



SJF 'The Big Picture Curriculum'

INTENT – PSHE & RSE

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| What is the purpose of the curriculum? | Our Curriculum aims to produce pupils who: | <p>*are instilled with morals and Gospel values that enable them to live their life to the full *are independent, confident, lifelong learners</p> <p>*meet their full potential *are equipped with relevant knowledge and skills to be successful in their next stage of learning</p> <p>*understand their contribution to society and the impact this can have *have had their individual needs met at every stage</p> | | | | | | |
| | Strong individual values | Love | | Learn | | Achieve | | |
| What are we trying to achieve? | Focus for learning | Attitudes and Attributes (independence, resilience, creativity, risk-taking) | | Skills (reading for learning, transferrable English, mathematical and scientific skills) | | Knowledge and Understanding (subject knowledge, embedded understanding, make links and | | |
| | Components | Lessons Trips and residentials | Assemblies PTA Events | Theme Weeks Outdoor Learning | Local Environment Community Events | Workshops and Sports Events | Parents/carers Church and Parish | |
| How are we going to organise learning to achieve our aims? | Highly effective teaching & learning is dependent on... | | | | | | | |
| | Pedagogical approaches | <ul style="list-style-type: none"> Reviewing Material Questioning | | <ul style="list-style-type: none"> Sequencing Concepts & Modelling Planning Stage of Practice | | ...the learning having meaning to all pupils | ...regular and effective feedback and Intervention | ...pupils being clear on 'what' and 'why' |
| | | Implementation of Rosenshine's principles of instruction as themed by Tom Sherrington | | | | ...worthwhile classroom dialogue | ...building on what pupils already know | ...celebrating success |
| | Depth is embedded by... | | | | | | | |
| | ...clear focus on meaningful memory | ...making explicit links between concepts and themes | ...making it immersive and engaging | ...making it relevant and purposeful | ...expressing/ demonstrating learning in a wide variety of ways | ...themes being revisited within and across subjects and | | |
| | ...promoting problem solving and lateral thinking | | ...helping pupils to transfer skills and re-apply skills/ knowledge | | ...giving children more ownership of their learning | | | |
| SJF areas of learning | National Curriculum | Enrichment | | | | | | |
| | | Spiritual and Catholic life of the school | Citizenship (British values and charitable works) | Extra curricular themed learning (theme weeks/ days) | Extra curricular well being activities (sports, creative, performing) | Home/school partnerships | | |
| Strategies to evaluate impact of teachers & learning | Formative assessment for learning (teacher/ peer/ self) | Whole school community (parents, governors, staff, pupils) | Standardised summative tests to validate teacher assessment | Shared and professional dialogue (pupil progress meetings/ moderation) | Immediate and timely feedback | | | |
| | | | | | Verbal feedback (regular and relevant) | Written feedback (meaningful / motivating) | | |
| Accountability measures | Attainment and Progress | | Behaviour | Attitudes to learning | | Mental Wellbeing | | |
| | Responsible and respectful global citizens | | Attendance | Confidence and Independence | | Physical Wellbeing | | |



PSHE & RSE INTENT

Intent of curriculum:

At St John Fisher our school motto, '**Together we grow in God's love, learning to be the best we can be**' reflects our vision; to strive for every pupil to grow emotionally and spiritually, to set and reach aspirational goals, gaining a lifelong love of learning regardless of their starting points or individual experiences and motivation.

Through the inspiration to '**Love, Learn, Achieve**' our pupils should leave our school inspired, valued and cared for, equipped with the necessary skills, values and attitudes for their next stage in education.

At St John Fisher we aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community and wider world.

Pupils are encouraged to contribute fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using **Jigsaw**, the mindful approach to PSHE. Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose;
- Value self and others;
- Form 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.

Alongside the 'JigsawPSHE' scheme of work, we use 'Journey of Love' to deliver the Relationships and Sex Education curriculum.



By the end of Reception: Outcomes

Personal, Social and Emotional Development

Self-Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and showing an ability to follow instructions involving several ideas or actions.

Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

By the end of Year 2: Outcomes (Refer to the Curriculum maps and Progression of Skills & Knowledge map)

- Understand the rights and responsibilities of being a member in my class and school.
- Know how to help make my class a safe and fair space to learn.
- Explain some ways in which my friend is different from me.
- Identify and explain some ways in which my friend is different from me.
- Explain why I value this difference about him/her.
- Tell how I felt when I succeeded in a new challenge and celebrated it.
- Know how to store the feelings of success in my internal treasure chest.
- Explain some of the ways I work cooperatively in my group to create the product.
- Express how it felt to be working as part of this group.
- Tell you why I think my body is amazing and can identify some ways to keep it healthy and safe.
- Recognise how being healthy helps me to feel happy.
- Make some healthy snacks and explain why they are good for my body.
- Express how it feels to share healthy food with my friends.
- Tell you why I appreciate someone who is special to me.



- Express how I feel about them.
- Identify some of the things that cause conflict between me and my friends.
- Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.
- Identify the parts of the body that makes boys different to girls and can use the correct names for these.
- Respect my body and understand which parts are private.
- Recognise the physical differences between boys and girls, use the correct names for the parts of the body and appreciate that some parts of the body are private.
- Tell you what I like/don't like about being a boy/girl.
- Recognise the joy and friendship of belonging to a diverse community.
- Describe ways of being safe in communities.
- Celebrate ways of meeting God in our communities.

