

Dunton and Wrestlingworth's PSHE Rationale and Curriculum Coverage

Intent

At Dunton and Wrestlingworth C of E Lower Schools, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Our intent is to provide an outstanding Personal, Social, Health, and Emotional Education (PSHE) curriculum that equips our pupils with the knowledge, skills, and attitudes needed to lead healthy, happy, and successful lives. Our PSHE curriculum is designed to address the characteristics outlined in the most recent Ofsted inspection framework, promoting personal development, mutual respect, resilience, and social responsibility. We aim to develop well-rounded individuals who are ready to face the challenges of the future and make positive contributions to society.

Curriculum Design and Sequencing

Our PSHE curriculum is carefully designed to meet the needs of our pupils and is structured using a spiral approach, where key concepts and skills are revisited and built upon at appropriate developmental stages. We have mapped our PSHE provision to the National Curriculum and have considered the statutory guidelines for Relationships Education, Health Education, and Sex Education.

We have carefully chosen to use the Jigsaw Programme with this in mind. We have chosen this as it offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

We ensure that our PSHE provision covers a wide range of relevant and age-appropriate topics, including emotional well-being, mental health, physical health, relationships, personal safety, financial literacy, and careers education. We have identified the key learning objectives for each topic and have aligned them with the age-related expectations of our pupils.

We use a variety of teaching strategies and resources to engage our pupils and promote active participation in their learning. Our lessons incorporate a range of activities such as group discussions, role-playing, case studies, problem-solving exercises, and multimedia resources. We encourage pupils to reflect on their own experiences and actively participate in promoting a safe and respectful learning environment.

Impact

Individual Development

Through our PSHE provision and using Jigsaw, we observe and monitor the positive impact on our pupils' personal development, self-awareness, and emotional well-being. We encourage children to self-assess their learning through reflection of our learning intentions and encourage children to think about how to develop and implement their learning. We believe pupils develop a strong sense of self-esteem, resilience, and empathy. They are able to manage their emotions effectively, develop positive relationships, and make informed decisions about their own health, well-being, and relationships.

Mutual Respect and Inclusivity

Our PSHE curriculum fosters an inclusive and respectful environment, where pupils learn to appreciate and respect diversity in all its forms. Pupils develop an understanding of different cultures, religions, and beliefs, promoting mutual respect and tolerance, as well fundamental British Values. They learn to challenge stereotypes, prejudice, and discrimination, and are well-prepared to contribute positively in a multicultural society.

Safety and Self-Care

Through targeted PSHE Jigsaw lessons, our pupils develop the knowledge and skills necessary to keep themselves safe in various contexts. Our curriculum is broken down into six key themes: Being Me In My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. Throughout this learning, our children will learn about personal safety, online safety, healthy relationships, and how to seek help and support when needed. Pupils understand the importance of self-care and develop strategies to maintain good physical and mental health.

Preparedness for Transition and Future Life

Our PSHE provision equips pupils with the knowledge and skills needed to navigate the challenges of adolescence and beyond. They develop financial literacy, employability skills, and an understanding of the world of work. Pupils are well-prepared for the transition to infant, junior and secondary school and have a clear understanding of their rights and responsibilities as young citizens.

Parental Engagement

We actively involve parents and carers in our PSHE provision by regularly communicating about the topics covered and sharing resources and strategies for supporting children's personal development at home. By implementing our Jigsaw PSHE provision, we strive to cultivate confident, resilient, and responsible individuals who are prepared to make a positive contribution to their community and society as a whole. We continuously evaluate and improve our PSHE curriculum and provision based on feedback from pupils, parents, and staff, ensuring excellence in our provision of PSHE education.

Our School Vision

It is imperative throughout our PSHE curriculum that our school vision is reflected-

From the smallest seeds grow the biggest trees

OUR CHRISTIAN VISION

"The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches."

Matthew 13:31-32, International Children's Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here.

Within PSHE, we follow six main themes. These themes are approached as a whole-school through both assembly-based worships and individualised PSHE lessons within our classrooms.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2:	<i>Celebrating Difference</i>	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	<i>Dreams and Goals</i>	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	<i>Healthy Me</i>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	<i>Relationships</i>	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	<i>Changing Me</i>	Includes Relationships and Sex Education in the context of coping positively with change

Implementation of the curriculum

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Foundation	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1 and 2	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Year 3 and 4	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition