

PSHE

Curriculum Statement



Teacher: Class teacher

Time per week: 1 hour a week

Enrichment activities:

- Values-based Education
- Pupil Wellbeing Committee ambassadors in each class
- Autumn - International Day of Peace (Unity), World Homeless Day (Kindness), National Braille Week (Equality)
- Spring term - Children's Mental Health Week , 20 March: UN International Day of Happiness
- Summer term - 15 May International Day of Families

INTENT

Values-based Education has always been at the heart of our school. Staff, governors, parents and pupils are proud of the school's vision 'The Place to Grow'. A significant part of our vision is that we want pupils at Long Crendon School to become confident, active and independent learners who explore how a values-based philosophy impacts our learning, problem solving and risk taking. Celebrating values is important to us as a school, whether this is through our nominations at the end of each week, our weekly newsletter which incorporates our core

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values, or introducing new initiatives that we feel are world-wide events that we can value. We want all children to come to school, enjoy their day and learn to apply universal values through life. In order for children to be equipped with life in the future we take particular care in nurturing everyone's wellbeing. We are proud to be a Values-based school and part of the Values-based Education movement and believe that our children are our best ambassadors and testimonies of this.

In partnership with our Values-based philosophy we have adopted the Jigsaw PSHE scheme of work, which is a comprehensive, whole school approach that supports health and well-being. The Jigsaw resources are spiral and progressive which aim to prepare our children for life, helping them to value who they are and understand how they relate to other people in an ever changing world.

IMPLEMENTATION

All year groups work on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (themes) in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group as shown in the table below.

Each half-term has a theme:

Autumn 1: Bring Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters.

Autumn 2: Celebrating difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

Spring 1: Dreams and goals

Includes goal-setting, aspirations, working together to design and organise fund-raising events.

Spring 2: Healthy me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

Summer 1: Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

Summer 2: Healthy me

Includes Relationship and Sex Education in the context of looking at change.

IMPACT

- PSHE provision provides pupils with well-chosen opportunities and contexts to embed new knowledge that can be used confidently in real life situations.
- Pupils know how and when to ask for help and where to access support.
- Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices.
- Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
- Pupils are well prepared for the next steps of their lives
- Pupils have the knowledge, skills and attributes to live healthy, happy lives