



## Curriculum Statement for PSHE at Crazies Hill CE Primary School

### Intent

At Crazyes Hill the aims of our PSHE curriculum are to teach a mindful approach, bringing together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. A lesson a week helps teachers to focus on their children's needs and to enjoy building the relationship with their class, getting to know them better as unique human beings.

### Implementation

We use the Jigsaw scheme across the whole school from EYFS to Year 6. It is an all-encompassing mindful approach to the teaching of PSHE. There are 6 themes that run every year ensuring progression in each area. The themes are – Being in my World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; Changing Me.

The empowering nature of Jigsaw develops mindfulness in 3 main ways: through the 'Calm me' time in each piece (lesson); through the taught curriculum and through 'Pause Points' – time for self-reflection.

### Impact

Through our PSHE curriculum, we aim to foster, in our pupils, a positive attitude towards PSHE regardless of their attainment.

Each of our school values can be seen through the teaching of PSHE:

- ❖ The children become more **resilient** as they become more self-aware and more able to focus their minds on what is important to them.
- ❖ The children build **relationships** by developing their sense of belonging at school, at home and in the wider world.
- ❖ **Respect** is cultivated through teamwork, citizenship, understanding their rights and responsibilities, understanding and valuing differences and caring for themselves, others and their world.

We also aim to equip pupils with the PSHE skills and vocabulary that will enable them to be emotionally literate members of society.

## **Assessment**

Assessments of the children's knowledge and understanding is ongoing throughout the year. Each piece (lesson) has a formative assessment activity that children can use to self/peer assess their understanding in that lesson. At the end of each puzzle teachers use a summative assessment of the children's progress using a best fit approach against 3 attainment descriptors.

Assessment includes observations, discussions and written outcomes. An overview of whether a child is working at age related expectations in PSHE is reported to parents/carers in a written annual report.