



South Bank Primary School Curriculum Statement

PSHE

2023/2024

Subject Leader: Sarah Kelly/ Natalie Innes

Intent

PSHE in South Bank Primary is taught as an integral part of the curriculum through separate PSHE lessons and as part of daily routine and activities. At South Bank we strive to ensure all pupils develop as well-rounded individuals with the skills that they need to succeed in life. As well as ensuring all pupils achieve their full academic potential our PSHE curriculum aims to ensure that they develop as individuals who have the skills required to be successful in the real world. Our holistic curriculum ensures that personal development is central to all that we do in school. Our PSHE curriculum underpins the school curriculum and is woven throughout all areas of school life. The PSHE Association states "PSHE education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain... When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life." Within our PSHE curriculum we ensure that pupils address topics around British Values and SMSC. We deliver our PSHE curriculum using the Jigsaw PSHE programme: "Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus."

Implementation

Teachers at South Bank Primary deliver high quality PSHE provision on a daily basis. They have a good understanding of how to support pupils personal, social and emotional development and they plan this as an integral part of their classroom planning, teaching and delivery. The Jigsaw programme has been adopted in school to ensure the delivery of regular explicit, progressive lessons that are taught throughout both Key Stage 1 and 2. Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year. Term 1: Being Me in My World Term 2: Celebrating Difference (including anti-bullying) Term 3: Dreams and Goals Term 4: Healthy Me Term 5: Relationships Term 6: Changing Me (including Sex Education). Each Jigsaw session follows the same routine which provides familiarity for the children so that they are able to focus on the content of the lesson being taught. In addition to this, teachers have the freedom to plan with detail and attention to their individual children. Learners can be scaffolded, and any individual needs can be supported where necessary. The summative assessment process offers criteria for children either working at, beyond or towards the age-related expectations. Greater depth children can be challenged to ensure that they are being given the opportunities to enrich their learning further.

Impact

At South Bank Primary School we have developed a highly inclusive culture where all individuals are welcomed and accepted. Children acknowledge and embrace that we are all different and that we all have different qualities. Children are aware of their qualities and can talk about these, recognising their own strengths and areas for development. They interact positively with a wider range of individuals, including those from different backgrounds or with different beliefs and cultures. The PSHE curriculum results in pupils knowing more about themselves and the society they live in and helps them to develop the skills they need in life such as self-belief and resilience. Discussion with both pupils and staff will show that pupils make good progress in their understanding and application of skills in this area. Pupils have high aspirations which are supported and underpinned by their personal, social and emotional development.