

Curriculum Statement for PSHE



Belonging, Being, Becoming

Our principle aims, following the National Curriculum in England for PSHE are:

- For all children to learn the skills required to build positive and respectful relationships, focusing on family and friendship, in all contexts including online.
- For all children to learn how to be safe and healthy and how to manage their personal, social, academic and moral lives in a positive way.
- For all children to understand the importance of wellbeing and develop resilience and independence to ensure they become happy, successful and positive members of society.
- For all children to know facts about puberty including physical and emotional changes. The core of our PSHE curriculum is the National Curriculum for England (Relationships Education and Physical Health and Mental Wellbeing), which is resourced mostly through Jigsaw – The Mindful Approach to PSHE.

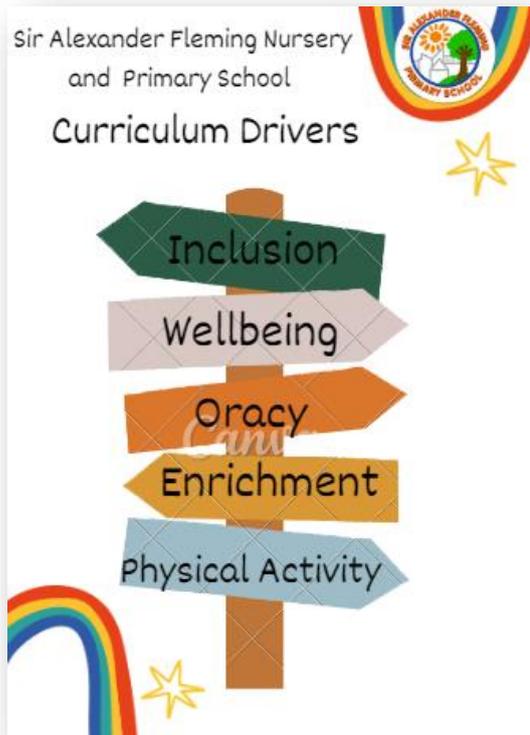
The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Year 3 to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group.

All children have access to a high-quality, ambitious PSHE curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed. We deliver our PSHE curriculum using Jigsaw as our main resource. We have carefully ensured that all the National Curriculum Objectives are covered and have tailored the unit plans to meet the needs of our pupils. There are six half-termly themes within Jigsaw: Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Every year group has a yearly curriculum map that outlines the key areas of PSHE which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children opportunities to understand how to build healthy, respectful relationships, including those online to support. Teaching pupils about mental wellbeing gives them skills required to take care of themselves and access help if problems occur. Learning about the physical and emotional changes equips them to approach puberty in a positive way. Within this document, key objectives and vocabulary are outlined, key questions are provided and lesson content outline. Progression documents are used to support the medium-term plans. Detailed and well-resourced lessons for weekly lessons are accessed through Jigsaw.

At Sir Alexander Fleming, we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Inclusion – All pupils participate in physical education. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.

- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In French this is achieved but allowing children to explore their own culture and its similarities and differences to that of French culture.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and

understanding. In PSHE, oracy is developed through discussion-based activities, role-playing scenarios and debating.

Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, to offer experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In PSHE, enrichment includes using our local area for hiking, rambling and outdoor learning. West Mercia Police deliver STAR (Stop, Think, Act, Reflect) and Telford and Wrekin deliver Crucial Crew. We access the NSPCC school resources for our pupils and offer NSPCC led workshops to our parents. We also access Loudmouth theatre, St Giles SOS, RockKidz to address our contextual safeguarding.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. We build physical activity into PSHE using different methods of collaborating and sharing ideas which encourage children to move around the classroom. Drama and role-play are also used frequently.

The EYFS curriculum includes rich opportunities for children to work and play cooperatively and take turns; show confidence in new situations; form positive attachments to adults and have friendships with peers; express their feelings and consider the feelings of others and to know right from wrong and to try to behave accordingly. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their PSHE understanding both inside and outside.

In Key Stage 1 and 2, we follow the same Jigsaw scheme as EYFS to ensure a whole school focus on each of the individual six themes. The PSHE curriculum is further explored in weekly key stage assemblies.

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge

through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

PSHE assessment tasks are used weekly -recall starters link back to the previous lesson and strengthen memory and a key question is used at the end of the session to attain the children's understanding within the lesson.

The impact of our PSHE curriculum is that:

- Our pupils can build and maintain healthy and respectful relationships, focusing on family and friendship, in all contexts including online.
- Our pupils can keep themselves safe and healthy and can manage their personal, social, academic and moral lives positively.
- Our pupils can manage their own wellbeing and are resilient.
- Our pupils can ask for help and support if problems arise.
- Our pupils approach puberty with confidence.
- Our teachers have high expectations for every pupil which is evident throughout the high standards of work which pupils clearly take pride with.
- Our teachers have good subject knowledge and are aware of the resources available to help them plan well-structured lessons.
- Our subject leaders have a clear understanding of the schools' strengths and areas for improvement. There is a constant drive to ensure that we can be the best we can be.