



Intent – We aim to....

Teach children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it

Enable children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually

Provide children with knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society

Enable our children to learn how to be safe, and empower them to have healthy fulfilling relationships, both now and in their future lives.

Teach skills which will enable children to access the wider curriculum and prepare them to be global citizens now and in their future careers within a global community



Implementation – How do we achieve our intent?

Our approach - At Beechwood we take great pride in our holistic approach, so we have adopted the Jigsaw scheme of work which aims to develop the 'whole child' through a spiral curriculum. We implement the Jigsaw approach from EYFS to Year Six and teachers adapt the scheme in order to reflect the needs of their pupils. The scheme outlines 6 key topics and these allow children to develop a deeper understanding year on year as they build on their prior knowledge. Each of the six topics has two learning intentions - one linked to PSHE and the other linked to developing social skills and emotional literacy. As a school we are incredibly proud of how reflective our teachers are and the way they adapt and create lessons to respond to any PSHE issues that may arise within a year group to ensure we are meeting their on-going needs.

Flying start – In Foundation stage we believe it is vital to develop PSHE skills from a young age. Our rich indoor and outdoor environments provide our children with a wide variety of opportunities for PSHE skills to be developed, through a mixture of adult led sessions and child-initiated learning. Our children undertake specific self-regulation inputs and activities that encourage them to express and talk about their feelings and opinions, develop problem solving skills, understand that mistakes are important in their learning, developing sharing and cooperating skills. Personal, Social and emotional development is always a key focus for our EYFS as we know this is a skill all children need to continue being successful in relationships and learning throughout their lives.

Progression - Jigsaw PSHE is designed with a progressive and spiral curriculum, meaning that learning builds upon itself year after year, revisiting and extending concepts, knowledge, and skills. This approach ensures that students deepen their understanding and build on their prior knowledge of PSHE topics as they move through the year groups.

Vocabulary - The promotion of a language rich PSHE education curriculum is essential to the successful acquisition of knowledge and understanding in PSHE education. Children have access to key knowledge, language and meanings to understand PSHE education and to use these skills across the curriculum. Each Jigsaw unit identifies key vocabulary to be taught from Reception to Year 6. These words are part of a whole host of work aimed at narrowing the vocabulary gap for our children. As a school we aim to expose all children to a broad range of vocabulary and provide them with the skills to use and apply these.

Inclusion: We have a vast verity of children at Beechwood and acknowledge that some children will need additional support above and beyond JIGSAW. We also acknowledge that some subject matters within JIGSAW will stir emotions within our children. Before each unit a robust conversation is held to discuss which children will need additional support emotionally, who will need images to support them accessing the curriculum and those children who may also need more expert support e.g Nurture sessions. All classrooms have quiet spaces, usually book corners where children can go to self-regulate within a lesson when required. We also have a full time nurture lead to support children who may need a more specific focus. As a school we focus on developing the children's growth mind-set to ensure they leave Beechwood as resilient and positive individuals. We embrace the opportunity for our children who have additional needs or challenging backgrounds to share their life experience in the safety of these lessons. This gives them a voice and allows them to feel support by their peers.

Assessment: Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner.

Impact – How do we know we have delivered a successful curriculum?

Children are able to understand and manage their emotions.

Children are on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society who appreciate difference and diversity.

All children at Beechwood leave knowing how to respect for themselves and others.

Children have the confidence and positive self-esteem to value themselves and others

Children are able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life.