



Personal, Social and Health Education (PSHE) Curriculum Statement



Intent:

At Godwin Junior School the aim of our inclusive PSHE curriculum is to support all of our children to be healthy, confident, independent and responsible global citizens who know that they have the right to have their views taken seriously (Article 12 of the UNCRC). We ensure that our pupils learn about themselves and the world they live in, through giving them the skills, understanding and information that they need for life. Through our PSHE curriculum, which incorporates Relationships and Health Education (RHE) and Relationships, Sex and Health Education (RSHE), children are encouraged to develop a strong sense of self-worth, to know how to be safe and to understand the importance of being able to recognise and develop healthy relationships. This right to education on health and wellbeing, under Article 24, will help them to stay safe, be healthy (physically and mentally) and to flourish, not just in childhood, but into adulthood and for the rest of their lives.

We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to a member of a diverse society. Our Learning Powers approach and focus on British Values ensures that through Collaboration and being encouraged to develop their Curiosity, children at Godwin understand how they are developing personally and socially and can reflect on how Mutual Respect, Individual Liberty and Tolerance support them to tackle many of the spiritual, moral, social and cultural issues that are an intrinsic part of growing up. Godwin pupils play a positive role in contributing to school life and to the wider community.

Implementation:

At Godwin Junior School we understand that the implementation of our PSHE curriculum needs to ensure depth, accurate subject knowledge, detailed, sequential planning and building on prior learning. We provide a comprehensive programme for PSHE in a spiral and progressive way, giving pupils relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. We also make carefully planned links across other curriculum areas so that learning is reinforced through this integrated approach.

Every academic year, our PSHE consists of six half-term units of work (Puzzles), each containing six lessons (Pieces). Every Piece has two learning intentions, one specific to PSHE and the other designed to develop emotional literacy and social skills. Through identifying the key skills and knowledge that children need to acquire, teachers carefully plan sequences of lessons which take into account pupils' prior learning and are reflective of their needs. Whilst ensuring curriculum coverage and progression, lesson planning and delivery ensure that learners can explore an area in greater depth or be scaffolded, including through any individual needs being supported where appropriate.

Autumn 1: Puzzle - Being Me in My World

This unit covers a wide range of topics including a sense of belonging, welcoming others and being part of a school community, a wider community and a global community. It also looks at rights and responsibilities, working and socialising with others and pupil voice.

Autumn 2: Puzzle - Celebrating Difference

This focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships and conflict. Pupils learn to accept everyone's right to 'difference'.

Spring 1: Puzzle - Dreams and Goals

Pupils are encouraged to think about their hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges. Children learn about experiencing and managing feelings of pride, ambition, disappointment and success. The dreams and goals of others in different cultures/countries and their dreams for their community and the world are also explored.

Spring 2: Puzzle - Healthy Me

This unit covers two main areas of health: emotional/mental health (relaxation, being safe, friendships, mental health skills, body image and relationships with food) and physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe and first aid).

Summer 1: Puzzle - Relationships

This starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this unit is about safeguarding and keeping children safe; this links to online safety and social networking. Pupils learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups and consider stereotypes.

Summer 2: Puzzle - Changing Me

At the end of each school year, this unit deals with change of many types, from growing young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups (including the transition to secondary school) and how to cope positively with such changes.

Puzzles are launched with an in-class assembly, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

Every Piece (lesson) is split into 6 parts, all of which are included in every session to ensure that the learning follows the optimum progression:

Part 1: Connect us

A game / activity designed to be fun, inclusive and to build social skills. This helps form positive relationships and enhances collaborative learning; it sets the atmosphere at the beginning of each Piece.

Part 2: Calm me

Helps pupils quieten their thoughts and emotions to a place of optimum learning capacity - an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in our curriculum.

Part 3: Open my mind

Allows pupils to filter out activity around them that is not significant to the learning intention, thereby improving concentration and learning.

Part 4: Tell me or show me

Used to introduce new information, concepts and skills. A range of teaching approaches and activities are used.

Part 5: Let me learn

In order for it to make sense, pupils are given the time to manipulate, use and play with the new information that they have been introduced to and to 'accommodate' it into their existing learning.

Part 6: Help me reflect

Pupils are encouraged to reflect on their learning experience and their progress. By reflecting, pupils can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in 'Pause Points' (brief pauses within the lesson).

At Godwin, we recognise that each Piece needs safe closure. This will include the teacher praising pupils for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points.

Impact:

Pupils at Godwin Junior School are articulate, responsible global citizens who are able to respectfully listen and confidently contribute to discussions about their sense of self and community, who recognise that difference is something to be celebrated rather than used to divide, who have aspirations and work to achieve these, who understand the importance of both physical and mental wellbeing, who know how to keep themselves safe and who understand and are able to successfully navigate the changes which they will go through in life.

Our engaging, relevant, high-quality PSHE education and integrated curriculum provide Godwin children with the foundations and knowledge for understanding the world and help to prepare our pupils for life-long success. Through understanding their rights and responsibilities they learn to value others and become truly responsible global citizens who make a positive contribution to our community and wider society.