PSHE Curriculum Overview

PSHE Intent

PSHE at Horizon Academy Trust is taught and delivered through the Jigsaw scheme of work, which is in compliance with the DfE statutory guidance and provides broad, balanced and exciting learning opportunities for our pupils. Our overall vision for PSHE is to enable all pupils to develop self-confidence, resilience and positive attitudes towards each other. At Horizon Academy Trust, we pride ourselves on ensuring that the pupils in our school are all included within the school community, whilst allowing them to share their thoughts and opinions on situations and to understand that their voice is continually valued and heard. By allowing an inclusive community, this allows all of our pupils to acknowledge the world around them with a deepened understanding, and equips our pupils with a set of transferrable skills and attributes to lead a safe, happy and independent lifestyle.

Weekly Jigsaw sessions are delivered by the class teacher and each puzzle taught (half-termly) builds on the previous year. The Jigsaw programme is designed to embed and develop knowledge and teach rich vocabulary at the appropriate age range, and strives to allow all pupils to have a healthy body and mind. Each theme is sequential and allows pupils to make progress in terms of their personal, social and emotional development as themes are embedded and each build on prior knowledge and understanding. There are also many opportunities for cross-curricular links as PSHE is at the heart of every lesson, as our pupils are able to recognise the importance of the world around them (including online safety and British Values) and the skills required to succeed, flourish and be open-minded in our society today.

The PSHE curriculum is assessed against the following Jigsaw puzzles:

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

PSHE Curriculum Overview

PSHE Implementation

To ensure high standards of teaching and learning in PSHE, we implement a curriculum that is progressive throughout the whole school. PSHE is taught through half-termly topics, using a scheme called 'Jigsaw – the mindful approach', which focuses on the knowledge and skills stated in the Primary National Curriculum 2014.

Teachers plan a series of lessons that are engaging, broad and balanced, using the Jigsaw programme of study, alongside our progression of knowledge and skills document. This document ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive from year group to year group, in depth. Where possible, teachers, in conjunction with subject leaders, plan purposeful cross-curricular links.

At Horizon Academy Trust, we provide a variety of opportunities for learning PSHE. Jigsaw is implemented throughout the whole school during weekly whole-class Jigsaw lessons focusing on different topics each half term, including: Being Me in My World, Celebrating Difference (including anti-bullying), Dreams and Goals, Healthy Me, Relationships, and Changing Me (including Sex Education). It is also embedded through all lessons and the whole school day, with everyone supporting and encouraging the children they interact with to use the skills they are developing, and to make links to other areas of learning. As a school, we partake in many national initiatives, such as Mental Health Week, Road Safety Week and Anti-bullying Week, as well as enterprise events, including Make £5 Blossom, Global Enterprise Week and Industry Day, whereby the children can develop their Big 13 enterprise skills. Class assemblies performed to the whole school, parents/carers and the wider community are another opportunity for the teacher to plan for additional learning. The children's work is celebrated through displays around the school and in award ceremonies outside of school.

Subject leaders play a key role in the success of the curriculum by leading on monitoring, evaluation and review, and the celebration of good practice contributes to the ongoing commitment to improve further. Subject leaders are given the opportunity to develop their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.