheme of work provides a comprehensive, carefully planned curriculum which brings consistency to approach and progression of skills and knowledge to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) development opportunities provided for our children. At Longshaw, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to all children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be able to consider whether what they are learning may be particularly meaningful to them).

Throughout the PSHE curriculum, we aim to equip children with the essential skills for life and intend to develop the whole child through carefully planned and resourced lessons. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. With the stressors encountered in an ever changing society, we provide our pupils with a secure understanding of the world around them and support them in seeing each and everybody's value in society and to promoting strong and positive views of self. Our curriculum aims to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics

support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help. As a result of this they will:

Increase and develop their substantive knowledge of a variety of topics such as understanding emotions, relationships, goals, managing money, keeping safe, healthy lifestyles and the changing human body.

Increase and develop their disciplinary knowledge in KS2 by gaining an understanding of how to manage emotions, form relationships, build resilience when setting goals and understand how to respond to their changing body. Children will have opportunities to make their own choices about how to do something and will be able to evaluate what they have learnt and tried and how to improve for their future.

Our intention is that when children leave Longshaw, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be global citizens now and in their future careers within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our relationships learning enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Implementation

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education, Spiritual, Moral, Social, Cultural education (SMSC) and the fundamental British Values of Democracy, Rule of Law, Respect and Tolerance, Individual Liberty. Each half term the same learning theme (Puzzle Piece) is taught across the school. The learning within these themes deepens and broadens every year.

Autumn 1 Being Me in My World

Autumn 2 Celebrating Differences

Spring 1 Dreams and goals

Spring 2 Healthy Me

Summer 1 Relationships

Summer 2 Changing Me

At Longshaw, PSHE is taught weekly in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: assemblies, reward systems and Jigsaw Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance. Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus. At Longshaw, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through 'Jigsaw'. PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level). It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Wider Curriculum

We believe that by focusing on developing resilience, independence and confidence, children are more able to embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school values and PSHE aims.

PSHE, including SMSC and British Values, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.

We offer many opportunities through our enrichment activities that complement our PSHE curriculum

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to demonstrate the school values.

- Assemblies are linked to PSHE, British Values, SMSC and our own Longshaw values.

Impact

By the time our children leave our school they are:

- are able to approach a range of real life situations, applying their skills and attributes to help navigate themselves through modern life
- are on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- able to recognise and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of law and Liberty
- able to understand and manage their emotions
- able to look after their mental health and well-being
- able to develop positive, healthy relationships with their peers both now and in the future
- able to understand the physical aspects involved in RSE at an age appropriate level
- respectful of themselves and others
- confident and have positive self-image and self-esteem.

The impact of the PSHE curriculum will be monitored and evaluated in specific ways by the PSHE subject leader and SLT, as well as reporting to the governing body.

Examples of how standards and achievements will be monitored are as follows:

- children's work from across the school with an indication of where it meets expectations
- photographs recording classwork, displays, artwork, visits and visitors
- teachers' plans showing evidence of quality, creative and challenge in PSHE
- records of scrutiny of work
- lesson observations
- learning walks
- plans and work from enrichment activities
- pupil voice
- formative and summative assessment
- data analysis (Sonar)