

Aims and Purpose:

Vision: *We aim to empower our children so they can lead a healthy and fulfilling life in adulthood, by being able to form and maintain personal relationships in all walks of life.*

Intent: Our RSHE curriculum intends to: -

- *Ensure that children are prepared for life and are able to maintain successful relationships and become active and responsible citizens.*
- *Help them to know and value who they truly are*
- *Help children to live a safe and healthy life.*
- *Understand how they can protect and enhance their wellbeing physically and mentally.*

Key themes

*Being Me in My World
Celebrating Difference
Dreams and Goals
Healthy Me
Relationships
Changing Me*



PSHE/RSHE at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

Teachers use the National Curriculum guidance and our progression documents to accurately map the progression of skills and knowledge in RSHE.

A 1-year cycle in both Key Stage 1 and Key Stage 2 ensures curriculum coverage and ensures that the key themes build on previous learning and are sequenced to develop skills and knowledge.

Every puzzle comprises 6 lessons with all the teaching resources needed for each one.

This is a whole school approach with all classes using the same key theme either yearly.

Teachers have Key Knowledge documents which can be modified over time to suit the individual needs of each class.

Teachers use Jigsaw PSHE to cover the PSHE/RSHE curriculum.

Continuous discussions relating to real life situations enhances the children's learning and problem solving skills.

A clear long term plan identifies themes to be taught and a medium term plan identified learning objectives, resources and content.

Class teachers adjust planning to provide scaffolding for SEN and higher order questioning and tasks for HA.

- *Lessons begin with a reference to previous learning to check knowledge is being retained.*
- *Gaps are then addressed and teachers will use their skills to ensure there is continuous progression in the learning.*
- *Teachers use questions and discussions to address any*

Assessment

Teachers use the themes across the year groups to make links and secure knowledge.

They will use targeted questioning to embed learning and establish depth of knowledge.

Teachers use a spreadsheet to track progress.

They use key questions to make judgements.

Teachers use feedback from the children's self-assessment and knowledge of how the child has explored the jigsaw statements during the lesson to assess learning.

Marking is clear in books to show AFL.

SEND

Children are supported by adults, to explain concepts and support their contributions. Specific feedback is given using comments that are positive and explicit.

Mind mapping ideas.

Use of ICT to record ideas and take pictures to record learning.

Role play to act out certain situations.

Verbalise with an adult before carrying out an activity

Pre teach key vocabulary.

Challenge

Pairings to provoke deeper understanding of concepts.

Providing key questions to discuss and explore.