

Curriculum Statement for PSHE

INTENT - What do we aspire for our children?

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

National Curriculum 2014

Our Rationale for PSHE:

At Hotwells, we aim to prepare our pupils for new opportunities, experiences and responsibilities. We do this by teaching emotional literacy, resilience, how to take care of themselves and others both mentally and physically and equipping them with the skills to survive and thrive in not only their close community but in the wider world. Through our teaching, they will not only develop their understanding but also their application of our school values throughout their lives as well as the key themes focussed upon through our scheme of work. Our pupils will be given the chance to articulate their views, to enable a keen awareness of their local and global community and promote their passion about issues that affect them.

Our Aims for PSHE at Hotwells:

At Hotwells, PSHE supports our overarching aims in the following ways:

We are Ambitious:

- The 'Dreams and Goals' unit encourages children to be the best version of themselves that they can be.
- We encourage children to set aspirational life targets for themselves.
- Through our PSHE curriculum, we teach children the skills they will need to overcome barriers in all areas of life and develop these.
- We encourages the children's reflective and positive mind-set when they approaching learning.
- Through discussions, we encourage children's oracy on a deeper level to enhance their ability to look more carefully into the themes discussed.

We are Creative:

- Many of the activities within lessons allow for a creative approach.
- Activities are open ended so the children can self-direct how they respond.
- Role play and drama are used to explore concepts and learning.
- Skills and knowledge can be applied to different situations.

We are Local and Global Citizens:

- We encourage children to think about those around them.
- We enable them to demonstrate compassion and empathy for real people in their community.
- We encourage them to stay in touch with local residents. One example is that we promote their empathy for those in the local community who may be feeling lonely by sending them cards or we may take children to 'Holy Trinity' to spend time with the elderly people at the 'memory cafe'.
- We build awareness of global events through discussion around current affairs. These form parts of weekly PSHE lessons, class assemblies and whole school assemblies.
- Circle times develop their awareness and empathy for other children around the world living in different circumstances to their own.

What will our children learn at Hotwells?

At Hotwells, PSHE is taught using the Jigsaw curriculum. Jigsaw is a mindful approach to PSHE and is a progressive and spiral scheme of learning from EYFS to Year 6. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

The learning throughout the year builds starting with the children settling into class, accepting each other and developing their knowledge of how you should treat others and builds to learning about the intricacies of relationships and sexual relationships. Each term's lessons build upon the last:

Being Me In My World ([Click here for the knowledge and Skills Progression](#)) covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference ([Click here for the Knowledge and Skills Progression](#)) focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying.

Dreams and Goals ([Click here for the Knowledge and Skills Progression](#)) helps children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Healthy Me ([Click here for the Knowledge and Skills Progression](#)) covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships ([Click here for the Knowledge and Skills Progression](#)) covers building respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

Changing Me ([Click here for the Knowledge and Skills Progression](#)) deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion.

Relationship, Health and Sex Education (RHSE) is taught during Term 5 and 6. This is outlined in more detail in the [Guide to the Jigsaw Approach to RHSE](#) and the [RHSE map by year group](#).

IMPLEMENTATION - How will we deliver the curriculum?

At Hotwells, we teach PSHE Education through Jigsaw, which is a whole school, planned programme of learning through which children can acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future.

Our PSHE curriculum teaches the children to:

- Nurture mutual trust and respect.
- Develop informed and responsible healthy life choices and to have a positive out-look towards health.
- Foster self-respect and self-worth amongst each other and the wider community.
- Develop understanding and tolerance.
- Develop social, economic, political and ecological understanding.
- Understand how to keep themselves and those around them safe.
- Develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

What will PSHE look like at EYFS?

- PSHE is at the very centre of the EYFS curriculum.
- It is largely, but not solely, covered within our teaching of the strands, 'Making Relationships', 'Self-Confidence and Self Awareness', 'Managing Feeling and Behaviour' and 'Health and Self Care'.
- Our graduated induction to school considers all pupils' well-being and this programme can be tailored to suit the needs of an individual to ensure all children come to school happy, settled and confident.
- Jigsaw is taught from the very start of Reception, where children are taught about managing their own and others' feelings and behaviour and the consequences of choices.
- Children in Reception are actively encouraged to verbalise their feelings and to model safe behaviour.
- The children build confidence to engage with their peers and familiar adults through stories, games, small group activities and whole class discussions and circle times.

What does PSHE look like in Key Stage 1 and Key Stage 2?

PSHE lessons all follow a six part structure. Lessons are taught each week. The structure is as follows:

- **Connect us:** This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning.
- **Calm me:** This part of the lesson 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. This will also engender a peaceful atmosphere within the classroom.

- **Open my mind:** This part of the lesson is important to engage this system with the most important aspects of learning intended for each lesson. This enables children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.
- **Tell me or show me:** This part of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.
- **Let me learn:** This allows the children, after receiving new information/concepts, 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 lessons, children are encouraged to reflect on their learning experiences and progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points thus developing their mindfulness.

Our approach to PSHE has been organised in order to ensure that it compliments and supports our school values. [Our PSHE Curriculum Journey](#), showing links between themes and our values can be viewed [here](#).

PSHE is explicitly taught and will cover and refer to British Values throughout the scheme. Bespoke lessons are planned and taught where a specific issue has arisen i.e. peer dispute. This may be in the form of a circle time or a class discussion.

Safeguarding is provided by all staff. The use of CPOMS throughout the school means that all staff are aware of challenges the pupils can face. PSHE lessons can be taught accordingly with awareness around sensitive subject content.

IMPACT - How do we know our curriculum is effective?

Pupil Voice:

We understand that pupils are the best way to show how effective our curriculum is. Pupil voice will demonstrate:

- Pupils' use of correct terminology.
- Their ability to talk about subject specific concepts and skills confidently.
- Pupils talking about the 'why' behind their work.
- That children can explain how learning builds on previous knowledge.

High Quality Outcomes:

Classwork will show work that:

- Demonstrates pride and effort.
- Captures increasing understanding of subject specific concepts and knowledge.
- Demonstrates a clear sequence of learning.
- Clearly shows vocabulary being used appropriately.

Behaviour will:

- Demonstrates the application of the lesson content that they have been taught.
- Reflect our school values which have been promoted throughout and alongside our Jigsaw lessons.

Safeguarding Software:

We aim to record a low number of incidents that relate to pupil behaviour due to effective teaching during PSHE lessons.

We aim to teach PSHE with a proactive approach. However, our CPOMs system may indicate where a 'trend' or event needs to be addressed with a pupil, year group, or more widely. This may be done through PSHE lessons of an additional circle time.

Our recording system will then show low occurrences where behaviour of the same nature is repeated due to these additional circle-times being effective.