



How we teach *PSHE* at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living, learning,
loving.

"I praise you because I am fearfully and wonderfully made"
Psalm 139:14

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Summer 2024

Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing children for the fullness of life in an ever-changing world.

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out in love and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows:
Created to be like God, we are all individual, different, and precious.

As a school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We seek justice for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need and we act and speak up for those who don't. Equity underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. **Trusting** in God and the teaching of the bible, we are building a culture of **trust** in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity and wholeness** of Austrey and Newton Regis Church of England Primary Schools.

Curriculum design

Our curriculum is ambitious and is based on the national curriculum but we recognise that this is the minimum entitlement for our children. Each subject is taught as a discrete discipline. Whilst developing these, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered diversity, environmental awareness and health education when designing our curriculum. [For the National Curriculum Document, please click here.](#)

Our learning Behaviours

Resilience

We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.

Independence

We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.

Reflection

We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.

Resourcefulness

We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.

Team Work

We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.

What is PSHE?

Our PSHE definition

PSHE is a programme of school-based learning opportunities and experiences that deal with real life issues children and young people face as they grow up. This includes emotional health and wellbeing, diet and healthy lifestyle and enterprise education.

Jigsaw is a mindful approach to PSHE which prioritises children's safety by equipping them to lead safe, happy and healthy lives, to embrace opportunities, and to be empowered to keep themselves safe, know their rights and responsibilities and know where to ask for help if needed.

RSE is covered within PSHE. See school website for policies regarding this. Click [here](#) for the link.

Intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially and give them confidence to 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 member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Implementation

PSHE is taught weekly using the Jigsaw scheme. Each half term has a different core focus: being me in my world, celebrating differences, dreams and goals, healthy me, relationships and changing me (RSE). There is a two year rolling programme to ensure all content is covered due to mixed age classes.

LONG TERM PLAN FOR PSHE (including RSE)



1. Being Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters.



2. Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.



3. Dreams and Goals

Includes goal-setting, aspirations for yourself and the world and working together.



4. Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.



5. Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.



6. Changing Me

This puzzle includes sex and relationships education in the context of coping positively with change. (Includes age-appropriate sex education)

Impact

Throughout each unit, excluding being me in my world, there is an assessment piece where children's understanding of the core learning and knowledge is monitored by an assessment criteria.

Pupils should:

- Be enthusiastic and confident in knowing where to seek help if needed.
- Present as confident and well-rounded individuals who understand their place in the world.
- Be able to identify problems and how to overcome them.
- Have a secure understanding of how to deal with real life issues.
- Transition to secondary school with an understanding of themselves and others around them.