PSHE Curriculum Rationale

Curriculum Intent

To enable all children to achieve well and reach their full potential in PSHE by delivering the objectives as laid out in the PSHE curriculum. To help children develop effective relationships, know how to be safe and increasingly responsible. To prepare children for life beyond school; helping them develop character required to make an active, respectful contribution to their community.

Curriculum Implementation

PSHE curriculum areas: Health and Wellbeing, Relationships and Living in the Wider World are delivered in Years 1-4 in six half-termly topics through the ‘Jigsaw’ scheme; ‘Being Me in My World’, ‘Challenging Difference’, ‘Dreams and Goals’, ‘Healthy Me’, ‘Relationships’ and ‘Changing Me’. The topics are covered at the same time in each year group and are introduced through whole school assemblies which include the learning of topic relevant songs. The Jigsaw scheme allows for regular opportunities to recap prior learning to ensure that key skills, knowledge and concepts are embedded in long-term memory. The PSHE curriculum is delivered by adults who develop strong, caring relationships with and between pupils. The learning environment fosters mutual and self-respect, tolerance and appreciation of difference. The Jigsaw scheme encourages positive state of mind through a ‘calming’ aspect of each weekly session. Years 3 and 4 also provide opportunities for children to develop their understanding of economic wellbeing.

PSHE in Early Years is delivered in accordance with the ‘Early Years Foundation Stage’ curriculum. Children take part in regular circle times and ‘Mindfulness’ activities. PSHE in Early Years is referred to as ‘Personal, social and emotional development’. Children learn to develop relationships, confidence and respect through the areas of ‘self-confidence and self-awareness’, ‘managing feelings and behaviour’ and ‘making relationships’.

Curriculum Impact

The impact of the PSHE curriculum is evidenced by the high quality outcomes in PSHE in all year groups where children know more, understand more, remember more and can do more with increasing confidence, resilience and independence. This can be seen in children’s work, collected in Class PSHE Record Books, from talking to the children about what they have been learning and from the assessments undertaken by Class Teachers at the end of each half termly unit. The percentages obtaining a good level of understanding and a deep level of understanding are analysed by the subject leader and show that almost all children in Years 1-4 achieve at least a good level of understanding and a very high % achieve a deep level of understanding. Similarly, almost all EYFS children achieve at least an expected level of development in ‘Making Relationship’ and ‘Managing Feelings and Behaviour’ and a very high % exceed the ELGs. In ‘Self-confidence and Self-awareness’, almost all children achieve an expected level of development and a high % exceed the ELGs.

The skills that children develop through their years at Finstall First School help them to become confident, resilient, independent and caring members of a society, in which they continue to succeed once they have left our School. Our children are well equipped with the skills, knowledge and understanding they need to prepare them for life in Modern British society.