



## PSHE Curriculum Rationale

INTENT		IMPLEMENTATION		IMPACT	
<b>Alignment</b>	Jigsaw is a whole-school approach with many layers above and beyond the lesson plans themselves. The aim is to support children to feel a strong sense of belonging and community by taking part in whole-school assemblies, end of Puzzle outcomes, displays etc and to bring the learning alive through weekly lessons to make it live across the school community and in children's lives outside of school.	<b>Pedagogical Approaches</b>	Teachers ensure that pupils see the 'purpose' of each lesson and the content in relation to their lives. There is deliberate and intentional retrieval of previous knowledge to build on previous learning. Regular checkpoints and formative assessments within lessons are used to tailor lessons to the needs of pupils. Positive relationships in school that create the conditions conducive to effective learning are crucial. Dual coding is used so all pupils can access learning.	<b>Approach to Assessment</b>	Assessing children's learning is vital to inform their next steps. An assessment process is embedded in the Jigsaw program including a set of attainment descriptors for every year group.
<b>End Points</b>	We aim for all our pupils to leave Thurlby with a foundation of skills, as well as an understanding of themselves and others. This will prepare them for life in modern Britain	<b>Teachers' Expert Knowledge</b>	Teacher development is central to the success of PSHE teaching. Thurlby promotes a culture of openness and honesty in relation to proactively seeking support for any gaps in subject knowledge from the PSHE Leader; this may be reflected in CPD, professional development meeting content, and discussions between colleagues.	<b>Performance Data</b>	In the EYFS, we monitor progress using the Early Learning Goals.  At the end of each term in years 1-6, teachers will have gathered a range of evidence bank based on what the children have covered to make a judgement as to whether pupils have achieved.
<b>Sequencing</b>	We have a firm belief that every child can achieve and that they are entitled to the same knowledge and cultural capital, whatever their background or starting point. As such, we adopt an approach where all the teachers have high expectations of all children and provide scaffolding for those with lower starting points to be able to access and achieve these.	<b>Promoting Discussion and Understanding</b>	Discussion and effective questioning by the teacher is key to allowing pupils to recall new knowledge. It will also help them make links between new material and prior learning. Using formative assessment each lesson, information can be recalled by the children from their long-term memory.	<b>Pupils' Work</b>	A selection of work is recorded in each class's Jigsaw Journal. This work may involve children's comments, observations and their written outcomes. Teachers are encouraged to be creative in task design, and work can take the form of artwork, discussion, drama, song, extended writing or a mixture of these. The journal is displayed in class at all times and always referred to at the beginning of each lesson to recap prior learning.
<b>Social Disadvantage</b>	A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant additional need. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning.	<b>Knowing and Remembering More</b>	The themes remain the same for each year, with skills being built from year to year. This is achieved through pupils being given regular opportunities to explore and discuss questions at an age-appropriate level, and to promote knowledge, awareness and tolerance of others.	<b>Talking to Pupils</b>	All members of the senior leadership team and, particularly, the PSHE Leader talk to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.
<b>Local Context</b>	We want to develop learners that have the skills to survive in an ever-changing world. We now live in a truly global world which is interconnected. Pupils need to be taught how to stay safe in this world and develop secure relationships.	<b>Teacher Assessment</b>	Children's responses are taken at varying points within each lesson, linking back to key questions and themes and children becoming able to answer the question with an extra layer of knowledge and at a greater level of depth. Children are encouraged to reflect on previous learning and use that to explain their current understanding.		