



St Nicholas' Primary and Nursery School

Live, Love, Learn & Be Happy

PSHE

Curriculum Intent

At St Nick's we believe that PSHE education is a fundamental part of every child's education in order for them to become confident and happy citizens. We aim to promote personal development in a structured and developmentally appropriate way in order to give children the knowledge, understanding, attitudes and practical skills to improve their life chances.

We enable children to develop their sense of self-worth by encouraging them to play a positive role in contributing to school life and the wider community.

Our curriculum covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships. We feel that learning about the emotional and social aspects of growing up will give children and young people the information, skills and positive values to empower them to have safe and fulfilling relationships and to become independent, responsible members of society. Our intention is that through a broad PSHE curriculum which incorporates BV, SMSC, P4C, RSE and our school values, we hope that our children will have a strong understanding of the diverse world around them, be well equipped to take responsibility for their own wellbeing and to stay safe in our ever-changing society.

Implementation

EYFS

In the Foundation Stage, PSHE is embedded throughout the EYFS curriculum and specifically within the curriculum areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Understanding the World

Discrete weekly PSHE lessons are taught using the Jigsaw scheme as part of the whole-school approach to PSHE.

The Jigsaw scheme is a spiral, progressive scheme of work which '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 develop their emotional awareness, concentration and focus.

A significant proportion of the PSHE teaching in our EYFS is in response to children's needs, emotions, interactions and behaviours as they arise 'in the moment'. Emotional literacy is also developed through the use of the Zones of Regulation approach, as well as using Ferre Laevers' work on well being and involvement levels to identify and support children's needs and strengths.

Teaching children about PSHE and helping them to develop their skills and understanding forms the foundations of all of our relationships, interactions and learning as a fundamental expression of our values and ethos at St Nick's school.

Key Stage 1 and Key Stage 2

In Key Stage 1 and 2 pupils are taught PSHE using the Jigsaw scheme, as well as through P4C discussions, embedded and discrete teaching about our whole school Values as well as work on Zones of Regulation. Jigsaw is a comprehensive scheme and incorporates PSHE, Relationships and Sex Education (RSE), British Values (BV) and Spiritual, Moral, Social and Cultural Development (SMSC).

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):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

Wider Curriculum

- PSHE (including RSE, SMSC, BV, P4C and Values) is an integral part of the whole school curriculum, and is therefore often also taught within other subject areas.
- Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional/ enriched learning.
- 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 show the school values.
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

Assessment

Jigsaw does not encourage teachers to mark or 'grade' student's work, but instead give positive written and/or verbal feedback that indicates what the pupil has done well, and a suggestion for development.

Assessment is a major contributor in evidencing the impact and this is tracked to ensure that pupils are building on their skills and knowledge over time. It then shows progression and also uniformity between parallel classes ensuring that in-school gaps or anomalies are dealt with especially issues with teacher confidence.

Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow our teachers to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. It also allows children of 6 and over the opportunity to identify areas for self-improvement.

To support our teachers in tracking each child, there is a 'Summative Assessment: tracking pupil progress' sheet that is used. This sheet has three attainment descriptors for each Puzzle. Our teachers use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle, highlighting one green and one purple descriptor. The green descriptors also flag up children who may need more support with emotional literacy or social skills development and they can be signposted to our pastoral support systems as appropriate. In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the working towards/ working at/working beyond attainment descriptors.

Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further.

Impact

By the time our children leave St Nick' they will:

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

Acceptance

Appreciation

Caring

Creativity

Encouragement

Forgiveness

Honesty

Independence

Inspiration

Kindness

Respect

Teamwork

