



Co-op Academy
Portland

PSHE

**Curriculum Intent, Implementation and Impact for
PSHE at Co-op Academy Portland**

At Co-op Academy Portland, our curriculum is built on the foundations of the statutory National Curriculum. Our deliberately sequenced substantive and disciplinary knowledge will ensure that learning is built progressively from Nursery to Year 6 in identified strands that enable our children to become responsible citizens. Each topic is delivered following a seven part lesson - the Jigsaw Charter, Connect Us, Calm Me, Open My Mind, Tell Me or Show Me, Let Me Learn and Help Me Reflect. This allows all children to develop into compassionate and well-rounded human beings.

We aim to provide children with a high-quality education that engages, inspires, and challenges them. We will equip pupils with the knowledge and skills needed for their futures through exposure of media, careers, visitors and trips. As pupils progress, we aim to develop their ability to think critically and gain a more rigorous understanding of subjects.

Community is the backbone of our school, and we integrate our Co-op values into our curriculum to benefit our children and families. These values permeate through our curriculum, fostering the next generation of responsible, socially mindful citizens.

Our aims are that our pupils are able to:

- Stay safe and healthy;
- Build and maintain successful relationships and become active citizens, responsibly participating in society around them;
- Develop their identity and self-esteem as active, confident members of their community;
- Develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others;
- Apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part.

Long Term Plan (EYFS):

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Being Me in My World: Feelings Skills Builder: Speaking	Celebrating difference Skills Builder: Creativity	Dreams and Goals Skills Builder: Aiming High	Healthy Me Skills Builder: Staying positive	Relationship Skills Builder: Problem Solving Relationships at home	Changing Me Skills Builder: Leadership

What does PSHE look like in Early Years Co-op Academy Portland?

- PSHE is a cross curricular area of learning in EYFS - it is the foundation for any learning that takes place.
- Children will find it extremely difficult to take part in any learning or retain any information if they have under-developed PSHE skills - this can manifest itself in a variety of ways.
- This is how we foster social skills such as sharing, turn-taking, empathy for others, the ability to make and sustain relationships, confidence and independence, awareness of feelings, co-operation etc.
- My Happy Mind is used to support the development of a healthy mind and building healthy relationships.
- Staff model social skills such as turn taking and support children in social interactions where needed.
- PSHE is taught through our whole school Jigsaw scheme of learning. This is a spiral curriculum that builds progressively each year in an age-appropriate way.
- Each half term children are taught through a Jigsaw puzzle piece which the whole school studies. We make links to this to further embed learning through our holistic curriculum, and enhancements support the children to consolidate their skills and knowledge.
- Reflection times are embedded into daily routines - children use talk partners to discuss their learning and reflect on their characteristics using the learning dinosaurs.
- Transition - we do transition sessions at the beginning of the year for new children to support their PSHE development in terms of starting school. We also do transition at the end of the year for the current Reception children who are moving to Year One to support them in their PSHE.
- Home visits form part of our transition policy - all children joining EYFS (F1/F2) have a home visit by a member of staff to support their entry to the setting.
- Evidence is recorded in floor books and is also visible within the provision and displays.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 - SRE	Summer 2 - SRE
Year 1	Being Me in My World Skills Builder: Speaking Eaware: Time online	Celebrating difference Skills Builder: Creativity Eaware: Passwords	Dreams and Goals Skills Builder: Aiming High Eaware: Positive Communication	Healthy Me Skills Builder: Staying positive Eaware: Private Information	Relationship Skills Builder: Problem Solving Eaware: Friends What Healthy Relationships am I a part of?	Changing Me Skills Builder: Leadership Eaware: Digital footprints
Year 2	Being Me in My World Skills Builder: Speaking Eaware: Time online	Celebrating difference Skills Builder: Creativity Eaware: Passwords	Dreams and Goals Skills Builder: Aiming High Eaware: Positive Communication	Healthy Me Skills Builder: Staying positive Eaware: Private Information	Relationship Skills Builder: Problem Solving What makes a Healthy Relationship at home? Eaware: Friends	Changing Me Skills Builder: Leadership Eaware: Digital footprints
Year 3	Being Me in My World Skills Builder: Speaking Eaware: Phishing	Celebrating difference Skills Builder: Creativity Eaware: cyber bullying	Dreams and Goals Skills Builder: Aiming High Eaware: Photos	Healthy Me Skills Builder: Staying positive Eaware: FakeNews	Relationship Skills Builder: Problem Solving Eaware: Friends Identifying Domestic Abuse	Changing Me Skills Builder: Leadership Eaware: Digital footprint
Year 4	Being Me in My World Skills Builder: Speaking Eaware: Phishing	Celebrating difference Skills Builder: Creativity Eaware: cyber bullying	Dreams and Goals Skills Builder: Aiming High Eaware: Photos	Healthy Me Skills Builder: Staying positive Eaware: FakeNews	Relationship Skills Builder: Problem Solving Eaware: Friends Recognising Domestic Violence	Changing Me Skills Builder: Leadership Eaware: Digital footprint
Year 5	Being Me in My World Skills Builder: Speaking Eaware: Passwords	Celebrating difference Skills Builder: Creativity Eaware: Cyber bullying	Dreams and Goals Skills Builder: Aiming High Eaware: Gaming	Healthy Me Skills Builder: Staying positive Eaware: FakeNews	Relationship Skills Builder: Problem Solving Eaware: Naked Images What does it feel like to be a victim of domestic violence?	Changing Me Skills Builder: Leadership Eaware: Digital footprints
Year 6	Being Me in My World Skills Builder: Speaking Eaware: Passwords	Celebrating difference Skills Builder: Creativity Eaware: Cyber bullying	Dreams and Goals Skills Builder: Aiming High Eaware: Gaming	Healthy Me Skills Builder: Staying positive Eaware: FakeNews	Relationship Skills Builder: Problem Solving Eaware: Naked Images What is the impact of domestic violence on our language, actions and belief systems?	Changing Me Skills Builder: Leadership Eaware: Passwords Sexting/Grooming/Social Media

- In Years 1-6, PSHE is taught weekly for one and a half hours every half term.
- Our Medium Term Plans provide detailed information to staff, including:
 - Prior/ future learning; National Curriculum coverage; The 'big question'; A lesson sequence with mapped out Substantive and Disciplinary knowledge; Essential knowledge and Vocabulary.

How do we know that the children have made progress in PSHE?

Class Teachers:

- Every lesson starts with a quick recap, with questions linking back to previous learning. This ensures that any gaps in substantive knowledge are quickly identified and addressed.
- Quality first teaching ensures that AfL opportunities are present throughout each lesson, enabling practitioners to give feedback in the moment to make sure all children make progress.
- Teacher marking identifies any misconceptions, and these are addressed verbally or through written responses by children before the next lesson.

Subject Leaders:

- During the half term the subject is being taught, subject leaders will complete learning walks to evaluate the teaching and learning environments related to their subject. This will be completed on the school feedback proforma and then shared with teachers.
- As part of this assessment process, pupil voice will also be completed to triangulate this with the book look.
- Assessment is used as a tool to support curriculum development.