



# PSHE Curriculum Documents





## Intent

At Wedmore First School Academy, we aim to teach emotional regulation, promote good physical and mental health and build resilience. We would like all children to end their first part of their education journey with us equipped with:

- A secure understanding of their identity and how they fit in their class, school and global community
- Knowledge of what bullying is and how to respond to unwelcome and unkind behaviour appropriately
- High aspirations and know how to set goals and work towards achieving them
- An understanding of how they can play a role in contributing to society
- Knowledge of healthy lifestyle choices and how they help with good sleep, nutrition, exercise and rest
- An ability to navigate friendships and other relationships, resolve conflict and communicate effectively
- An awareness of bereavement and loss and how it can impact on us

Children learn about Relationships and Sex Education in the context of coping with change.

We use the Zones of Regulation programme to teach emotional regulation skills and offer ELSA sessions for children who need extra support with social and/or emotional development.

As a school, we have the following values: kindness, respect, curiosity, inclusivity and resilience. As adults we model how to live these values and ask children to do the same. Our values have been written by children, staff, parents and Governors. They set the tone for behaviour, attitudes and interactions, creating an environment where everyone is aligned, motivated, and invested in the success of the school community.



## Implementation

We follow the ambitious Jigsaw scheme across the school using its planning and resources for all lessons. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to empower pupils/young people for life, helping them know and value who they are and understand how they relate to other people in this ever-changing world around them.

Using the Jigsaw scheme, we cover all areas of the PSHE curriculum at an age-appropriate level using age-appropriate resources. The scheme allows children to be motivated to learn through the use of the correct language and appropriate resources particularly when learning more emotive subjects and sex education. The topics each year build upon prior knowledge. This allows the pupils to foster the development of positive relationships as well as develop understanding at a local, national and global level. We provide opportunities for relational work and group discussion as the pupils explore ideas such as equality, democracy, inclusion, responsibility and transition. The scheme fulfils all the requirements for the statutory Relationships and Health Education curriculum, as announced by the DfE in England in 2019.



## Impact

Children are able to discuss the things they have learned and also have the opportunity to discuss complicated and challenging topics such as discrimination and the internal and external bodily changes during puberty - they are able to do this maturely with reflection and enquiry. Children are able to demonstrate an awareness of themselves and the world around them; think critically; engage in discussion; and participate in debate. Such skills will equip them with independence and individuality which in turn will contribute towards their happiness and mental health.

There are six puzzle pieces in Jigsaw that are designed to progress in sequence:

- 1) Being Me in My World
- 2) Celebrating Differences (including anti-bullying)
- 3) Dreams and Goals
- 4) Healthy Me
- 5) Relationships
- 6) Changing Me (including Sex Education)

It also identifies links to British Values, and spiritual, moral, social and cultural development (SMSC).

We firmly believe that a meaningful PSHE curriculum is the key to children becoming confident, tolerant and well-rounded individuals. From exposure to a range of global issues and themes, children can develop a sense of responsibility of being a global citizen.



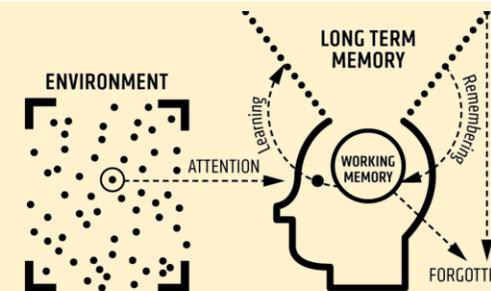
# Wessex Learning Trust Principles

## Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

## The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn  
Routines

→ Linking Prior +  
New Learning

→ Focused  
Instruction '*I Do*'

→ Practise  
Learning '*We Do*'

→ Learning Check  
'*You Do*'

→ Consolidating  
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Emotional learning environment</li> <li>- physical learning environment</li> </ul>	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and <b>love of learning</b> is promoted. Everyone <b>feels safe</b> to take risks and explore learning without judgement. Praise and rewarding effort is used to <b>motivate and engage</b>. A sense of <b>pace and challenge</b> is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Pace of talk, clarity of instruction</li> </ul>	<p>Prior learning is checked and revisited to <b>strengthen connections and longer-term memory</b>. Know more, remember more. Planning ensures <b>new learning builds on prior learning</b>. <b>Vocabulary is explicitly taught</b> using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. <b>Problem solving and number skills</b> are revisited, retaught and applied in unfamiliar contexts to support deeper learning. <b>Gaps in learning and misconceptions</b> are revisited, including feedback and improvement tasks. Planning is <b>adapted</b> lesson on lesson so that core skills and knowledge are retaught where necessary. <b>Precision learning is explained</b> so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching of vocabulary</li> <li>- Explicit teaching of listening</li> </ul>	<p>The steps to new learning are broken down into manageable amounts and <b>reduce cognitive load</b>. <b>High-quality explanations</b> are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through <b>decision making modelled, visible and explicit</b>. Approaches to <b>getting unstuck</b> are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of <b>how to solve problems solve</b> and minimize misconceptions. Deeper learning is sequenced so that all learners can understand <b>each developing stage</b>. Learners know <b>what excellent learning looks like</b> and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> <li>- Explicit teaching paired, small group talk</li> </ul>	<p><b>Guided practice and worked examples</b> are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used <b>skilfully to check understanding</b> and the impact of planned learning. Peer explanation + modelling scaffolds and <b>prepares for independent practice</b>. Learners use <b>expert thinking and talking</b> to explore deeper learning. Scaffolding and support (including TAs) is in place to <b>develop and build independence</b>.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a <b>variety of contexts</b>. Independent practice and application of learning (including homework) <b>builds confidence, self esteem and motivation</b>. <b>Metacognition and self-regulation</b> are developed over time. <b>Learning is consolidated</b>. Scaffolding and support is <b>reduced and removed over time</b>. <b>Feedback</b> is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress <b>reflecting on what excellent learning looks like</b> and success criteria. <b>Next steps are identified</b> and used to <b>inform teacher planning</b> and develop mastery approaches over time. <b>Learning skills continue</b>. <i>Next lessons, rest of day, community, wider world.</i></p>



**Long Term Plan**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Theme 1</b> <i><b>Ourselves and Humankind</b></i> <b>Jigsaw theme:</b> Being Me In My World	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour
<b>Theme 2</b> <i><b>Culture and Diversity</b></i> <b>Jigsaw theme:</b> Celebrating Difference	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions
<b>Theme 3</b> <i><b>Community and Citizenship</b></i> <b>Jigsaw theme:</b> Dreams and Goals	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
<b>Theme 4</b> <i><b>Exploration and Discovery</b></i> <b>Jigsaw theme:</b> Healthy Me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength
<b>Theme 5</b> <i><b>Expression and Creativity</b></i> <b>Jigsaw theme:</b> Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals
<b>Theme 6</b> <i><b>Ourselves and humankind</b></i> <b>Jigsaw theme:</b> Changing Me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change