





Curriculum Rationale PSHE

INTENT	
<p>How is PSHE aligned to the national curriculum?</p> 	<p>Personal, Social, Healthy and Economic (PSHE) is a planned programme of learning through which all children and young people, from EYFS to year 6, acquire the knowledge, understanding and skills they need to manage their lives - now and in the future.</p> <p>Through a whole school approach using 'JIGSAW', we bring together PSHE education, emotional literacy, mindfulness, social skills and spiritual development.</p> <p>The Jigsaw Approach is underpinned by mindfulness. We want our children to be able to observe and understand their own thoughts and feelings as they happen to develop their awareness and capacity to be mindful human beings.</p>
<p>What are the end points for the curriculum and what knowledge and skills will children have when they leave us?</p> 	<p>At Meadow Vale Primary School, children are taught skills they need to be a good citizen within their community, to understand and celebrate different family structures and to manage dealing with challenges they face throughout life. Within RSHE, children are taught the skills, knowledge and understanding to develop positive and safe relationships within their families and communities, and to understand the importance and complexities of friendship. Children are aimed to understand, talk about and manage their feelings and learn how to stay physically healthy through diet, exercise and hygiene. They learn how to identify and manage potential dangers to their physical and mental and wellbeing.</p>
<p>How is the curriculum sequenced from EYFS to year 6?</p> 	<p>According to the National Curriculum, every school needs to have a broad and balanced curriculum that:</p> <ul style="list-style-type: none"> • Promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school; • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life; • Promotes British Values. <p>From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.</p>

	<p>Jigsaw has two aims for all children:</p> <ul style="list-style-type: none"> • To build their capacity for learning • To equip them for life. <p>The Jigsaw Approach provides a spiral curriculum and ensures there is progression throughout each year group. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. All year groups work on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.</p> <p>The schools PSHE overview outlines which objectives from Key Stage 1 and 2 National Curriculum's Programme of Study are covered in each year group and how the subject is sequenced.</p>
<p>Local Context – is there any local context that plays a role in our curriculum design?</p> 	<p>At Meadow Vale Primary School, our PSHE and RSHE programme is underpinned by a good understanding of pupils' backgrounds, including faith and culture. Teachers will take this into account when covering issues which may be considered sensitive. Positive relationships between school, parents/carers and the local community form the foundations for teaching PSHE and RSHE and we recognise that parents/carers are the first educators of their children in this area. Teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps every pupil to feel valued and included in the classroom.</p>

IMPLEMENTATION

Pedagogical Approaches – what teaching approaches are taken to secure knowledge and skills?



A variety of teaching strategies are used and are mindful of preferred learning styles and the need for differentiation. Every Jigsaw lesson consists of the same format and routine:

- Connect Us and Calm Me – these provided children the opportunity to connect their mind to their body and create a safe space for their learning.
- Open My Mind – this introduces the focus for the lesson and lets them begin to think.
- Tell Me or Show Me – this allows children to gain a deeper understanding of the focus for the lesson and provides them the opportunity to think of and ask questions.
- Let Me Learn – this section of the lesson enables them to apply their new learning to a task.
- Help Me Reflect – this provides an opportunity for both adults and children to assess for themselves whether they have gained a good understanding of the lessons objectives.

Teachers' expert knowledge – how do we ensure quality first teaching?
What training, CPD, resources are available to support?



At Meadow Vale Primary School, teachers ensure any gaps in knowledge are addressed through accessing high quality reading and support materials. The PSHE lead will be constantly aware of any changes to the curriculum and will make staff across the school aware. They will attend relevant training throughout the year and feedback necessary information to staff members to help with their teaching. Children may have strong opinions on some subjects in this curriculum, many of which they may have inherited. Teachers should challenge closed-mindedness but should do so with understanding and explanation, rather than chastisement. School Staff should be mindful that their own opinions and faith may not be the same as those in the communities they serve; RSHE teaching should celebrate diversity and promote inclusion.

Knowing and remembering more – what approaches do we use to ensure knowledge is retained? E.g. knowledge organisers, retrieval practice



Lessons are thoughtfully sequenced, building on and referring back to previous lessons to help children commit learning to their long-term memory. PSHE and RSHE also links and supports knowledge from many other curriculum areas including science, computing and RE. At Meadow Vale, we encourage and provide children with opportunities to transfer what they have learned from one school subject to another, and from school to lives in the wider community.

Teacher assessment – what does assessment look like?

A wide range of AfL techniques are used to explore children's prior knowledge and allow teachers to gain an insight into children's understanding and misconceptions. Teachers will be flexible, and wherever



appropriate, discussions will be followed to give children opportunities to clarify and deepen their understanding.

How do we know that the end points have been achieved? What does success look like?



At Meadow Vale, children will be able to articulate their learning from the lesson through formative assessment, both verbally and in written form.

IMPACT

How does our assessment approach inform us of how well children are doing?



At Meadow Vale, PSHE and RSHE are not assessed in a formal manner. Assessment is ongoing with the focus on personal progression rather than attainment. Should a teacher feel a child needs more support within an area of their social or emotional development, the school has many forms of support for this such as Acorn Club and ELSA sessions.

Pupils work – what evidence is used to demonstrate children’s learning?



PSHE and RSHE lessons should be exploratory and present children with many opportunities for discussion, through which to test their own opinions and listen to those of others. While most learning will take place through discussion, children may explore new content through a range of other activities, e.g. picture representations, mind maps and labelling diagrams. At Meadow Vale, children have their own PSHE and RSHE folder for which they can hold their pieces of work in.

What feedback do pupils give and how can this be used to make changes to the curriculum?



Children use appropriate vocabulary when reflecting both in lessons and in conversations with adults around the school. The subject leader talks to pupils about their learning as part of the monitoring process. Children use appropriate vocabulary when reflecting both in lessons and in conversations with adults around the school. The subject leader talks to pupils about their learning as part of the monitoring process.