

Intent

At St Weonards Academy, our aim is to deliver a PSHE curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Although teaching the entire scope of PSHE is not a statutory requirement, at St Weonards, we acknowledge that the subject makes a vital contribution to areas where schools do have a duty, for example, providing our children with a broad and balanced curriculum that meets the needs of all pupils, promoting their Spiritual, Moral, Social and Cultural education (SMSC) and contributing to keeping our pupils safe. Our PSHE curriculum includes RSE (fulfilling DFE statutory requirements) and enables our pupils to explore the complexity of the relationships they will have both now and throughout their lives. We are committed to delivering a PSHE curriculum which holds children at its heart; helping children understand and value how they fit into, and contribute to, the world. Our curriculum also has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

We believe that providing a PSHE curriculum that gives pupils the knowledge, skills and attributes to keep themselves healthy and safe, prepared for life and work in modern Britain, will help them achieve their academic potential. They will then be leaving school equipped with the skills they will need throughout life.

Implementation

At St Weonards, we have adopted Jigsaw PSHE, a clear and comprehensive Programme for Primary PSHE which includes all elements of the statutory Relationships and Health Education curriculum. It is a spiral, progressive and fully planned scheme of work which gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

It provides opportunities to support the skills, attitudes, values and behaviour which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships and work with others
- Make and act on informed decisions
- Communicate effectively
- Become healthy and fulfilled individuals
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within their local community and the wider world
- Explore issues related to living in a democratic society

Our curriculum embodies a whole-school approach for PSHE, with layers built in that engender a sense of belonging and community, and that value every individual. Teachers are provided with a clear breakdown of knowledge, skills and understanding to ensure a seamless progression from Early Years through to Upper Key Stage 2. Specific vocabulary and phrases for each skill set are taught and built up within each key phase. Units of work are launched with an assembly, with each class studying the same unit at the same time (at their own level), building sequentially through the school year and facilitating whole-school learning themes. The teaching and learning activities are engaging and mindful of different learning styles, allowing for differentiation to meet the needs of individual children. The early years planning is aligned with the EYFS curriculum. Clear links are made with British Values, Cultural Capital and SMSC. PSHE is also embedded within the wider curriculum through cross-curricular work, with staff and pupils using consistent terminology and referencing knowledge and understanding. Displays across the school, assemblies and use of the 'Jigsaw' charter to underpin behaviour and respect in all lessons supports this.

Impact

Our PSHE curriculum is high quality, well thought out and is planned to demonstrate progression. Assessment for PSHE at St Weonards is both formative and summative. Built into the Jigsaw programme there are clear learning objectives for each lesson which allows teachers to reflect and then pitch and plan subsequent lessons accordingly, to ensure that pupils of differing abilities, including the most able are suitably challenged. There are also activities included in each lesson to give children the opportunity to self-assess in a child-friendly, age-appropriate manner. Children in year three and above can also identify areas for self-improvement. A summative assessment is used to track pupil progress. Teachers then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond the attainment descriptors for that unit of work. The descriptors will also flag up children who may need more support with emotional literacy or social skills development and they can be signposted for ELSA work, if this is felt appropriate. We expect to see the impact of our curriculum demonstrated in the attitudes and behaviours of the pupils in their day-to-day life. The subject leader, alongside the curriculum team leaders and senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through work scrutiny, lesson observations/learning walks, pupil interviews and staff discussions.