A Curriculum to Inspire @ Mountfields Lodge

CURRICULUM STATEMENT: PSHE

Our Curriculum Intent for Personal, Social and Health Education:

The 'drivers' around which our curriculum is centred, without any subject preference or bias, are:

EXPLORE   PERSEVERE   (BE) INDEPENDENT   COMMUNICATE

We want our pupils to develop EPIC qualities and become EPIC learners.

E: We want our pupils to have a love of exploring facts, finding information and developing new skills; we want them to be inquisitive and enquiring.

P: We want them not to give up at the first hurdle (or even the second); we want them to know that effort, commitment and hard work can pay dividends; we want them to persevere.

I: We want them to learn how to learn; to learn how to pursue lines of enquiry and interest themselves; we want them to develop independence.

C: We want them to be able to tell others, with confidence and clarity, what they know, what they think, what they imagine…we want them to be good communicators.

Whilst our 'Curriculum to Inspire' is based on the EYFS Curriculum and the National Curriculum, we have been proactive in our school by developing a new curriculum which inspires our children to learn and is relevant to their needs now - and in the future. We have tried to balance the 'have to' aspects alongside the 'got to' and the 'want to' aspects.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education.

The Key Characteristics that we have identified, and that we believe, will make a **GOOD CITIZEN** are:

- The ability to accept that they have rights and that with those come responsibilities.
- The ability to accept, respect and celebrate themselves and others, including all our differences.
- Behaving in a way that is polite and respectful.
- Making choices that keep themselves and others healthy.
- Assessing risks to help themselves stay safe.
- Caring about their learning and behaving in a way that helps themselves and others to learn.
- The ability to understand how they learn and confidently persevere when faced with a challenge.
- The ability to understand different relationships and how to communicate appropriately in different situations.
- Making a contribution to the life of the school and wider community.

We believe PSHE equips pupils with skills that will enable them to be responsible citizens of the future. We want our children to show respect and appreciation for themselves and others and understand the impact their actions can have.

This is inherent on our agreed ABC School Conduct: Accept Behave Care

Our Curriculum Implementation for PHSE:

At Mountfields Lodge School we teach PSHE primarily, although not exclusively, through our use of Jigsaw©. Our commitment to this ensures that all pupils develop skills appropriate to their age group, in order that they are inspired to lead healthy lives and form positive relationships. We aim that the skills they learn within our PSHE lessons are transferred outside the classroom into everyday life.

Our expectations for Teaching and Learning are:

- A Jigsaw session is taught each week and led by the class teacher.
- Jigsaw will be taught as a whole class.
- Each session will follow the planned structure.
- Class teachers will find opportunity to praise the values from the Jigsaw sessions throughout the week.
- The Jigsaw charter will be displayed in each classroom and referred to within other subject areas.
- The charter will be adhered to by children and adults.
- Each class will create a journal that reflects the learning from each session.
- The children will decide how to display the current learning in the journal.
- An area in the classroom will display the Jigsaw Journal and the current focus.
- The unit song will be used across the whole school to create a sense of community.

The Progression Map for PHSE is:

We will follow the Jigsaw structure on a 1-year cycle for EYFS and 2-year cycle for Year 1 to Year 6.

Year 3 and Year 4 in the summer term will teach the final piece 'Changing Me' in single year groups to ensure progression related to Sex Education.

Year 5 and Year 6 will teach the final two pieces 'Relationships' and 'Changing Me' in single Year groups so that the content is appropriate to the age of the children.

The Jigsaw scheme is separated into 6 puzzles:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each of these puzzles is separated into 6 pieces. In each series of 6 Pieces (lessons), learning builds and develops and culminates in an end product/outcome, for example, a display, a fashion show, a presentation, a video/film, a concert, or an exhibition.

Jigsaw PSHE Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

<u>**Curriculum Impact Statement**</u>

In our school we have a set of assessment 'tasks'/tools that we use across all Foundation subjects; tasks/tools that are widely used (by teachers) and widely known (by pupils). We use these in **P.H.S.E.**

We believe that they have maximum impact on T&L outcomes (learning 'stickiness' and impact on 'next lesson' content and approach) for minimum demand upon staff workload and pupil wellbeing.

In **P.H.S.E.** we recognise that we need to:

- **Share the Curriculum 'Journey'** – *do the pupils know what they are doing and why they are doing it and where it 'fits in'?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Has it stuck?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson? Has it stuck?*
- **Using 'the checks' to adjust T&L** and improve outcomes.

We believe that if our assessment is regular, consistent and focused in **P.H.S.E.** it will be relevant and impactful.

<u>**Our 3 agreed approaches to assessment in P.H.S.E. are**</u>

<u>**1) At the Planning Stage**</u>

CTs refer to the **Progression Map for P.H.S.E.** (x-ref Curriculum Implementation statement) <u>at the point of planning</u> and consider not only the 'current' Yr Gp expectations but also make themselves fully aware of the 'previous' and the 'next' expectations.

CTs then reference 'prior learning' in their introductory slide(s) (ppt/flipchart) to a new theme/unit; i.e. 'Do you remember in Year ? when you did/learned about/found out about?'

