

We always try to be that little bit better

Introduction

At the centre of our curriculum are our school aims and drivers, and PSHE is a cornerstone to ensuring that children **aspire** to become healthy, independent and responsible members of society, who show respect and kindness to others regardless of similarities and differences. At Seaburn Dene, PSHE is accessible to all: we give every child the opportunity to have access to PSHE lessons weekly as part of the main teaching timetable.

Intent

In ensuring high standards of teaching and learning in PSHE, we have introduced Jigsaw, the Mindful Approach to PSHE scheme. Jigsaw covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Each Puzzle starts with an introductory assembly, generating a whole school focus.

Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development in a comprehensive scheme of learning in line with the National Curriculum. Our curriculum aims to help children know and value who they really are and how they relate to other people in this ever-changing world; there is a strong emphasis on nurturing, wellbeing, mental and physical health.

At Seaburn Dene, PSHE is taught in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, Learning Charter, through relationships. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver lessons to their own classes. In the Summer Term, children from EYFS to Year 6 participate in a whole school RSE week.

Pupil Premium funding is used to allow disadvantaged children full access to extra-curricular enhancements designed to enhance their cultural capital and emotional wellbeing (Mindfulness Growing and Gardening session - with community charity Just Let Your Soul Grow.)

SEND children in our school are supported in their learning across the curriculum: 1:1 and small group support is given when needed. Lessons are also adapted for pupils who are

working at greater depth in PSHE by using challenging questions so that they can apply their learning in a philosophical/open manner.

Implementation

Planning

1. Long term: PSHE is taught as a block topic within a term, from EYFS to Year 6. There are six half-term units of work, focusing on knowledge and skills stated in the National Curriculum. The units are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

2. Medium term: Jigsaw provides teachers with week-by-week lesson support for each year group in the school. In line with the curriculum for PSHE and guidance from Ofsted.

3. Short term: Short term: Teachers break down strands into hour-long lessons that are combined with additional activities to enhance historical knowledge and skills. For example:

- Access to places of interest, as well as secondary sources, such as books, videos and photographs.
- Visitors, who talk about personal experiences.
- Cross-curricular links, such as e-safety, racism and civil rights in Y6 history.

To enhance PSHE understanding, we also provide:

- Whole-school assemblies focusing on key concepts such as Black History Month, Anti-Bullying, Equality and the Women's Rights movement, NSPCC and safeguarding.
- Weekly discussion and recap of British Values.
- Whole school events, such as Mental Health Week/Safer Internet Day, Anti-Bullying Week, Children in Need/Comic Relief, Road Safety, RNLI. RSE week.

Teaching

All lessons are delivered in an age and key stage appropriate way so that they meet all children's needs. Lessons are largely practical, focusing on circle time discussion and links to the Creative Arts, such as drama, music and art. Every lesson includes mindfulness practice. Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Through formative and summative assessment, activities are adapted to ensure gaps are filled and the optimum progress is made.

Learning Environment

Lessons take place within class or the hall if required. This allows for adequate space for the physical nature of some of our activities. Evidence of written work is recorded within a Jigsaw Journal from Year 1 to Year 6. EYFS provides evidence within a Learning Story display, floorbook and individual children's Learning Journal slides on the Shared Drive. PSHE learning also features 'Flashback 4' activity, which is used for quick recall of prior knowledge in the unit and learning from previous PSHE learning (including those studied in previous years). Lessons also contain a 'Flash Forward 4' activity, which links PSHE to wider aspirations, thinking and concepts. Visits and visitors will allow children to apply their skills and build upon the appreciation of PSHE in its wider context.

Impact

We measure our impact of the curriculum through the following methods:

- A reflection on standards achieved against a clear skills progression document
- Learning walks
- Pupil voice and parent feedback
- Monitoring
- Flashback 4 - revisiting, and assessing, previous learning.
- Flashforward 4 - identifying careers, vocabulary and aspirational links from the topic to the real world.

Assessment

From EYFS to Year 6, children will be assessed at the end of each Puzzle (unit). An assessment judgement will be reached using the Jigsaw Assessment Framework (which outlines key knowledge and skills for each unit).