



## PSHE Long Term Plan 2024-25

### PSHE

At Gilbert Colvin Primary School, we use the 'Jigsaw' scheme of work to teach PSHE (personal, social, health and economic) education and 'Teaching SRE with confidence' to teach RSHE (relationship, sex and health education).

Jigsaw uses a mindful approach to teach PSHE. It is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE SoW ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. It has explicit links to the DfE statutory Relationships and Health Education outcomes. Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw lessons also include mindfulness, allowing children to advance their emotional awareness, concentration, focus and self-regulation.

'Teaching SRE with confidence' is used to teach the specific SRE objectives. It ensures a progressive and coherent curriculum that is age-appropriate.

### Teaching and Learning

PSHE is taught weekly following the Jigsaw scheme. There are 5 'puzzles' (topics) across the year that all year groups follow – Being me in my world, celebrating differences, dreams and goals, healthy me and relationships. The last unit is taught using 'teaching SRE with confidence' which looks at changes the children experience.

PSHE learning is recorded in pupils' RE/PSHE books with some work put on display in the classroom. There are a mixture of individual pieces of work and group pieces. There are a variety of outcomes throughout the year which are recorded and reflections are written by the children in most lessons.

### Assessment

There are no formal assessments in PSHE as this is a journey of personal development and as such cannot be assessed in the same way as other subjects. However, teachers are able to assess their children's knowledge, understanding and skills informally throughout the lesson and give them verbal and written feedback where needed. The PSHE leader uses pupil voice and learning walks to understand the impact that PSHE is having on the children and how they are progressing throughout the years.

### Enrichment & Cultural Capital

Enrichment and cultural capital is a vital component of the PSHE curriculum at Gilbert Colvin and runs alongside our whole school creative curriculum. We understand the importance of the children and the community feeling valued and having a voice and so we have many opportunities for engagement throughout the year. Gilbert Colvin has a **yearly calendar** with all the events that will take place - for example: charity events, celebration of festivals, winter/summer fayre, curriculum days that are celebrated nationally, religious festivals and themed weeks etc.



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**Open classrooms** happen termly and are an opportunity for the children's families/carers to come into the classes and celebrate the work the children have completed. Families/carers are also invited into school throughout the year to engage in curriculum activities – examples of this could be for: assemblies, singalongs, picnics, supporting with the curriculum, or to accompany the children on visits. We feel this is a very special time for the children where they get to engage with their families/carers and share the work that they are proud of: the children speak highly of this time and always look forward to it.

**Enrichment days/launches** as part of our creative curriculum, launch days and special events are planned throughout the year. These are in many different forms, for example workshops in school, dress up days, carousel days, school visits, and days where families/carers are invited in to share their experiences etc. These enrichment days are crucial in inspiring the children and 'hooking' them in to their topics and learning which then creates memories they will never forget.

**Assemblies** happen on a weekly basis, these are an important time each week for members of SLT to spend with the children. The children have singing assemblies, celebration assemblies and 'themed' assemblies where high quality books and stories are shared with the children that have a theme or message within them.

**Educational visits** are planned throughout the year across all subjects and are an incredible way to extend the children's learning. These visits not only inspire the children within the subject but also build confidence and teach the children independence, problem solving and how to manage risk appropriately. This also gives the children an opportunity to look at careers that they may have been unaware of.

Gilbert Colvin has an effective **School Council** that meet regularly. Children from all year groups represent their classes and discuss ways to improve the school. The school councillors learn how to organise and monitor small projects, feeding back to class members and SLT; they improve their speaking and listening skills as well as work on their negotiating and mediation skills. They have an idea of simple budgets and how to manage money. One of the most important skills they learn is how to work together to solve problems. Other responsibilities that the children hold include lunchtime leaders, Reception play leaders, librarians, and Maths ambassadors.

We have a yearly **awards ceremony** where each class teacher nominates a child for every subject. The child that is chosen will be one who has worked hard throughout the year to improve their work and shown dedication and passion within the subject. These awards are then celebrated in assemblies.

**Sports competitions** are organised regularly throughout the year both within the school and also with local schools within the borough. These competitions encourage team work and problem solving as well as the importance of hard work and resilience. A range of sports are chosen throughout the year with lots of children having an opportunity to represent our school.



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	<b>Autumn 1</b>	<b>Autumn2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<b>Reception</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<b>Year 1</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Teaching RSE with confidence
<b>Year 2</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Teaching RSE with confidence
<b>Year 3</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Teaching RSE with confidence
<b>Year 4</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Teaching RSE with confidence
<b>Year 5</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Teaching RSE with confidence



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<b>Year 6</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Teaching RSE with confidence
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