

Intent

- At Chorlton Park we believe that Personal, Social, Health, relationships and Economic Education (PSHRE) and Citizenship should underpin all the work we do so children are equipped to make safe and informed decisions to become responsible, resilient global citizens.
- By following the Jigsaw scheme we ensure a mindfulness and inclusive approach to the curriculum delivery.
- Teaching materials are age appropriate and support the various religious backgrounds of our pupils, as well as including LGBTQ+ and SEND pupils.
- Our school values link with the half termly themes which underpin Jigsaw and help to develop character traits and attributes of pupils to allow them to form positive relationships.
- Supports staff in confident delivery of the RSE curriculum, with age appropriate lesson outcomes, vocabulary and support materials.

Personal, Social, Health, Relationships and Economic education

Implementation

- PSHRE is taught through **Jigsaw Scheme** of work
- Children are taught PSHRE 1 x per week for at least 30mins.
- The curriculum is designed with a spiralsed learning structure which supports our work on Metacognition as it doesn't strain cognitive load and ensures pupils revisit knowledge and skills so that they can retain them.
- The children are introduced to a knowledge and skills objective for each lesson which they self assess against at the end of the lesson.
- Knowledge and skills are mapped out so that there ensure progression from EYFS to end of KS2
- Each lesson begins by sharing the agreed class Jigsaw Charter which sets out the agreed rules for the session so that all pupils feel safe and secure in the lesson.
- Lessons follow a familiar structure to allow pupils to feel secure with less uncertainty, encouraging more participation.
- 'Jigsaw friends' and scenarios within lessons are used as a distancing technique when discussing sensitive issue.



Assessment in D&T

- EYFS/KS1** pupils self assess at the end of each lesson against the shared LOs, using thumbs up or down (visuals to support) Teacher notes who is less confident and address this accordingly within the unit or else where in the curriculum where appropriate.
- KS2** Pupils self assess at the end of each lesson with handwritten recorded reflection against shared LOs. Copy of half term pupil reflections kept by teacher and those who identify as less confident.
- Staff** assess pupils at the end of each half term unit, using the assessment support materials. These are recorded on whole class assessment spreadsheet.
- Pupil's work evident in PSHE scrapbook and class file.

Impact

- Staff feel they are now clear what they should be teaching to their class and are confident it is age appropriate. (Staff questionnaire Summer 2022)
- Staff are clear how to deliver the curriculum for their year group, this was shown during a learning walk in Summer 2022 across school.
- Pupil Voice Summer 2022- children feel that PSHE helps them to learn in other subjects.
"I like the chime it helps me to be calm- I wish it was in other lessons too"
"Everyone gets the same chance to talk and share opinions"
"Gives us a chance to speak up and speak out"
"School wouldn't be the place it is without PSHE"
"It allows us to express ourselves"
- Clearer links being explicitly made with Rights and British Values (books look Spring 2023)

PSHE in Early Years

PSHE is taught throughout the EYFS curriculum through these main areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Nursery and Reception follow the Think Equal programme.

a curriculum-based programme that support social and emotional development in the early years. It is rooted in mental health and social justice and aims to build a strong foundation for individual and societal progress. The 30-week programme is fully aligned with the early years foundation stage (EYFS) curriculum and teaches 25 skills and competencies to help children through their Early Childhood Education.