Curriculum statement for PSHE

Intent

The intent for PSHE, RSE & British Values is to deliver an age-appropriate, well-rounded curriculum which is accessible to all pupils. The aim is to help children know and value who they really are, how they relate in this ever-changing world and to feel a strong sense of belonging and community by taking part in whole-school assemblies, end of Puzzle outcomes, displays etc and to bring the learning alive through Weekly Celebrations linking o our school values to make it lived across the school community and in children's lives outside of school. As a result, they will become healthy, independent and responsible members of society. We aim to improve pupils' capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances. Pupils will develop strong emotional literacy, resilience, spiritual development and social skills through a whole school, mindful approach to the teaching of PSHE, RSE and British Values. Personal and social development is integrated in a comprehensive PSHE curriculum, which gives the relevant context to build skills, attitude, self-esteem, resilience and confidence, which is taught explicitly and nurtured implicitly in a well-structured, progressive lesson-a-week process. At Hempstalls Primary School we embrace a 6-step concept pedagogy approach for all pupils including our children with Special Educational Needs and Disabilities (SEND). This allows us to use small steps that are repeated and reviewed each week and built upon each year. The delivery of the PSHE, RSE & British Values curriculum involves the careful planning of a spiral curriculum where lessons ensure plenty of opportunities for the over learning of key facts and the mastery of key skills which are built upon each year.

Implementation

We use a comprehensive scheme which has a whole-school mindfulness approach combining all aspects of PSHE, RSE and British Values. The curriculum develops emotional literacy, resilience, social skills and spiritual development. The scheme used is 'Jigsaw PSHE' with some adaptations made to suit the requirements of the pupils which was decided by meeting with parents and staff together communicating throughout the process. This allowed us to personalise and tailor the curriculum to suit the needs of children at Hempstalls primary School.

Each year the whole school moves through six PSHE, RSE and British Values integrated themes. The same theme is taught at the same time throughout the school and launched with a half-termly assembly (also linked with the British values). The whole-school enjoy a teacher-led timetabled 45-minute lesson each week. The resources are tailored to the needs of the pupils and help them build relationships with their class, school, wider and global community as well as getting to know themselves better as unique human beings. Teaching strategies are varied and mindful of preferred learning styles and the need for differentiation. We use a hybrid method of floor books and independent jigsaw journals at teacher discretion to facilitate any activities completed within the session. Floor books aid themselves to deep discussion in some lessons while jigsaw journals allow for reflective independent practice. Each of these in a low stake, respectful environment where discussion and opinions are valued. The themes are: Being Me in My World (children will understand their place in class, school and the global community as well as devising learning charters). Celebrating Difference (includes anti-bullying and diversity work). Dreams and Goals (includes goal-setting, individual aspirations and aspirations for the world). Healthy Me (includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices). Relationships (includes understanding friendships, family and other relationships, conflict resolution and communication skills). Changing Me (includes relationships and age-appropriate sex education in the context of coping positively with change).

Impact

Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these. The Relationships and Changing Me Puzzles have a strong safeguarding focus in particular, (obvious to teachers but not necessarily so explicit to children). Our philosophy is to grow resilience and positive self-esteem and confidence in children, so they can recognise when they feel uncomfortable in a situation and know who to trust and how to speak up for help. They also can deal with disagreements/ conflict and find resolutions themselves and know that sometimes this can be a normal part of relationships. They respect themselves and their bodies and know what healthy relationships feel like. The PSHE curriculum aims to improve pupils' capacity to learn, their resilience and emotional well-being and mental health and therefore enhance their life chances. Integrating personal and social development work into a comprehensive Personal, Social, Health Education (Health and Well-being) curriculum gives the relevant context to build skills, attitudes, self- esteem, resilience and confidence. This is taught explicitly as well as nurtured implicitly in the lesson process.