



NORTH FERRIBY PRIMARY SCHOOL

Personal Social Health Education

INTENT

Our vision is a PSHE curriculum that is an important, integral component of the whole curriculum. Therefore, we ensure we promote the spiritual, moral, cultural, mental and physical development of our children; preparing them for the opportunities, responsibilities and experiences they already face and for adult life. We teach our children about keeping healthy and safe, emotionally and physically; encourage our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment. PSHE enables children to develop the skills and attributes they need to manage life's challenges and make the most of life's opportunities.

PSHE LONG TERM PLAN:

	Autumn	Spring	Summer
EYFS	Being Me In My World / Celebrating Difference	Dreams and Goals / Healthy Me	Relationships / Changing Me
Year 1	Being Me In My World / Celebrating Difference	Dreams and Goals / Healthy Me	Relationships / Changing Me
Year 2	Being Me In My World / Celebrating Difference	Dreams and Goals / Healthy Me	Relationships / Changing Me
Year 3	Being Me In My World / Celebrating Difference	Dreams and Goals / Healthy Me	Relationships / Changing Me
Year 5/6	Being Me In My World / Celebrating Difference	Dreams and Goals / Healthy Me	Relationships / Changing Me
Year 5/6	Being Me In My World / Celebrating	Dreams and Goals / Healthy Me	

Lesson 1 A new unit is introduced by asking the children a question or by playing a game linked to the unit. Children are invited to share what they already know and are given the opportunity to ask questions. These questions will be answered by the end of each lesson.

Unit lessons Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Each lesson, with the teaching resources included, helps teachers to focus on tailoring the lessons to the children's needs.

Summary The unit of learning finishes with a summary of the unit studied. The enquiry questions from the beginning of each unit of work, including the children's questions, are revisited to ensure these have been answered.

CLASSROOM ENVIRONMENT

Jigsaw aims to meet children's needs in this ever-changing world and does not skirt around the most sensitive issues like bereavement and family change. Therefore, establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. Most lessons include the use of The Jigsaw Circle, which brings children and adults together to feel equal, included and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together. If there is an issue with space, Jigsaw activities can still be facilitated with children at their tables. A chime is used, and this gives children some quiet time to reflect on what has been taught in the lesson. Jigsaw Jack is a cushion shaped like a jigsaw piece and is used to help engage the pupils in the lesson.

PARENTAL LINKS

The knowledge organiser for each unit of work is available on our school website under the relevant year group curriculum page. The implementation of Seesaw across the school means that parents/carers will be able to engage directly with their child's learning journey. Detailed information about the PSHE and RSE curriculum can also be found on the school website.

ASSESSMENT AND IMPACT

At the end of each unit of work, teachers can use work in the children's books or on display and their own observations throughout the unit to make a summative assessment of the children. Additionally, each lesson has a formative assessment activity that children can use to self-assess their understanding.