



## **The intent, implementation and impact statement for the delivery of the PHSE curriculum** **Our Vision for Emmanuel**



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

### **Emmanuel's curriculum intent for PHSE**

Our intent for PHSE is to ensure that all pupils:

1. Understand their own identity and how they fit well in the class, school and global community.
2. Understand that everybody is different, including understanding anti-bullying
3. Understand goal-setting and aspirations and who they want to become and what they would like to do for work and contribute to society.
4. Understand how to keep healthy, including drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
5. Understand friendships, family and other relationships, conflict resolution and communication skills, bereavement and loss.
6. Understand Relationships and Sex Education in the context of coping positively with change.

This reflects the disciplinary knowledge set out in the national curriculum (2013) for PHSE and RSE, the recommendations from the PHSE Association and the outline of the Jigsaw curriculum.

Our intent is to ensure that all pupils gain success against the above points to enable them to be secondary ready and flourish in their next step of their PHSE education.

### **The implementation of our PSHE Curriculum**

#### **Our Curriculum**

At Emmanuel we follow Jigsaw for our PHSE and RSE curriculum. Jigsaw has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2. They will do this through acquiring the substantive and disciplinary knowledge which has been broken down into coherently sequenced component parts. When the pupils acquire the knowledge required to be successful against each component, this learning will then be built on sequentially to ensure that each small step leads to all pupils attaining the desired end point (composite). Our Jigsaw progression documents set out the sequence of learning.

The Jigsaw curriculum has been designed with the concept of memory in mind. The curriculum is designed to ensure the children know and remember more by incorporating a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently

revisited and regularly reviewed with retrieval practice being central to our curriculum. Content and concepts are revisited and built upon throughout academic years and year groups.

## Teaching

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

<b>PSHE Provision</b>	
<b><u>Individual lessons</u></b>	<p>Our PSHE lessons follow the structure set out by the Jigsaw curriculum. Each Year group covers the same six units of work at their own level: Being Me, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. Each unit is broken down in to 6 lessons (pieces) which works towards an end product.</p> <p>Within each lesson, children will begin with 'Connect Me' which enables children to connect with their peers. This is followed by a 'Calm Me' activity to ensure children are in the appropriate state of mind for learning. Children then take part in 'Open My Mind' which involves setting the scene for the new learning or content followed by 'Tell Me or Show Me' where the content is delivered. 'Let me Learn' enables the children then to complete an activity in groups or independently to consolidate the learning. The lesson finishes with 'Help me Reflect' where the children can take the time to reflect on what they have learned or understood from the lesson.</p> <p>We continue to focus on teaching simply within these sections with children revisiting the prior learning that will have the biggest impact on creating links and gaining success against the current learning objective. New learning is delivered in small steps with the 'Tell Me or Show Me' and 'Let Me Learn' sections which are planned progressively throughout the lesson.</p> <p>A key component of each part of every lesson is the teaching of accurate vocabulary to support the children to understand emotions and relationships.</p>
<b><u>Inclusive PSHE provision</u></b>	<p>The Jigsaw curriculum is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the current year groups programme of study and support is provided to all the children to enable them to apply their learning to themselves and everyday life.</p>

## Assessment

The accurate assessment of children's substantive and disciplinary knowledge is critical to ensure all children have the required knowledge needed to access the next component identified in our progression documentation. At the end of each lesson children reflect against the learning objective for the lesson through the use of 'I can' statements. The same statements are reflected against by the teacher in order to accurately identify gaps in pupil knowledge to ensure that precise support is provided where necessary.

## Desired Impact of our PSHE curriculum

### Evidence of substantive and disciplinary knowledge

Pupils can articulate what they have learnt and have the confidence to apply their disciplinary knowledge to create outcomes. Pupils will have the skills required to be competent communicators, moral citizens and resilient individuals in an environment where there are no right or wrong answers and everyone's perspective is considered with empathy and an open mind. Children will develop their mindfulness and establish a growth mindset which will stay with them in the future. We want children to leave our school being able to embrace the differences of the world around them and know their own value and the difference they can make in their society.

### **Outcomes**

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group as identified in the knowledge set out on the progression grids.