

PSHE

















AT

KINGSWOOD PRIMARY ACADEMY



nummation
secure
feelings fault nervousness
sore gossip over spot
reaction
Bravery anxious teamwork
rumour
terrified Respect empathise
Worried insecure empathy
motivation

KINGSWOOD PRIMARY ACADEMY CURRICULUM INTENT

VALUES	  
INTENT	<p>At Kingswood Primary Academy, we aim to provide all pupils with a stimulating and inclusive educational environment in which everyone feels safe, respected and supported to grow and develop to their full potential.</p> <p>Our purposeful curriculum is therefore designed to give children the entitlement to:</p> <ul style="list-style-type: none"> • Knowledge - develop a rich and deep subject knowledge • Skills - secure basic skills in reading, writing and maths • Enrichment - develop new skills and independence through a variety of contexts and enrichment experiences • Culture - provide a cultural, arts and sporting programme • Aspiration - be curious learners - experiencing the engagement in, challenge and enjoyment of learning • Diversity - gain an understanding of fundamental British Values to inform their own moral code <div style="display: flex; justify-content: space-around; align-items: center;">       </div> <p>Supported by additional schemes of work such as Snap Science, Charanga, Purple Mash, Jigsaw and Primary Languages.</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div>
SKILLS FOR LIFE	<p>The curriculum entitlement supports the development of individual essential skills for life through the Skills Builder aspects:</p> <ol style="list-style-type: none"> 1. Listening 2. Speaking 3. Problem Solving 4. Creativity 5. Staying Positive 6. Aiming High 7. Leadership 8. Teamwork <div style="text-align: center;">   </div>

OVERVIEW

Jigsaw provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes. The Relationships and Healthy Me Puzzles (units) are enhanced, revisited and built throughout the Jigsaw Programme.

Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these.

INTENT

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice.

Every Jigsaw lesson from Early Years to Year 6 offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group (see map attached).

Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Kingswood Primary Academy, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

IMPLEMENTATION

Jigsaw brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week with the teaching resources included, helps teachers to focus on tailoring the lessons to their children's needs and to enjoy building the relationship with their class, thus getting to know them better as unique human beings.

Weekly learning is displayed on the wall in the classroom, and within a class presentation book highlighting key messages and learning points within the context of the classroom.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Jigsaw, is a progressive and spiral scheme of learning, carried out throughout the whole of the school. Planning ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year.

IMPACT

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Interviewing the pupils about their learning (pupil voice).
- Monitoring, carried out by the subject leader
- Behaviours and attitudes of children across the school
- Through their PSHE learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's personal, social, emotional, health together with the spiritual, moral and cultural similarities and difference.

SEND – Strategies for supporting access:

- Break down learning – now/then
- Images to support
- Specific simple instructions
- Adaptive Teaching
- Scaffold to support learners
- Pre-learning tasks
- Re-capping within lessons for all or groups of pupils
- Flexible grouping
- Immersive Reader
- Definitions – revisit
Vocabulary banks

Enrichment

- Assemblies
- Visitors
- Whole school events
- Charity events

SUBJECT LEADERSHIP AND DEVELOPMENT

Subject Strengths

- Staff knowledge of their curriculum – progression and sequence
- Links across the curriculum
- Whole school approach
- Links to whole school ethos and values

Areas to Develop

- Continue to develop academy website
- Develop exemplification folders

Monitoring

- T1 Focus – MTPs - Book monitoring
- T2 Focus – Connections – CTs discussions – Books/pupil voice
- T3 Focus – SL discussions with CTs - Book monitoring

CPD

- Jigsaw PSHE Whole staff training