

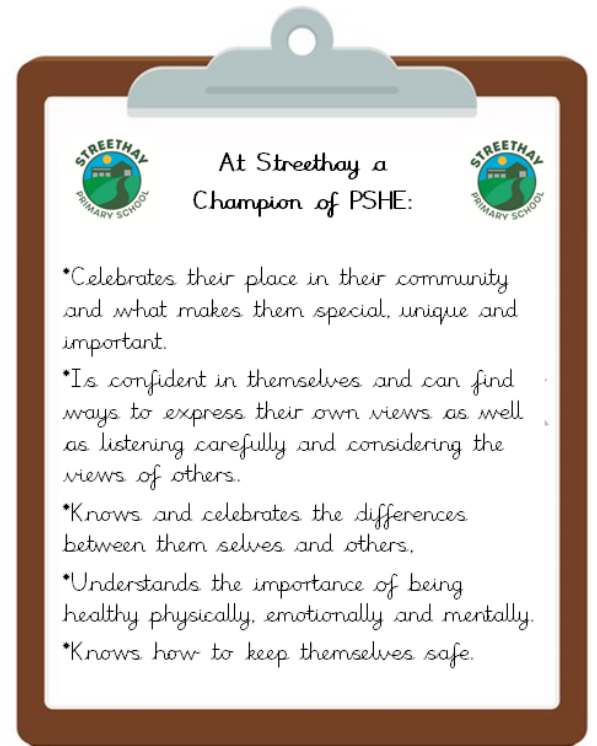
PSHE Curriculum Statement

Intent

At Streethay we strive to Nurture, Prepare and Inspire all children. This mission can only be achieved if we prioritise the PSHE (personal, social, health, and emotional) education of all children in all year groups. We want to give all children the time and the safe space to discuss their personal education each week in school.

We offer a core PSHE curriculum which covers all areas of personal, social, health, and emotional education required to allow all children the opportunity to thrive in school. Additionally, we offer some non-statutory learning options designed to keep children safe from harm. At Streethay we are transparent with our PSHE curriculum, and it is shared with all of our community to ensure that parents are fully aware of the PSHE learning their children is engaging with in school.

At Streethay, we recognise that PSHE needs to be given time and space within the school timetable, but we also recognise that the personal education of our children is a golden thread that runs through our entire curriculum. Our teachers will teach PSHE weekly, but also make the most of every teachable moment in the school day to have honest and respectful conversations that help all our children to thrive.



Implement

At Streethay we base our curriculum on that of Jigsaw but personalise to our children and evolving contexts. We teach PSHE weekly across the school with designated time set aside. We use this scheme to ensure PSHE coverage of our entire statutory core PSHE curriculum, but every PSHE lesson is planned and adapted by class teachers to meet the needs of the children in their classrooms. Our PSHE curriculum progression document demonstrates the personal learning journey of a child at Streethay.

Our PSHE curriculum includes the statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Each half-term all children study a unit of work called a Puzzle, each containing six lessons (Pieces) covering each academic year. Aligning the curriculum this way helps us to plan whole school learning (assemblies), visitors and staff CPD. Every lesson has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green).

Overview of units

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Lesson content is broken down into chunks with opportunities engineered to encourage openness, learn and reflect. The lesson structure also includes opportunities for the children to engage in mindfulness.



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	<p>Assessment is both formative and summative in PSHE. Teachers capture weekly learning digitally using Showbie. They report termly on the progress learners are making and provide a formal end of year assessment, which is shared with parents in reports.</p>
Impact	<p>The impact of our PSHE teaching is regularly assessed through:</p> <ul style="list-style-type: none">- Observations of pupil behaviour, attitudes and conduct- Consideration of preparedness for next step/transitions- Regular team teaching, informal observation and constructive feedback,- Regular pupil, parent and teacher voice (quizzes, interviews etc) <p>At Streethay, we know that we have created Champions of PSHE if children:</p> <ul style="list-style-type: none">* Celebrate their place in their community and what makes them special, unique and important.* Show confidence in themselves and can find ways to express their own views as well as listening carefully and considering the views of others.* Know and celebrates the differences between themselves and others,* Understands the importance of being healthy physically, emotionally and mentally.* Knows how to keep themselves safe.