

Subject PSHE

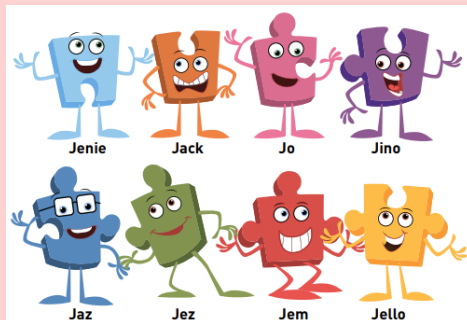
Intent: Staff will follow the agreed Long-Term Plans using the Jigsaw scheme of work to ensure a full and in-depth coverage of the National Curriculum. There is a clear progression strategy in place to ensure that children build on prior knowledge and extend their learning ready for future lessons. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

Implementation:

Work should be neatly presented at all times and be titled with the date and learning objective covered and put into floor books. Where activity sheets are required, these should be put into floor books. For most activities, children should be able to write unrestricted by boxes or word choices.

Impact:

All staff are delivering PHSE on a weekly basis. Delivery of PHSE is evident in all class floor books and feedback to teachers to share good practice and identify areas to improve.



Planning:

Assessment of prior learning should be completed through recap activities, quizzes or peer discussion. New topics should be addressed with pupils to establish what they know already.

Monitoring and Assessment

Formative assessments will be made from prior learning activities and in class activities. Teachers will use the success criteria to establish changes needed to planning or coverage as appropriate. A folder/work review will be completed once per year, which will look at a sample of learning within each class (including a range of abilities). This will enable progress against the action plan targets to be established

School Key Strand Links

Social, emotional, personal and spiritual development, British Values, RSE

SEND:

Work should be scaffolded by the teacher to enable all children to access the PHSE curriculum

Cross curricular links:

Drama, science

Next Steps:

Following the Jigsaw scheme of work . The key focus for this year is in ensuring an in-depth curriculum coverage in all classes



Skills progression

	EYFS	KS1	KS2
<p><u>Autumn 1</u> Being me in my world</p>	<p>ELG Understanding the World</p>	<p>Know special things about themselves Know that some people are different from themselves</p>	<p>Identify the feelings associated with being included or excluded Can make others feel valued and included. Be able to take on a role in a group discussion/ task and contribute to the overall outcome. Can make others feel cared for and welcomed</p>
<p><u>Autumn 2</u> Celebrating difference (Including Anti-bullying)</p>	<p>ELG Understanding the World: People and Communities</p>	<p>Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships</p>	<p>Try to accept people for who they are. Identify influences that have made them think or feel positively/negatively about a situation. Identify feelings that a bystander might feel in a bullying situation</p>
<p><u>Spring 1</u> Dreams and Goals</p>	<p>ELG Personal, Social and Emotional Development: Self-confidence and Self-awareness</p>	<p>Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge</p>	<p>Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others</p>
<p><u>Spring 2</u> Healthy Me</p>	<p>ELG Physical Development: Health and Self-care</p>	<p>Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe</p>	<p>Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them. Identify which people they most want to be friends with</p>
<p><u>Summer 1</u> Relationships</p>	<p>ELG Personal, Social and Emotional Development: Making Relationships</p>	<p>Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship</p>	<p>Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy. Can identify people who are special to them and express why</p>