

PSHE Curriculum Rationale

Curriculum Intent

To provide a broad, balanced and meaningful PSHE curriculum that meets the unique and varied needs of all our pupils and enables all children to achieve well. We aim to promote positive personal, social, emotional, physical and mental development of all our pupils so they acquire the knowledge, skills and values required for them to reach their full potential. We aim to prepare children for life beyond school by acquiring knowledge and increasing understanding of rights and responsibilities. We aim to help them to develop the character required to make an active, respectful contribution to their school and wider community. We aim to provide children with the knowledge they need to make informed decisions, know how to stay physically and mentally well and stay safe from a variety of risks. We encourage children to be increasingly independent and resilient, confident and respectful of themselves and others so they can develop strong friendships and relationships. Reading is a valued part of PSHE. Stories are shared and scenarios are read to help children acquire valuable knowledge, skills and values across the PSHE curriculum.

Curriculum Implementation

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, build confidence and we nurture respect through the areas of 'Self-Regulation', 'Managing Self' and 'Building Relationships'. The PSHE curriculum fulfils the statutory requirements for Relationships and Health Education as well as non-statutory PSHE objectives. The curriculum is delivered in discrete lessons as well as through our whole school ethos and values, and through Continuous Provision in Early Years. PSHE in all years is delivered using the Jigsaw scheme which is adapted and enhanced to reflect the needs of our pupils. Each half term has a theme 'puzzle' which is introduced to the whole school through an assembly. The six half-termly 'puzzle' themes are: 'Being Me in My World', 'Celebrating Difference', 'Dreams and Goals', 'Healthy Me', 'Relationships' and 'Changing Me'. The Jigsaw scheme provides a spiral curriculum which promotes progression and continuity throughout our school. Lessons allow 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 and working together through 'Connect Me' activities. Additionally, we celebrate 'Children's Mental Health Week' and a PA organised 'Dare to be Different Day'. We provide children with opportunities and activities during 'Anti-Bullying Week' to promote self-worth and develop appreciation of the diverse world around us.

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, (displayed in Class PSHE Jigsaw Journals), 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 'puzzle'. 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 high percentage of children achieve a deep level of understanding. Similarly, almost all EYFS children achieve an expected level of development in 'Self-Regulation', 'Managing Self' and 'Building Relationships'.

The knowledge, skills and values that children develop through their years at Finstall First School help them to become confident, resilient, independent and caring children who are well-equipped to continue to succeed once they have left our School and they are prepared for life in Modern British society.