

CURRICULUM INTENTIONS	Our Values and Expectations	'Life for Learning for Life ...' PSHE					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	Curriculum Drivers	Oracy					
	Our Learning Curriculum	Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the PSHE curriculum at Wembury Primary School	<p>At Wembury, PSHE is at the heart of our school and wider community. Our intention is to ensure that our pupils obtain the correct knowledge, social skills, confidence, responsibility, understanding and emotions before leaving us, in order to comfortably secure and acknowledge their intellectual, moral, social and spiritual (SMSC) place in the world. Our whole school approach reflects our belief in PSHE and that excellence in these areas will excel the curriculum and into later life. PSHE is taught across all year groups, EYFS – Year 6 on a weekly basis, and we follow the Jigsaw scheme where the “lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus” (Jigsaw, 2020). This curriculum helps children with the relevant meaningful content, elevated through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With the world constantly changing, we are able to provide our students with a strong understanding of the diverse world around them and support them with their positive contribution to the school and wider community.</p>					

Our school uses the Jigsaw Syllabus for PSHE as a basis for our curriculum. The syllabus is designed to support schools in developing and delivering excellence in PSHE.

This is achieved through six half term units of work (puzzles), each containing six lessons (pieces) covering each academic year. Each lesson (piece) has two learning intentions, relationships and health education (PHSE) and development of emotional literacy and social skills. The puzzles are inaugurated with a whole school assembly which creates a welcoming school community atmosphere, specifically during term 1 where new students join our community and for those returning, a sense of reuniting after the summer is projected during the assembly.

The six puzzles are:

- Term 1: Being me in my world
- Term 2: Celebrating difference (including anti-bullying)
- Term 3: Dreams and Goals
- Term 4: Healthy me
- Term 5: Relationships
- Term 6: Changing me (including Sex Education)

The six lessons (pieces) within each term are all split into six parts, all of which should be included in every session in order to ensure optimum progression. They are all built upon a charter

The six parts are:

- Connect us – A game or activity, designed to be fun, inclusive and to maximise social skills. It is used to set the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end if the atmosphere needs to be relaxed after some deep work during the lesson.
- Calm me – This helps the children to gain awareness of the activity in their mind, to relax them and alter their thoughts and emotions to a place of optimum learning capacity, thus creating a peaceful atmosphere within the classroom. This enhances reflection and spiritual development.
- Open my mind – This is to ultimately improve concentration and learning, allowing the children to filter out activity around them not significant to this learning intention. This is based on the Reticular activating system of the brain which filters stimuli entering the child's mind at any time, allowing only in only that is significant.

		<ul style="list-style-type: none"> Tell me or show me – This is used to introduce new information, concepts and skills during a range of teaching approaches and activities. Let me learn – after having been given new information, children have to manipulate, use and play with it in order to make sense of it and for them to ‘accommodate’ it into their existing learning. Help me reflect -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt and to apply it to their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them). <p>Each piece needs some sort of conclusion to wrap up the lesson and summarise all that has been learnt. therefore, closure is a seventh part to each lesson which not only provides a summary to the children on key learning points but also an opportunity for the teacher to praise the children for their effort, positive attitude, and achievement.</p>						
		The Learning Environment	Assemblies	Visitors	Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers
		Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	Celebrations	Responding to the News
		TEACHING (PEDAGOGY)	Enquiry Based Learning	High Expectations	Consistent Practice	Challenge for All	Excellent Subject Knowledge	
			Working Walls	Vocabulary Rich	Responsive to needs and interests	Reflective	Shared Expertise	
			Mastery	Application of prior learning	Progressive	Enjoyment	Collaborative	
Risk Taking	Learning Skills: 5 x Rs		Breadth and depth	Pupil Led	Oracy			
ASSESSMENT	Quality First Marking and Feedback	Whole Class Feedback	Unit Assessments	Tracking Progress Over time				
	Next step marking	Self & Peer-Assessment	Pupil Conferencing	Moderation				

IMPACT	ATTAINMENT AND PROGRESS	Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent,	<p>We firmly believe here at Wembury, that a meaningful PHSE curriculum is the key to children becoming confident, tolerant and well-rounded adults. All children will have the ready willingness and ability to try new things, push themselves and preserve.</p> <ul style="list-style-type: none"> To have a good understanding of how to stay safe, healthy and develop good relationships.
	KNOWLEDGE AND SKILLS		

	READINESS FOR THE NEXT STAGE OF EDUCATION	Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.	<ul style="list-style-type: none">• To have an appreciation of what it means to be a positive member of a diverse, multicultural society.• To have a strong self-awareness, interlinked with compassion of others. <p>The children can approach a range of real life situations and apply their skills and attributes to help navigate themselves throughout life, through tolerance and a sense of responsibility of being a global citizen, due to the Jigsaw scheme. From engagement with a variety of Educate and Celebrate texts and songs, children are able to understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to them.</p>
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