

## PSHE Curriculum

*Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. Jigsaw, PSHE scheme*

### Intent

At Two Moors Primary School our PSHE curriculum is fully inclusive and is an integral and well-resourced part of school life. All children are actively encouraged and given the opportunity to take part in all the engaging sessions. We want all children to learn the knowledge and skills that are required to lead healthy and balanced lives where they can make responsible choices. We use Jigsaw as a mindful approach to PSHE using characters and a calming chime for reflection. Jigsaw has six themes of work to be delivered over the school year. The themes are Being in my world; Celebrating Differences; Dreams and Goals; Healthy Me; Relationships and Changing Me. We want all children regardless of gender, ability, race, culture and age, to have a solid understanding of what positive, healthy relationships look like and be able to manage risk, transition and change. Children are encouraged to take an active role that promotes a sense of worth and enables the children to be part of the wider school community through the school council and mental health ambassadors. We ensure children are given opportunities to promote health and well-being and develop the ability to understand positive healthy relationships. We prepare children in promoting tolerance and respect. All children at Two Moors receive a broad and balanced curriculum. Inclusivity is a key part of Two Moors' and the Jigsaw philosophy. We will ensure our PSHE provision has an impact on the children's lives in order for them to become resilient, have their own identities and be able to make their own informed decisions.

The children will:

- Develop the ability to self-regulate.
- Understand how to keep themselves safe and ask for help when needed.
- Be able to maintain a healthy balanced lifestyle.
- Have positive, healthy relationships with their peers, families and those that live in the wider community.
- Be able to manage change, risk, and conflict effectively.
- Begin to understand their responsibilities in the wider community and world.
- Become resilient learners who can approach challenges in a positive and confident way.
- Discuss similarities and differences between people and develop children's confidence and ability to challenge discrimination.
- Reflect on their behaviour choices and the impact that their behaviour can have on others.

Our Early Years curriculum for Personal, Social and Emotional Development supports our children to build constructive and respectful relationships that allow them to play, learn and develop alongside both adults and their peers. Children are empowered to envisage themselves as valuable individuals who are aware of what makes them unique. Children are encouraged to express their feelings and adults carefully model the handling of these feelings and emotions to support children in becoming independent in managing their own feelings. Children learn to manage their own physical needs and understand the importance of respecting others privacy. They are supported to develop resilience and are encouraged to persevere to meet their goals and targets.

### Implementation

Teachers build on prior learning, introducing new components in each lesson, assessing understanding and building the spiral of knowledge and skills in PSHE over the six years. In each Jigsaw unit, pupils will be given a word bank/knowledge organiser to support their learning. Children will work independently and as part of a

group, ensuring skills of resilience and teamwork are promoted in PSHE using a wide range of resources. Pupils each have a PSHE folder so that they are able to keep their work from each Jigsaw unit.

### **Impact**

Children are supported and challenged to help them meet age-related expectations each year. We monitor the impact of our PSHE teaching through:

- Using pupil voice to discuss individual learning.
- Monitoring pupils' PSHE files (Y1-6).
- Moderating assessments for attainment and progress across year groups and across the key stages.
- Visits to PSHE lessons
- Monitoring the knowledge and understanding the children retain over time and the number of children who are successfully meeting the end of year milestones.
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