



**Subject: Personal, Social, and Health Education (PSHE)**

**Intent**

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<p>The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and helps children understand and value how they fit into and contribute to the world. Our curriculum starts by building a positive self image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. It is interwoven with the behaviour and ethos of the school. Health education in our curriculum embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these. Our whole school approach aims to help them to understand how they are developing personally and socially, and tackles 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.</p> <p>Through high quality teaching and experiences, by the end of Year 6 the children will have had experience and opportunities to:</p> <ul style="list-style-type: none"> <li>● Value self and others</li> <li>● Form relationships</li> <li>● Make and act on informed decisions</li> <li>● Communicate effectively</li> <li>● Work with others</li> <li>● Respond to challenge</li> <li>● Be an active partner in their own learning</li> <li>● Be active citizens within the local community</li> <li>● Explore issues related to living in a democratic society</li> <li>● Become healthy and fulfilled individuals</li> </ul>

**Implementation**

<b>A love of learning and the success of every child at the heart of all we do</b>
<b>The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives.</b>
<b>High Quality Planning</b>
<p><b>Substantive Knowledge and Experiences in PSHE</b></p> <p>We have chosen to invest in Jigsaw, a mindfulness approach to PSHE, to guide our teaching in this area. This scheme ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children, leading to the practising and refining of key skills alongside the development and deepening of key knowledge.</p> <p>We believe that the Jigsaw scheme of work covers the needs of our children by focussing on six themes (puzzles) which are the same across the whole school but which are differentiated and built upon each year. In each lesson there is a time for Calm Me which teaches mindfulness techniques that can be incorporated at other times throughout the school day.</p> <p>A progression of Skills and Knowledge for PSHE is included in the Jigsaw scheme of work to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2 .</p>

**Disciplinary knowledge and Critical thinking skills in PSHE**

In PSHE, to supplement the planning of Jigsaw, we use Bloom’s Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning. Through the planning and teaching of PSHE, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their PSHE work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work like a ‘philosopher’.

**Metacognition: Developing and supporting Positive Attitudes to Learning in PSHE**

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every PSHE lesson and sequence are : making links, noticing, collaborating, reflecting, listening and empathy. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

**Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children to understand how they learn and what they need to do themselves to achieve and succeed.**

**High Quality Teaching and Learning in EVERY subject**

Assessment for Learning	Appropriate Pitch: age and stage appropriate for all children	Appropriate Match including high expectations and challenge for all	Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING	Promotes and develops Metacognition
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A successful PSHE Lesson will:

- where possible, have the children and adults using the circle approach to connect and share ideas. Enabling everyone to feel equal, valued and included. (Connect us)
- provide an opportunity for the children to relax their bodies and calm their minds to prepare them for learning. (Calm me)
- follow the Jigsaw Charter to ensure that everyone listens to each other, takes turns to speak, shows respect to one another, and has the right to pass.
- focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me).
- Evidence learning through photographs/child’s voice/digital and record in a class floor book.

**Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.**

**Shared values focused on high quality outcomes for all of our children.**

<b>T</b>	<b>O</b>	<b>P</b>	<b>S</b>	<b>H</b>	<b>A</b>	<b>M</b>
Trust and Respect	Opportunities for all	Partnerships	Success	Health and Happiness	Aspiration and Attitudes to learning	Motivated

SMSC underpins our school values. These values have been devised and defined by the whole school community and underpin the behaviour choices we make and how we choose to work together in EVERY area of learning in our school.

Through our PSHE teaching we can emphasise all our school values but in particular, those of Trust and Respect, Opportunities for all, Partnerships and Health and Happiness.

**Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected in our school**

**High Quality, Enabling Environment**

Displays and a class book showing children’s	Children independently access high quality
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learning through photographs, child's voice etc.	Learning Powers clearly linked to the learning sequence Calm, safe environment that allows for all children to feel free to talk and be valued.	resources that engage and allow interaction.
<b>Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process.</b>		

**Impact:**

Subjects will be monitored in line with the School Improvement Plan. Subject Leaders are responsible for this process supported by the SLT.

<b>Monitoring and Supporting High Quality Planning and Timetabling</b> PSHE is planned for by Jigsaw and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children. Timetabling will show balanced coverage of all subjects.
<b>Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.</b>
<b>Monitoring and supporting High Quality Teaching and Learning</b> Monitoring will take place through drop ins, planning and book looks, pupil voice and dialogues with teachers. Progress in PSHE will be seen through a sequence of learning and across the year. Teachers will plan two elements of assessment based on knowledge and understanding, Teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the yearly subject tracking grids to ensure consistent progression.
<b>Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning</b>
<b>Monitoring and Measuring Progress through assessment and published data</b> In PSHE we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in PSHE are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning.
<b>Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress</b>
<b>School Improvement Priorities</b>
All subject leaders create an action plan at the start of the year that is linked to the School Improvement plan and is reviewed and updated throughout the year. It is a working document and designed to reflect the needs of the children. Reading and the teaching of vocabulary are threaded through all subjects planning and teaching
<b>Through this we aim to ensure we are working on the right aspects of development to promote and secure the best progress and attainment outcomes for ALL our children.</b>