CTs judge the 'stickiness of the prior learning' and help pupils contextualise their learning. We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

<u>**2) The Learning Journey**</u>

CTs create and share **The Learning Journey** of each unit/theme in **P.H.S.E.** (in a ppt or flipchart slide); this includes * **Questions** from each Jigsaw piece that are to be answered throughout the Jigsaw Puzzle, Unit-specific **vocabulary** that must be used/taught and the **Core Learning** expectations.

The slide is referred to at the beginning of each **P.H.S.E.** lesson; the strength of this is the coming back to it regularly and making sure the questions are answered and the vocabulary is embedded.

Our school's **Core Learning** expectations in **P.H.S.E.** map out the 'non-negotiables' along the Learning Journey of a pupil in MfL. These **Core Learning** expectations are taken from our school's **P.H.S.E. Progression Map**, which itself reflects the **National Curriculum**.

They clarify **our Curriculum Intent** for **P.H.S.E.** They are our, *'by the time a pupil in MfL leaves (an identified Yr Gp) **they must know/have experience of/ learn…'***

Each Jigsaw Puzzle 'builds' on previous learning/K&U/skills and are our 'points of assessment' in **P.H.S.E.** along the Learning Journey; they are things that are assessed by CTs and their stickiness monitored by Subject Leads and the SLT. They are how we assess **P.H.S.E.**

PSHE Core Learning					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
To be able to explain how they are different and similar to other people in their class, and why this makes everyone special.	To explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.	Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. To offer strategies to help the situation.	Explain why bullying might be difficult to spot and what to do about it if they are not sure.	Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation.	Explain ways in which difference can be a source of conflict or a cause for celebration.
Identify a range of ways to keep their body safe and healthy.	Explain why foods and medicines can be good for their body comparing ideas with less healthy/ unsafe choices.	Identify things, people and places that they need to keep safe from, and can explain some strategies for keeping themselves safe and healthy including who to go to for help.	Recognise when people are putting them under pressure and can explain ways to resist this when they want to.	Explain different roles that food and substances can play in people's lives. Explain smoking and alcohol misuse is unhealthy.	Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.
Explain why they have special relationships with some people and how these relationships help them to feel safe and good about themselves. .	Explain why some things might make them feel uncomfortable in a relationship and compare this with relationships that make them feel safe and special.	Explain how their lives are influenced positively by people I know and also by people from other countries.	Give ways that might help them manage feelings when missing a special person or animal.	Explain how to stay safe when using technology to communicate with friends, including how to stand up for themselves. negotiate and to resist peer pressure.	Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.
Use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.	Explain why some types of touches feel OK and others don't.	Explain how boys' and girls' bodies change on the inside/outside during the growing up process.	Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. .	Explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. .	Recognise how they feel when they reflect on becoming a teenager and how they feel about the development and birth of a baby.

3) Jigsaw Journal

Each class has a **Jigsaw Journal;** it is used to 'capture the active learning' that the pupils have undertaken'.

We know that **our pupils** are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. 'Do you remember when…?'

The aim is to ultimately produce QR codes (QR stands for Quick Response; it is basically a quick, scannable barcode-like image that takes you to a specific digital destination) for any videos/pieces of evidence of active/inspiring/engaging T&L that would be saved in our Shared Drive.

Our 3 agreed assessment tools in 'SUBJECT' are:

A) Flashcards:

We use these to engage 'active recall' through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

Example:

acceptable touch	peer pressure

B) Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class 'team' quizzes. They are 'low stake' i.e. they are not considered to be the 'be all and end all' of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

Example:

What makes smoking addictive?

A: arsenic   B: nicotine

C: ammonia   D: all of these

C) Exit Tickets

These are used at the end of a T&L session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

Example:

> What do you do if you get a message online from someone you don't know?

> What would you do if you saw someone being bullied?

We understand that the assessments made in **P.H.S.E.** must be

- Utilitarian – seeking the greatest good for the greatest number
- Opportunist – picking up ideas and misconceptions as you find them
- Efficient – keeping things simple and brief
- Mastery-oriented – seeking to get every pupil to a key level of understanding

We believe it is extremely important that pupils do not see going back to the previous lesson as a punishment, for the teacher or for them – the culture in the classroom has to be that it is a chance to improve and to understand fully.

We do not forget that Marking and Feedback of our pupils' learning also enables us to provide effective feedback to pupils on their learning performance. We can give recognition and appropriate praise for achievement. It helps us identify effective strategies and 'next steps' for improvement; it helps inform future planning. (x-ref. Marking and Feedback Policy).

Using the 3 agreed 'tools' for assessment in **P.H.S.E.** and ensuring we deliver on our 3 agreed 'assessment approaches' we believe we are well placed to confidently report to pupils and parents in the statutory end-of-year Individual Pupil Reports in terms of Core Learning attainment.

We do not believe that in **P.H.S.E.** there is any value, or need, to have a complex method of capturing attainment 'data' that, on first glance, might look good (i.e. a class list against a range of objectives, all annotated with colours/lines/marks that mean something once the coding is understood) but has little to no impact on T&L outcomes; i.e. 67% of Class 'B' attained at the expected standard in **P.H.S.E.** Such data, in our experience, has little value, or impact on the 33% who didn't make the grade? Does it mean the learning was too hard for them? Does it mean the teaching didn't engage them? Does it mean they have failed? Does it mean they have missed that learning opportunity and won't revisit it for 2 more years?

We believe, that our considered method of assessment in **P.H.S.E.** does everything we need it to do.