

THE VAYNOR CURRICULUM

PSHE ONE PAGE OVERVIEW

"Inspired to be the best that I can be!"



INTENT:



Love for Learning:

Children will develop a love for PSHE through the chance to have meaningful discussions with those around them. They will learn how to listen to others carefully, showing empathy and tackling difficult topics.



Enquiring Minds:

Children will use PSHE to ask questions about new concepts and ideas and solve problems through communication and sharing of ideas.



World Wise:

Children will learn strategies to deal with emotions that they will face in their life. They will know why rules and law are important and why they are following. They will understand and respect the world, and how they play their part in taking care of it. They will learn how to keep themselves and others safe both inside and outside of school life.

To ensure progression throughout each year group, PSHE is divided into specific areas, and this is built on every year through the use of Jigsaw PSHE and PSHE Association. Jigsaw gives children a scope of knowledge and skills that they can use throughout life and is supplemented with content from PSHE Association. Statutory RSE content is also covered. Lessons can be tailored to meet the needs of each class.

CORE CONCEPTS IN PSHE

PSHE Association	Jigsaw PSHE
Health and Wellbeing Relationships Living in the Wider World	Being Me in My World Celebrating Difference Dreams & Goals Healthy Me Relationships Changing Me

VAYNOR VALUES	LEARNING SUPERPOWERS 	
RESPECT		
HONESTY	Challenge Taker	Motivation
KINDNESS	Resilience	Independence
FORGIVENESS	Confidence	Creative
HAPPINESS	Empathy	Inquisitive

IMPLEMENTATION:

PSHE is taught in a whole-school approach where each year group covers the same area of Jigsaw at least once a week. The use of whole-school assemblies helps to bring a motivation and a sense of belonging for the children. Learning in the classroom is engaging and follows a similar structure so that the children understand what each lesson entails, with activities being the difference. Activities are stimulating and allow children to discuss and apply their ideas, embedding this understanding over time and building upon it each year.

How PSHE is mapped across the school:

OUR BIG IDEAS

Term	EYFS	Year 1	Year 2	Year 3	Year 4
Autumn	Being me in My World Celebrating Difference	Being me in My World Celebrating Difference	Being me in My World Celebrating Difference	Being me in My World Celebrating Difference	Being me in My World Celebrating Difference
Spring	Dreams & Goals Healthy Me	Dreams & Goals Healthy Me	Dreams & Goals Healthy Me	Dreams & Goals Healthy Me	Dreams & Goals Healthy Me
Summer	Relationships Changing Me	Relationships Changing Me	Relationships Changing Me	Relationships Changing Me	Relationships Changing Me

Approach to Learning:



It is essential that throughout the learning process, children are given the opportunity to revisit skills and knowledge to help embed it further and make links across each year group.



Regular, planned lessons allow this to happen. Effective implementation and delivery by the teachers is paramount to the delivery of the curriculum so that children are taught in a way that does not hinder their understanding or confuse them, making sure that content covered is meaningful and positive. Teachers use a range of activities such as discussion, role play, oracy art, games and songs to engage children and make learning memorable and easier to recall. By giving children the time to discuss and reflect on their learning, they are able to make links between their own life and the lives of others. No topics are shied away from, and areas of PSHE and RSE are covered to create well-rounded, equipped-for-the-future children.

Approaches to Recording:

- PSHE Journals (whole class)
- Chances for learning across the curriculum with subjects such as Science

Monitoring:



- ✓ Planning scrutinies, book trawls, pupil discussions and lesson observations
- ✓ Staff CPD
- ✓ Evaluation and reflection sessions of CPD

IMPACT:

PSHE Impact Measures

With lessons being done at least once a week in a timetabled slot, children are able to consolidate previous learning and understanding, whilst also building upon this and linking it to their own real-life experiences. The whole-school approach means that children in different year groups can link their learning to others. All of these skills prepare children for different stages of their life by teaching them the skills they need to be a global citizen. In turn, research has proven that successful implementation of this can increase children's academic attainment.

Tracking and Recording Assessments

Teachers use formative and summative assessment to grasp children's understanding of subjects covered. They then use assessment grids from the different programmes to inform their judgement based on what they see in the classroom and in the children's work.