

PSHE Intent, Implementation & Impact Statement

At Drove Primary School we give children “The roots to grow and the wings to fly”.

In order to achieve this, we have carefully designed a curriculum which is underpinned by 4 Golden Threads:



Our Intent for our PSHE Curriculum:

At Drove Primary School, our 4 Golden Threads underpin our curriculum intent enabling our pupils to achieve the following in PSHE:

- To build skills, attitudes, self-esteem, perseverance and confidence;
- To develop an understanding of our diverse school community and *to understand and value how they fit into and contribute to the world;*
- To confidently express their values, interact with others and express their views and understanding;
- To improve their capacity to learn, their resilience and their emotional well-being and mental health and thereby enhance their life-chances;
- *To develop knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.*
- Through the Personal, Social, Health Education (Health and Well-being) curriculum we intend to provide children with learning and experiences that enable them to achieve the above.

Implementation:

The National Curriculum is the starting point of our curriculum design. It has been used to drive our curriculum design, in order to ensure the aims of the National Curriculum are met, and it has been used to inform the choices we have made about the content that we teach at Drove Primary School. At Drove Primary we follow the PSHE Jigsaw scheme and is taught across the school on a weekly basis. Jigsaw is a whole school approach which provides a spiral and progressive comprehensive PSHE programme in which the statutory elements sit and are embraced.

There are six Puzzles in Jigsaw that are designed to progress in sequence from the start of each academic year:

- 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 RHSE Education)

Each Puzzle has six Pieces (lessons) which work towards an 'end product'. Each Piece has two learning intentions. One is based on specific PSHE learning and the other is based on emotional literacy and social skills development. The whole school works on the same Puzzle at the same time. Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but children and their teacher can write their own to ensure mutual respect and ownership).

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).

Impact:

Our intended impact is that by the time our pupils leave Drove Primary School, they will have developed:

- Their spiritual, moral, social, cultural, mental and physical development;
- Their academic potential, and will leave school equipped with skills they will need throughout later life;
- Their understanding of how to keep themselves safe.