

# **PSHE**

## **Curriculum Statement**

### **Intent**

At Cummersdale School we value the importance of PSHE within the curriculum and its contribution to the school as a whole. We know that a well delivered PSHE curriculum can have an impact on both academic and non-academic outcomes for all children. It is an essential and necessary part of all children's education in helping them become independent and responsible members of society.

Our aim is to give our pupils the knowledge and to understand the choices they face as they grow up and the skills to make safe choices as they prepare to become adults in a diverse society. Through the units in the Jigsaw programme, children learn to recognise, name, express and manage a range of emotions which they can openly talk about without feeling judged or unheard. They are taught about healthy lifestyles, personal safety, relationships and preparing for the next stage in their lives. British Values and SMSC are also mapped out comprehensively throughout Jigsaw.

### **Implementation**

Our curriculum is designed to ensure depth, accurate subject knowledge, detailed planning and building on prior learning. At Cummersdale we follow the Jigsaw 3-11 programme of study which includes statutory Relationship and Health Education. The programme gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw is divided into 6 key areas: Being in My World, Celebrating Differences (including anti-bullying), Dreams and Goals, Healthy Me, Relationships and Changing Me (including Sex Education).

Lessons are taught discreetly with each lesson having two learning intentions, one specific to Relationships and Health Education and the other designed to develop literacy and social skills.

Each class studies the same key area at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

Teaching and learning activities are engaging and adapted to meet the needs of the children in the class. Teachers have the freedom to plan with detail and attention to their individual children. Learners can be scaffolded and any individual needs can be supported where necessary.

Each lesson is broken into sections each with a purpose; Connect Us engenders positive relationships and enhances collaborative learning. Children then go through a process of

opening the mind, processing new information, manipulating this information and then reflecting on their learning.

Children with additional needs are included in whole class lessons and teachers support as necessary. Work is adapted where necessary to allow them to access the same work as their peers. This adaptation could be via additional teacher or teaching assistants support. Adaptive technology being used to record evaluations to reduce the need for written work, voice notes can be added to work.

**Impact**

The summative assessment procedure offers criteria for children working at, beyond or towards the age related expectations. Children at the end of the session can self assess using simple pictorial resources which are child friendly and age appropriate. The clear learning objectives for each lesson allow teachers to be mindful of progress and help plan for the subsequent lessons.

## **Curriculum Map**

| <b>Cycle A</b>    | <b>Autumn</b>   |                                | <b>Spring</b>           |                   | <b>Summer</b>        |                    |
|-------------------|-----------------|--------------------------------|-------------------------|-------------------|----------------------|--------------------|
| <b>Reception</b>  | <b>Being Me</b> | <b>Celebrating differences</b> | <b>Dreams and Goals</b> | <b>Healthy Me</b> | <b>Relationships</b> | <b>Changing Me</b> |
| <b>Year 1 - 6</b> | <b>Being Me</b> |                                | <b>Dreams and Goals</b> |                   | <b>Relationships</b> |                    |

| <b>Cycle B</b>    | <b>Autumn</b>                  |                                | <b>Spring</b>           |                   | <b>Summer</b>        |                    |
|-------------------|--------------------------------|--------------------------------|-------------------------|-------------------|----------------------|--------------------|
| <b>Reception</b>  | <b>Being Me</b>                | <b>Celebrating differences</b> | <b>Dreams and Goals</b> | <b>Healthy Me</b> | <b>Relationships</b> | <b>Changing Me</b> |
| <b>Year 1 - 6</b> | <b>Celebrating Differences</b> |                                | <b>Healthy Me</b>       |                   | <b>Changing Me</b>   |                    |