



Be Brave Curriculum

INTENT – IMPLEMENTATION – IMPACT

PSHE

INTENT

We intend to provide a whole school PSHE curriculum that builds foundations of health and wellbeing, providing crucial skills and positive attitudes to enable children to achieve their best potential, academically and socially. We want our children to develop and deepen their personal, social, emotional development in ways that are tailored to their age group, whilst also expanding on their previous knowledge as they progress through the school.

Our intention is for our children to learn about themselves as developing individuals and as members of their communities, building on their own experiences and experiences of others, and through our Christian values of Joy, Integrity, and Fellowship. The children are encouraged to be brave in their learning, and take risks knowing that God is with us, inspired by our school vision (Joshua 1:9).

We want to provide a safe space for the children to learn PSHE, providing them with the ability to make safe and informed choices, taking responsibility for their actions, respecting and valuing difference and being the best that they can be. Children will learn to show acceptance of others regardless of their background, religion, race, gender or sexuality, and develop their understanding of others as we are 'All God's Children'.

As they progress further up the school into upper KS2 we want to provide effective sex and relationship education, to enable the children to make responsible and well informed decisions about their lives, to help and support them through their physical,

IMPLEMENTATION

- At Hayfield Cross we follow the JIGSAW PSHE program, which is a whole school approach that provides a scheme of learning from the Early Years Foundation Stage through to, and including, Year 6. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.
 - Term 1: Being Me in My World
 - Term 2: Celebrating Difference (including anti-bullying)
 - Term 3: Dreams and Goals
 - Term 4: Healthy Me
 - Term 5: Relationships
 - Term 6: Changing Me (including Sex Education)The units are taught through a spiral curriculum, being explored in greater depth and resources being tailored to each age group.
- Every teacher has access to Jigsaw online resources, which include lesson plans and additional resources for use/ amendment. This is including additional issues that may arise in classrooms regarding certain topics, e.g. LGBTQ
- Children have the opportunity to attend the Life Education Bus to motivate the children's learning and enjoyment of PSHE, a Buzz Point of the curriculum.
- We embed our school values, promoted throughout the curriculum wherever possible of; Joy, Fellowship and Integrity. The British Values are also embedded throughout the curriculum where possible. The values play a key part within our collective worship focuses each term.
- As well as using the Jigsaw scheme, we also use collective worships to discuss matters such as 'random acts of kindness', anti-bullying, e-safety, wellbeing etc.
- Each class has the use of a JIGSAW floor book used to record weekly significant learning. RED books are used to collect the thoughts and ideas the children have explored through PSHE and other SMSC aspects that they explore through lessons and collective worship.
- Weekly class reflections are used to discuss and explore issues such as friendship, feelings etc.

IMPACT

- A meaningful PSHE curriculum supports to children becoming happier, positive about school life as a whole, have a better understanding of rules and responsibilities, being enabled to handle setbacks and disagreements
- PSHE is evidenced using the Jigsaw floor books. All teachers, and HLTAs use the floor book to record significant learning in any way that they choose.
- Children have a safe space in which to discuss their feelings, opinions and develop their emotional intelligence.
- Teachers use informal assessment tools to review how the children are progressing within each area of PSHE learning, including circle times, discussions, focus questions, independent tasks.
- Children recognise and understand the school values and the fundamental British values.
- Children demonstrate a healthy outlook towards school, and demonstrate positive behaviour because they understand that they have a responsibility for their own actions and how they affect others.