



## **PSHE – curriculum statement**

### **Intent**

At Red Hill, our PSHE curriculum is designed to ensure that children are provided with with a broad and balanced curriculum that promotes the values of a spiritual, moral, social and cultural education as we have a duty of care to keep our pupils safe. Our PSHE curriculum therefore links closely with our school and Christian values and aims to:

- Give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.
- help children understand and value how they fit into and contribute to the world.
- Develop emotional literacy, building resilience and nurturing mental and physical health.
- Promote mindfulness allowing children to advance their emotional awareness, concentration and focus
- Encourage children to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalized.

### **Implementation**

To help us deliver a progressive curriculum we follow the PSHE programme Jigsaw.

Lessons in Early Years, Key Stages 1 and 2 to follow a set programme of study, following National Curriculum guidelines. Each year group covers 6 puzzles from the Jigsaw programme. The six puzzles are:

1. Autumn 1 - Being Me in My World
2. Autumn 2 - Celebrating Difference (including anti bullying)
3. Spring 1 - Dreams and Goals
4. Spring 2 - Healthy Me
5. Summer 1 - Relationships
6. Summer 2 - Changing Me

These puzzles are split into different lessons, known as pieces. Each lesson has two learning intentions relating to a point on the relationships and health education guidance and the other is designed to develop emotional literacy. Each lesson is divided into 5 focusses, calm me, open my mind, tell/show me, let me learn, reflect and closure.

Calm me - This section of the Piece helps children gain awareness of the activity

in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity.

Open my mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system through different activities

Tell me or show me - This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn - Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

Help me reflect - Throughout PSHE, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

Closure - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points.

Children have a PSHE lesson a week which follows the Jigsaw structure and progression, as well as links across the curriculum where appropriate such as during daily collective worship and lessons in other subjects.

## **Impact**

Children will engage with a variety of learning opportunities that engage and develop their emotional literacy and understanding of the relevant relationships and health education points. Teachers use frequent in-lesson observations, notes and work to help understand and ascertain pupils understanding in order to inform immediate next steps and future planning. Teachers use a mixture of formative and summative assessments to inform their judgements and ensure that all children progress and develop their knowledge.