By the end of Year 4: Outcomes (Refer to the curriculum maps & Progression of Skills & Knowledge map)

- Understand why rules are needed and how they relate to rights and responsibilities.
- Value myself and know how to make someone else feel valued and welcome.
- Understand how democracy and having a voice benefits the school community.
- Take on a role in a group and contribute to the overall outcome.
- Tell you about a time when my words affected someone's feelings and what the consequences were.
- Give and receive compliments and know how this feels.
- Tell you a time when my first impression of someone changed as I got to know them.
- Explain why it is good to accept people for whom they are.
- Evaluate my own learning process and identify how it can be better next time.
- Confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.
- Know how to make a new plan and set new goals even if I have been disappointed.
- Know what it means to be resilient and to have a positive attitude.
- Identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including whom to go to for help.
- Express how being anxious or scared feels.
- Recognise when people are putting me under pressure and can explain ways to resist this when I want to.
- Identify feelings of anxiety and fear associated with peer pressure.
- Explain how some of the actions and work of people around the world help and influence my life.
- Show an awareness of how this could affect my choices.
- Explain different points of view on animal rights issues.
- Express my own opinion and feelings on this.
- Describe how we all should be accepted and respected.
- Describe how we should treat others making links with the diverse modern society we live in.
- Celebrate the uniqueness and innate beauty of each of us.
- Identify what I am looking forward to when I am in Year 5.
- Reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.



By the end of Year 6: Outcomes (Refer to the curriculum maps & Progression of Skills & Knowledge map)

- Understand my rights and responsibilities as a British citizen and a member of my school.
- Empathise with people in this country whose lives are different to my own.
- Know that there are universal rights for all children but for many children these rights are not met.
- Understand my own wants and needs and can compare these with children in different communities.
- Explain the differences between direct and indirect types of bullying.
- Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.
- Explain ways in which difference can be a source of conflict or a cause for celebration.
- Show empathy with people in either situation.
- Describe the dreams and goals of a young person in a culture different from mine.
- Reflect on how these relate to my own.
- Describe some ways in which I can work with other people to help make the world a better place.
- Identify why I am motivated to do this.
- Identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including whom to go to for help.
- Express how being anxious or scared feels.
- Recognise when people are putting me under pressure and can explain ways to resist this when I want to.
- Identify feelings of anxiety and fear associated with peer pressure.
- Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.
- Respect and value my body.
- Evaluate when alcohol is being used responsibly, anti-socially or being misused.
- Tell you how I feel about using alcohol when I am older and my reasons for this.
- Explain how to stay safe when using technology to communicate with my friends.
- Recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.
- Recognise when people are trying to gain power or control.
- Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
- Show knowledge and understanding of emotional relationship changes as we grow and develop.
- Show knowledge and understanding of the physical changes in puberty.
- Celebrate the joy of growing physically and spiritually.
- Develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families.
- Explain how human life is conceived.



- Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others, including life-long relationships.

Implementation of curriculum:

At St John Fisher we believe that 'Quality First Teaching' is the key to implementing an effective, creative and enriching curriculum. It encourages and enables students to become more curious, engaged and independent learners; promoting challenge and a 'love' of learning.

Jigsaw PSHE is written as a universal core curriculum provision for all children. In order to ensure 'Quality First Teaching' in PSHE, we strive for the planning to be personalised to meet the individual needs of the pupils in each class. Inclusivity is part of the Jigsaw philosophy, therefore planning should incorporate clear adaptations/scaffolding, to include those with special educational needs, those who have English as an additional language and for the higher attaining pupils. To support scaffolding, many Jigsaw Pieces suggest creative learning activities that give pupils scope to work to their full potential. Outcomes should be clear, so the pupils have an idea of where they are heading; they should detail the modelling of what is expected and discussion around the reasons behind this; providing appropriate challenge for all pupils within the class. Ensuring open ended and specific targeted questions are clearly identified to support pupils' understanding and development. 'Quality First Teaching' provides the opportunity for teachers and pupils to reflect on and evaluate their progress and understanding within lessons, allowing for adaptation and adjustment as part of assessment for learning. At St John Fisher we strongly believe that cultural, capital and social status should not disadvantage any pupil and we aim to provide all pupils with the opportunity to succeed and reach their potential, or beyond, by providing an enriching PSHE curriculum, further enhanced by creative and extra-curricular opportunities.

Monitoring Impact:

At St John Fisher we ensure the effective monitoring of the impact of our PSHE curriculum by ensuring our leadership team carry out a range of activities. In addition the leadership team supports phase and subject leaders to develop their subject knowledge and experience through looking at learning, planning audits, reviewing learning environments, data analysis and pupil voice.

An evaluation of all of the above activities feeds into the subject review and leads to a subject action plan. Information gathered is collated, reviewed and feeds forward into a meaningful, succinct action plan. This action plan feeds into our overall School Development Plan, where appropriate. The PSHE Subject Leader updates and informs school governors regarding teaching and learning in their subject and the impact of the PSHE curriculum on learners.