






PSHE and Relationships Education at St Andrew's



| | | | |
|--|---|--|--|
| <p>Our PSHE curriculum aims to provide pupils with the knowledge, understanding, attitudes, values and skills in order to reach their full potential as individuals within the community and modern Britain. We aim for children to leave our school with an understanding of the characteristics of good physical and mental wellbeing.</p> | <p style="text-align: center;">BIG IDEAS</p> <ul style="list-style-type: none"> • Mindfulness– children to learn that • This curriculum will allow them to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and spiritual issues that are part of growing up. • They learn to understand and respect our common humanity, diversity and differences so that they can do on to form effective, fulfilling relationships that are an essential part of life and learning. | <div style="text-align: center;">  <p>CONTENT & SEQUENCING</p> <p>Our PSHE curriculum will use the Jigsaw approach. There are six puzzle pieces which will be taught across all year groups at the same time from September to July. The learning builds and develops as children progress through school with each puzzle culminating in an end product or outcome for children to celebrate. Each piece has two Learning Intentions: one based on specific PSHE learning and one based on emotional literacy and social skills.</p> <p>Autumn 1: Being Me in My World</p> <p>Autumn 2: Celebrating Difference (including anti-bullying)</p> <p>Spring 1: Dreams and Goals</p> <p>Spring 2: Healthy Me</p> <p>Summer 1: Relationships</p> <p>Summer 2: Changing Me (including Sex Education)</p> </div> | |
| <p style="text-align: center;">LINKS WITH OTHER SUBJECTS</p> <ul style="list-style-type: none"> • P.E—physical wellbeing—to have core knowledge and understanding that being physically active will achieve a healthy body and mind. • Computing—to use technology safely, responsibly, respectfully and securely. • Science—biology—main external parts of the body and changes to the human body as it grows from birth to old age including puberty. • English—Speaking and listening <div style="text-align: center;">  </div> | <p style="text-align: center;">RETRIEVAL PRACTICE</p> <ul style="list-style-type: none"> • Units of work are carefully sequenced to build on prior knowledge and understanding from previous year groups. • Jigsaw charter to be referred to in all classes • Mindfulness techniques to be recalled across year groups <div style="text-align: center;">  </div> | <p style="text-align: center;">PROGRESS</p> <ul style="list-style-type: none"> • Jigsaw Journal—each child has a journal which is a portfolio of children's work and reflections. • Built in assessment tasks for each puzzle piece as a formal opportunity for teachers to assess learning. <div style="text-align: center;">  </div> | <p style="text-align: center;">SUPPORT</p> <ul style="list-style-type: none"> • Jigsaw PSHE scheme of work • All children have access to the programme of study set out in the Relationships Education statutory guidance. <div style="text-align: center;">  </div> |