

Curriculum statement for the teaching and learning of PHSE, RSE & SMSC

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| INTENT | <p>At Mill Hill Primary Academy, we believe that children must understand the importance of keeping themselves healthy and become independent and responsible members of society. We want to encourage our children to develop personally and socially, and tackle many of the moral, social, and cultural issues that are part of growing up. Providing our children with opportunities for them to learn about rights and responsibilities will allow them to appreciate others, have respect for themselves and to understand and appreciate being member of a diverse society.</p> <p>Situated in a highly disadvantaged area, our PSHE curriculum is incredibly important and available to all pupils. It develops their personal, social, emotional, and economic wellbeing. It also encourages happiness and more importantly, supporting their mental health. We believe that helping children to achieve this, will boost their confidence and in turn will allow them to achieve and to reach their full potential. Additionally, we aim for a growth mind-set to be fostered in them.</p> | | |
| | Underpinned by | | |
| | The teaching of skills | The application of skills | Vocabulary |
| | <p>To enable us to do this, we use a range of resources from Jigsaw to help with our planning and delivery of PSHE lessons, which in turn, build on prior learning. We support our children's prior learning and help them to know more and remember more. The floor books help our children verbalise their learning journey.</p> | <p>To become successful learners, children should develop lifelong strategies. These strategies will give them the skills to apply to all aspects of their lives. Contrary to belief, these are not skills that we are born with. They are skills that we need to teach, model, and develop as children grow and that is where our well-planned PSHE lessons come into play.</p> | <p>Mill Hill Primary Academy pupils will understand and use appropriate topic vocabulary. The vocabulary used is situated on out topic overviews for each year group.</p> |

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| Implementation | <p><u>Curriculum Approach</u> A PSHE scheme which we use at Mill Hill Primary Academy is Jigsaw. Our broad Jigsaw scheme gives staff the confidence and the required knowledge and skills to deliver PSHE to a high standard. Designed as a whole-school, Jigsaw PSHE/Health and wellbeing provides a detailed and comprehensive scheme of learning for ages 3-11.</p> | <p><u>Assemblies</u> Children from Nursery to Year 6 are taught to have hopes, dreams, and aspirations as part of embodying our school motto of 'Work hard, Dream big and Never give up'. This is taught, in part, through our assemblies, which cover a range of different themes.</p> |
| | <p><u>Resources and what is included in our PSHE lessons?</u> It provides well-structured, progressive lesson plans with all teaching resources included. Jigsaw aims to prepare children and young people for life, helping them to really know and value who they are and understand how to relate to other people in this over-changing world.</p> <p>Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson. The lessons are split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression. The 6 parts include: <i>Connect us, calm me (relaxation), open my mind, tell me or show me, help me reflect and closure.</i></p> <p>We take part in a lot of discussion with the children and challenge the children's thoughts and ideas.</p> | <p><u>Thoughtful questioning</u> We ask questions that include deeper thinking and reasoning.</p> <ul style="list-style-type: none"> - Circle time - Discussions - EYFS continuous provision - Year 1 challenges. - Role play |

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| <u>IMPACT</u> | <p>Our effective teaching of PSHE will have a huge impact on our pupils in positive ways. They will:</p> <ul style="list-style-type: none"> • develop positive and healthy relationships with their peers both now and in the future. • understand the physical aspects involved in Relationship and Sex Education at an age-appropriate level. • have respect for themselves and others. • value the effects of living in a diverse society. • have positive body images. |
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- understand a range of emotions and how to deal with them.
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- be confident in making decisions and understanding life skills that develop positive relationships within themselves and others.

Pupil Voice

Children across the school talk about the benefits of learning about themselves, others, and the world around them.

We see evidence of this in daily school-life and pupil conversations.

Evidence in knowledge and skills

Pupils know how and why it is important to learn about ourselves, others, and the world around us.

Pupils use acquired vocabulary and social skills through their experiences. It may be that there is an increase in positive behaviour or a decrease in negative attitudes following experiences and learning.

Our floor books and assessment opportunities allow us to check pupils understanding effectively and identify and correct misunderstanding which can be followed up within the next lesson.

Breadth and depth

Knowledge and key vocabulary are embedded. It supports the children's long-term memory to ensure they can apply them fluently within different context.