



Stowford School

Curriculum Statement for Personal, Social, Health and Economic Education (PHSE)



Intent:

The Stowford PSHE Curriculum has the intent of giving children relevant learning experiences by which they can navigate their world and develop positive relationships with themselves and others. There is a strong focus on emotional literacy, building resilience and nurturing mental and physical health. Mindfulness is also included which allows children to advance their emotional awareness, concentration and focus. The school promotes discussion about 'Big Picture' ideas and themes and guides children in being able to use respectful language of disagreement. The intention is to prepare children for life so they can be happy and healthy citizens.



Implementation:



At Stowford School, the taught PSHE programme is delivered through the Jigsaw scheme of work. This is a whole school, spiral and progressive curriculum that consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Every Piece has two learning intentions, one specific to PSHE (including Relationships and Health Education) and the other designed to develop emotional literacy and social skills.

Jigsaw's Units of Work (Puzzles) are:

- 1. Being Me in My World:** Includes understanding my place in the class, school and global community as well as devising Learning Charters.
- 2. Celebrating Difference:** Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
- 3. Dreams and Goals:** Includes goal setting, aspirations for yourself and the world and working together.

4. Healthy Me: Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

5. Relationships: Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

6. Changing Me: This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

In addition to the taught lessons, there are many other ways in which the curriculum is delivered:

School Values: Respect, excellence, friendship, determination, inspiration, courage and equality underpin our work.

Assemblies: These often focus on school values, British values, are stories with a moral or are based on themes or delivered by visitors which help to develop the children's sense of responsibility and community e.g. food bank worker, police constable, vicar or NSPCC.

Behaviour strategies or rewards: Our behaviour policy has a strong focus on rights and responsibilities and encourages children to make the right choice, offering many chances to do so before a negative consequence occurs. There is a range a reward on offer including house points, class crystals for desired behaviours.

Opportunities for fund raising and work in and with the local community: children have opportunity to get involved with e.g. collecting for the local food bank, singing at residential homes for the elderly or doing artwork for a local community wall.

Participation in extracurricular clubs: helps to foster relationships with children outside children's own class and develop new interests.

Through Topics: where possible and meaningful, each topic has a PSHE focus in context e.g. learning about the work of guide dogs when learning about Louise Braille, sun safe, water safety and healthy eating.

Outdoor Play and Learning (OPAL) and Wild Tribe: through the development of playtimes and the 'Wild Tribe' curriculum children are supported with their own personal development in many ways (see Wild tribe and OPAL curriculum intent statements).

The PSHE subject leader keeps up to date and develops subject knowledge for themselves and for staff. A whole schools view is gained by ensuring continuity and progression of skills. Through monitoring, the subject leader focuses on children learning and progress> This is based on learning walks, discussion with pupils and staff, looking at books and professional discussions. This then becomes linked to CPD and opportunities to share good practice.

The PSHE curriculum provides a rich experience for all children in which they can develop skills to explore, access knowledge and make connections across all learning.



Impact:

Promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and prepares children at the school for the opportunities, responsibilities and experiences of later life. Children leave Stowford School on their way to be rounded citizens with a moral compass who will take their place in society understanding both right and responsibilities and making a difference to their own lives and the lives of others.