

PSHE Curriculum Intent

PSHE (Personal, Social and Health Education) is integral to children's learning at Fressingfield Primary. It permeates our curriculum, as we believe children learn when they feel happy, confident and resilient. We are also aware of our need to prepare our children to be global citizens of the 21st century, and that this may be very different to the lives of their parents, carers and teachers.

Our school Golden Rules provide a framework to help children understand and model positive behaviour. We also have a whole-school behaviour system, including our class rocket, filling up a reward jar and working for house points. Children are familiar with these, and they are part of the positive and caring ethos of Fressingfield Primary. This behaviour system also encourages us to celebrate positive achievement in many ways, from holding a weekly Superstar Assembly to gaining small class prizes through earning points.

We currently use Jigsaw as our main learning scheme, although also may use material from other sources. In order to make our themes more meaningful to children, all classes work on the same half-termly theme, which is reinforced through assemblies and songs. We assess using Jigsaw's summative assessment as the end of each teaching block, doing this alongside self-assessment, such as asking children to rate themselves as green, amber or red on learning statements, or by giving themselves 'fingers out of ten'.

We are aware that many issues around children are very important to them, as well as to us, eg global warming (hence our Curriculum Drivers), and will often use pupils' voices to develop learning. Children from Year 1 up have the opportunity to become part of decision-making groups, eg School Council, Junior Road Safety Officers and Eco-Group. Planned school initiatives may often start as small ideas from children, which seem to grow and grow!

An overriding aspect of our PSHE curriculum is encouraging children's emotional resilience, and so a large proportion of the curriculum deals with this area. From small daily mindfulness activities (eg a class Happiness Pot) to larger blocks on stereotyping and keeping ourselves safe, we use PSHE as an opportunity to talk, listen, record ideas, play games or take part in circle time. All our lessons are inclusive. We also have a comprehensive RSE curriculum, which builds on previous learning right the way through the school, and meets national criteria.

To help children in developing self-awareness, we use ELLI (Effective Lifelong Learning Inventory) in all classes. These comprise of a set of learning dimensions (in animal form for younger children). ELLI helps children to understand how they as learners can use their own strengths to develop in their own way as a learner, and how they can work in a team to achieve even more.

We ensure our PSHE curriculum is rigorous by supplementing it with our science, PE and computing curriculums, and may also use outside visitors, eg Suffolk One Life, who come in and help support the teaching of the Healthy Lifestyles block in Key Stage 2. We have two trained Thrive therapists in school, who lead our staff development in children's emotional wellbeing. This means that some children are able to have support in addition to their class' learning. It also means that some of the good practice of Thrive can be directly applied to the classroom, eg in the way adults speak with children or through the use of 'safe areas' in school.