



LAWFORD MEAD PRIMARY SCHOOL SUBJECT OVERVIEW

PSHE (Personal, Social and Health Education) including Relationships Education

Intent

What we want our children to learn.

Our PSHE curriculum aims to:

- Teach children the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with themselves and others.
- Promote the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life and work in modern Britain.
- Build emotional literacy, resilience, and nurture mental and physical health.
- Be age and stage appropriate so that it is accessible, engaging and challenging for all, regardless of circumstances or background.
- Fulfil the requirements of the statutory Relationships & Health Education Guidance.

Implementation

How we deliver that learning.

Our curriculum design:

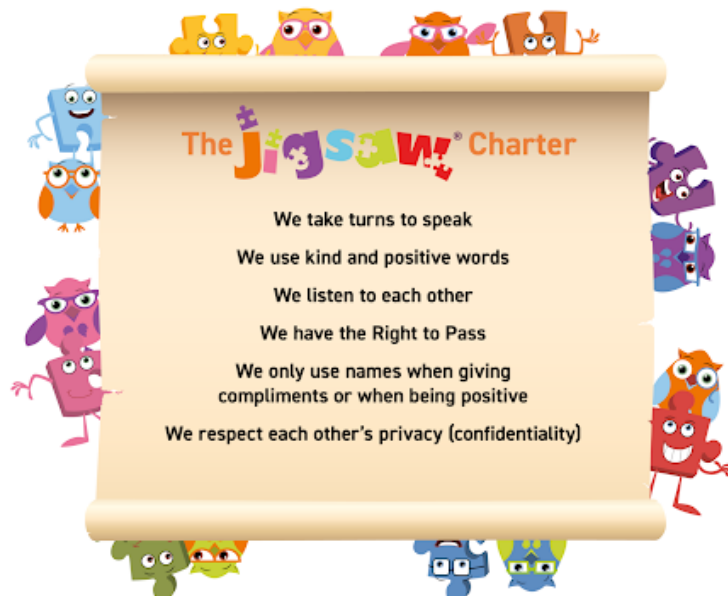
- We use Jigsaw's PSHE Curriculum.
Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year:



- This spiral curriculum provides a strong progression of knowledge and skills. Prior learning is revisited, built upon, and deepened each year: see [PSHE Curriculum Document](#), [Jigsaw Relationships & Health Education Curriculum Coverage Document](#) and [SMSC and Emotional Literacy Mapping Document](#).
- There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. The scheme includes mindfulness to allow children to advance their emotional awareness, concentration and focus.
- Class teachers use adaptive teaching to ensure that lessons can be accessed by all pupils; teachers stretch pupils' learning when required.
- Enrichment activities offer further opportunities to explore PSHE including assemblies, class reflections, workshops and visitors to the school.

Our teaching and learning:

- PSHE is taught for one hour every week.
- 'Ground rules' are reinforced in every lesson using The Jigsaw Charter which underpins the behaviour and respect that is the basis for each lesson:



- Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green).
- The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).
- Classwork is recorded in curriculum books where appropriate.
- Topic-specific vocabulary is explicitly taught and explained: see [PSHE Curriculum Document](#).

Impact

How we know what children have learnt and how effective this has been.

Our children:

- Enjoy participating in PSHE lessons and learning about themselves and others.
- Leave school equipped with skills that enable them to succeed in their secondary education and be emotionally literate, caring and compassionate members of society.
- Understand what constitutes healthy relationships including how to form and maintain them.
- Understand how to stay safe and healthy, including looking after themselves and others, both online and offline.
- Meet the requirements of the statutory Relationships & Health Education Guidance.

Our teachers:

- Use formative and summative assessment opportunities to review pupil progress. This assessment is recorded termly on Insight.
- Use the **Jigsaw Attainment Descriptors** to assess children at working towards, working at, and working above for each unit of work (Puzzle). Every Puzzle has two Learning Intentions, one specific to **Relationships and Health Education (PSHE) (in purple)** and the other designed to develop **emotional literacy and social skills (in green)**. The **Jigsaw General Assessment Guidance** is used by teachers as a more general guide to how

children's responses (written or verbal) may be presented at each of these levels, as appropriate to children's age and stage.

- Work with the PSHE subject leader to identify children who require further support and those who require further challenge.
- Review their subject knowledge requirements regularly, using Jigsaw's teacher resources and information to deepen their subject knowledge and vocabulary.

Our PSHE subject leader:

- Supports teachers in the delivery of PSHE by offering continuing professional development, guidance and support where needed.
- Works with teachers to monitor pupil progress termly; the PSHE subject leader advises teachers to ensure that children who are not meeting age-related expectations are effectively supported.
- Evaluates the effectiveness of teaching and learning (pupil voice, book looks, informal drop-ins, and team teaching) and acts on this accordingly.
- Adapts and develops the PSHE curriculum to reflect modern life and the ever-changing digital world.

