



## PSHE and RSE at Ludlow Primary School

<b>Our Curriculum Drivers at Ludlow Primary School</b>			
<b>Social Skills and Language</b>	<b>Global Identity</b>	<b>Aspirations, resilience and growth mindset</b>	<b>Physical and mental health and well-being</b>
<b>Our Core Values</b>			
<b>Independence</b>	<b>Happiness</b>	<b>Honesty</b>	<b>Kindness</b>

When Ludlow Primary School was created in 2019 from the amalgamation of Ludlow Infant and Ludlow Junior School, we had the exciting opportunity to consider our school community's needs and create a curriculum specifically tailored for them.

We have devised four drivers that run through our school curriculum. They are tailored to our pupil's specific needs and take account of the opportunities and challenges in the context of our school community and our pupils' lives.

These join with our core values to help children understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21<sup>st</sup> century.

## **What PSHE and RSE looks like in our school:**

PSHE and RSE are taught through the Jigsaw programme using a spiral, progressive and fully planned scheme of work, giving our children the relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

This whole school approach with a strong emphasis on emotional literacy, building resilience and nurturing mental health enables our school to deliver engaging and relevant PSHE across all Key Stages. Jigsaw lessons also include mindfulness allowing our pupils to develop their emotional awareness, concentration and focus.

### **This is our philosophy:**

- 🌐 Through the delivery of the Jigsaw programme our children will acquire knowledge, understanding and the skills they need to manage their lives now and in the future.
- 🌐 To provide our children with experiences to develop the qualities and attributes that they need to thrive as individuals, family members and members of society and the global community.

This is the knowledge and understanding gained at each stage:

Through the teaching of PSHE we deliver a broad and balanced programme using the Jigsaw modules. Promoting the spiritual, moral, social, cultural, mental and physical development of pupils.

We prepare pupils at school for the opportunities, responsibilities and experiences of later life. British values are promoted through school life and the teaching of the PSHE modules. Relationship and Sex Education (RSE) will be taught sensitively through this programme and will be age appropriate themes.

### **By the end of EYFS pupils will:**

- 🌐 Have had an opportunity to have started to explore the puzzles relevant to the age and stage of development focussing on the key values to let children build their capacity for learning and equip them for life.

### **By the end of Key Stage 1 pupils will:**

- 🌐 Have built on their knowledge of the six puzzle pieces including learning about themselves and their world, understanding difference, relationships, being healthy and their dreams and goals.
- 🌐 This is delivered in an age appropriate and sensitive manner.

### **By the end of Key Stage 2 pupils will:**

- 🌐 Have completed the units of the Jigsaw programme and will have greater understanding of themselves, their feelings and emotions, the world around them, relationships and cultural difference.
- 🌐 During the later years of key stage 2 pupils will also complete Relationship, Sex and Health education in line with the statutory 2020 guidance. The Jigsaw programme will also be used to deliver these topics which will cover relationships, health and the changing adolescent body (parents will have the right to remove their children from any lessons they feel inappropriate for their child).
- 🌐 These topics and themes will be taught in a sensitive and age appropriate way.

**This is how it works:**

- 🌐 Each Year group is taught six Puzzles (units of work) across the year.
- 🌐 Each Year group is taught one lesson per week in an age and stage appropriate way.
- 🌐 The children will develop and build on each puzzle in this order:  
Being Me in My World  
Celebrating Difference  
Dreams and Goals  
Healthy Me (statutory content for Health Education)  
Relationships  
Changing Me
- 🌐 Every lesson includes mindfulness practice. Mindfulness helps every member of the class observe their own thoughts and feelings as they happen, in the present moment, applying no judgement. The Jigsaw chime and Jerrie cat allow for learning to be embedded as emotions and behaviour are self-regulated.

**This is what adults do:**

- 🌐 Deliver exciting progressive Jigsaw puzzles which build on prior knowledge to enable a greater capacity for learning and equip each child for life.
- 🌐 Create a learning environment that supports learning and that engages children's interest in the puzzle being studied e.g. Jerrie the cat, chime, soft toy puzzle piece.
- 🌐 Whole school professional development.

**This is how we support:**

**We will always give a child the opportunity to talk to a member of staff if they wish after a lesson has been delivered to ensure their wellbeing is being supported.**

- 🌐 Work can be differentiated so that all children are able to meet the learning objective.
- 🌐 Small group/1:1 adult support given where required.
- 🌐 We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas.
- 🌐 These pupils will then receive additional support or resources to use.

**This is how we challenge:**

- 🌐 Lessons will be differentiated.
- 🌐 Additional activities to stretch the learning within the lesson.

**This is how ensure all children can access the curriculum:**

- 🌐 Children who have SEN or EAL needs pre taught when appropriate. Seating children alongside good role models to support one another.
- 🌐 By providing visual/practical prompts.
- 🌐 Teaching lessons using a range of different techniques to appeal to different learning styles e.g. videos, drama.

**This is what you might typically see:**

- 🌐 Engaged respectful learners.
- 🌐 Children asking questions and offering a range of answers.
- 🌐 Children focusing on a puzzle piece and showing the ability to listen to other's ideas and opinions.

**This is how we know how well our pupils are doing:**

- 🌐 Weekly lesson specific for each year group.
- 🌐 Marking and feedback by teacher and peers.
- 🌐 Photographic and video evidence.
- 🌐 Displays of work in classes.
- 🌐 Jigsaw self-assessment/reflection sheets filled in.
- 🌐 Assessment tracked at the end of each half term and entered onto our assessment tracking system.
- 🌐 Book scrutiny, pupil interviews and planning audits.

**This is the impact of the teaching:**

- 🌐 Children who have the ability to build on their capacity for learning by being:
  - Inquisitive learners.
  - Reflective learners.
- Children who are equipped for life by being well- rounded human beings.

