

Wooler First School PSHE

Intent

At Wooler First School, PSHE education should be fully inclusive to every child. It is our aim to help children to develop the knowledge, skills and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. We wish to inspire children to achieve their academic potential and leave school equipped with skills they will need through later life. We use the scheme Jigsaw to ensure the progressive development of knowledge and skills. Jigsaw is a whole school approach with a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

Implementation

Teachers use Jigsaw 3-11 to plan and deliver PSHE sessions every week. Jigsaw is a comprehensive programme for Primary PSHE which includes statutory relationships and health education, in a spiral, progressive and fully planned scheme of work. It provides children with relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw consists of six half term units of work: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. Teaching and learning activities in each module are engaging and mindful of different learning styles and the need for differentiation. Planning is aligned to meet the requirements of both the Early Years Framework and the National Curriculum. In addition to this, teachers have the freedom to adapt and plan in detail to meet the needs of individual children; providing support and challenge when necessary.

Impact

Children at Wooler First enjoy PSHE sessions and engage with activities and discussions with confidence. The clear learning objectives set out at the start of each session allow teachers to formatively assess progress and enable them to adjust subsequent lessons to respond to the needs of individual and groups of children. There are also opportunities provided throughout the programme for children to self assess and from Y2 onwards begin to identify areas for self improvement. Teachers monitor children's learning and progress throughout sessions and over the year as a whole. Children's work is shared and staff feedback is collected through staff meetings. This information is shared with SLT and used to inform the subject action plan.