



# P.S.H.E at Whittington Primary School



## Whittington Curriculum Drivers

**Inspired** – At Whittington Primary School we want to inspire pupils through high quality PSHE teaching. We support all our children to become healthy, independent and responsible members of society. Children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and are inspired to play an active role in school i.e. experiencing the process of democracy in school through the school council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

**Articulate** – We will support children to be able to become emotionally articulate in order to be positive and active members of a community. Children will be encouraged to actively articulate their feelings and emotions. They will be given the language and vocabulary to enable them to question themselves, others and the world around them. We will support children to form good relationships with other members of the school and the wider community.

**Ambitious** – PSHE teaching will not shy away from difficult conversations. Children will be encouraged to discuss and engage with the key issues being taught. We are ambitious with our PSHE curriculum so that children become more fully engaged in school, the outside community and wider world. Ambitious units such as Money Management help to prepare children for the future.

**Curious** – Through PSHE teaching children will tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a responsible member of a diverse society. We will encourage children to engage with and ask questions about the world around them.

**Excited** – We aim to excite children as they find out more about themselves, their community and the world around them. Children will be engaged and excited as they discover how they can engage with the world around them to make a difference. Children will be provided with real life dilemmas and problems to talk through and discuss.

**Knowledgeable** – We want all of our children to be happy and successful in an ever changing world. It is vital that children have the knowledge to enable them to make informed decisions about their wellbeing, health and relationships and to be confident in making these decisions about their own life. We want our children to have the knowledge to make sound decisions when facing risks and challenges. Children are supported to make informed choices, assume greater personal responsibility, develop a sense of right and wrong and recognise the importance of developing effective relationships with those around them. In the wider world, children will find out more about those who rule us and the institutions through which they do so and become aware of the wider national and global community. We will work to provide children with the knowledge, skills and understanding necessary for them to live healthy, safe and responsible lives.

## Sequencing of Content

Through effective teaching we ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.

We ensure, through careful sequencing that units are revisited in the consecutive year group. They are repeated in each year group if they are age appropriate.

## Deepening Concepts

Teachers will look for authentic links between PSHE and its application in other subjects and areas of school life. Children will have opportunities to apply what they have studied in PSHE.

Knowledge and skills are carefully planned and sequenced to build within year groups and between year groups to ensure they are built upon and deepened when age appropriate.

## Big ideas

- ☐ Being me
- ☐ Celebrating differences
- ☐ Dreams and goals
- ☐ Healthy me
- ☐ Relationships
- ☐ Changing me

## Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

Remembering information and knowledge is celebrated and is part of the Whittington culture.

Teaching will include well-chosen opportunities and contexts for pupils to embed new knowledge so that PSHE can be used confidently in real life situations. PSHE will be interwoven with other subjects and areas of school life such as democracy when voting for school house captains. Therefore, providing opportunities to reinforce and applying key concepts and skills.







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Here, at Whittington School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs.

At Whittington School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction and intend to teach this through the science topic of mammals and reproduction which is a statutory requirement, and also through PSHE which is age appropriate to your child following government guidelines and coverage. At Whittington School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit),

As PSHE is not a compulsory subject parents have the right to withdraw their child from some or all of the sex education session but this must be done in writing we are of course happy to discuss any of your concerns. The science sessions are compulsory and so must be taught to all children.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change