

	Hutton Primary School Curriculum Statement for the teaching and learning of PSHE		
Intent	At Hutton, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural development is at the heart of our school ethos. British Values are promoted through the overarching aims and objectives of PSHE, by supporting our children to become healthy and responsible members of society, as well as preparing them for life and work in modern Britain. At Hutton, the intent of our PSHE curriculum is to deliver a curriculum which is accessible to all, that will maximise the outcomes for every child, so that they know more, remember more and understand more. PSHE is embedded in all that we do to enable our children to become independent, responsible, healthy and confident members of society. Our school values, our behaviour curriculum and the wider opportunities that we provide for our children, all complement and enrich learning in PSHE, British Values and social, moral, spiritual and cultural development.		
Underpinned by:	The teaching of skills	Practical	Topic Specific Vocabulary
	We aim to teach pupils to: - Have a sense of purpose - Value themselves and others - Form successful relationships - Make and act on informed decisions - Communicate effectively - Work with others - Respond to challenge - Be an active partner in their own learning - Be active citizens within the local community - Explore issues related to living in a democratic society - Become healthy and fulfilled individuals.	We follow the Jigsaw scheme of work which aims to support the development of the 'whole child', by helping them to understand how they are developing personally and socially as well as promoting their mental and physical development.	Pupils will understand and use appropriate subject specific vocabulary throughout each jigsaw lesson/ unit of learning. <u>Progression of Skills and Vocabulary</u> PSHE progression of vocabulary and terminology PSHE progression of skills

Implementation	How the Jigsaw curriculum is implemented at Hutton
	At Hutton we use Jigsaw, the mindful approach to PSHE. It brings together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Weekly lessons help teachers to focus on their children's needs and to enjoy building a relationship with their class, getting to know them better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Learning is scaffolded with vocabulary banks, displays and pre-teaching where necessary. Children have the opportunity to express their opinions and feelings through discussion, drawings and drama as well as written work. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. By revisiting topics each year and building upon prior knowledge, the children are supported in knowing more, remembering more and understanding more. <u>Mindfulness</u> Children and their learning benefit when they are aware of their feelings in the moment, as they happen, on purpose and with no judgement. In Jigsaw, mindfulness is developed in 3 ways: 1) Through the "calm me" part of each lesson. Breathing techniques, visualisation and awareness activities help children to become aware of their feelings and manage them positively. 2) Through the taught curriculum. Jigsaw lessons help children explore thoughts and feelings, expand their emotional vocabulary and express themselves in a safe environment. 3) Pause points in each lesson allow children the time to "stop and look inside," to notice and process their emotions. Each puzzle has two learning intentions: one is based on specific PSHE learning and the other is based on emotional literacy and social skills development. The Six Puzzles in Jigsaw are designed to progress in sequence: Autumn 1: Being Me in My World Autumn 2: Celebrating Difference (including anti-bullying) Spring 1: Dreams and Goals Spring 2: Healthy Me Summer 1: Relationships Summer 2: Changing me (including sex education) RSE Parent powerpoints are saved as separate documents)

	<u>British values</u> Jigsaw PSHE helps promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The five strands have been mapped across every puzzle and every piece: UK-British-Values-in-Jigsaw mapped by lesson.pdf <u>Social, Moral, Spiritual and Cultural Development</u> Every Jigsaw lesson, from EYFS to Year 6 offers opportunities for the children's SMSC development. This is clearly mapped and balanced across each year group: uk-3-11-smsc-and-emotional-literacy-mapping-document.pdf		
Impact	Pupil interviews/ pupil questionnaires	Evidence in skills	Breadth and depth
	When we ask our children at Hutton, they are confident and able to talk about what they have learned in PSHE, using subject specific vocabulary. Children tell us that they enjoy PSHE and are able to recall their learning over time. Their written work and consultation demonstrate that they are taught at an age-appropriate level. They are able to tell us how they can keep themselves safe and healthy, both physically and emotionally.	Pupils use acquired vocabulary in lessons. They develop an understanding of the 6 key areas of PSHE and use these skills to build upon each year.	The jigsaw planning enables teachers to plan a range of opportunities to develop knowledge of PSHE topics in practical and creative ways.