



CURRICULUM STATEMENT:

Personal, Health and Social Education

Our Curriculum Intent for PHSE:

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 schools Roots For Learning: 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 & KS1 and a 2-year cycle for KS2.

In the summer term KS2 will teach the final piece 'Changing Me' in single year groups to ensure progression related to Sex Education.

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.

Our Curriculum Impact for PHSE:

In our school we have a set of assessment tools that we use across all Foundation subjects. We believe that they have maximum impact on teaching and learning outcomes with a minimum demand upon staff workload and pupil wellbeing.

We:

- **Share the Curriculum ‘Learning 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? Is the learning embedded?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson?*
- **Use ‘the checks’ to adjust teaching and learning** and improve outcomes.

Our 3 agreed approaches to assessment in P.H.S.E. are

1) At the Planning Stage

Teachers refer to the Progression Map for PHSE and consider not only the current year group expectations but also make themselves fully aware of previous learning and the expectations of what comes next.

Prior learning is assessed at the start of a new unit or work i.e. ‘Do you remember in Year ? when you did/learned about/found out about?’ 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.

2) The Learning Journey

Teachers share The Learning Journey for each puzzle; this includes questions that are to be answered throughout the unit of work with unit-specific vocabulary that must be used/taught and the Core Learning expectations. It is referred to at the start and end of each lesson to make sure the questions are answered and the vocabulary is embedded

3) Jigsaw Journal

Each class has a **Jigsaw Journal**; it is used to capture the learning that has taken place.

We know that our pupils are more able to recall previous learning when they have prompts to refer to.

Our 3 agreed assessment tools in 'SUBJECT' are:

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

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

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?



Our 4 C's

At the core of our learning.