



TOWNVILLE ACADEMY  
Head teacher: Caroline Burden

## *Aspire - Collaborate - Explore*

*'Together we learn – United we achieve'*

### **PSHE and RSE Curriculum**

#### **Intent**

*At Townville Academy, we aspire to offer the best possible early education for all our children in a happy, safe and inclusive environment.*

*Through our PSHE and RSE curriculum we aim to ensure our children:*

- *Develop the skills they need to flourish in the wider curriculum and life*
- *Are prepared for the opportunities, responsibilities and experiences of later life, to reach their full potential as individuals and within the community.*
- *Recognise that they belong to our school community and a wider community*
- *Become active members of our school community, valuing and being valued as individuals.*
- *Become emotionally aware and resilient and have a greater understanding of who they are and their place in the world.*
- *Have the vocabulary to begin to communicate this and discuss their feelings and recognise their emotions and apply these communication skills to all aspects of their life.*
- *Be equipped with the skills to enable them to adapt, grow and be active citizens within an ever-changing world.*
- *Be able to apply strategies to look after their mental health and wellbeing.*
- *Stay safe, lead a healthy life, take risks, are inquisitive and develop positive attitudes and aspirations for the future*

*At Townville Academy, we follow the Jigsaw PSHE programme which equips all pupils with relevant and meaningful content, supported through a strong emphasis on emotional literacy, building resilience and nurturing physical and mental health. The PSHE curriculum perfectly connects the pieces of Personal, Social and Health Education and moral, intellectual and spiritual development. Our curriculum design, in line with Jigsaw, offers children the ability to revisit and build upon prior knowledge so that they know and remember more whilst gaining the key skills needed to live a safe, happy and healthy life through Townville Infants and beyond.*

#### **Implementation**

*At Townville Academy the principles of Jigsaw are embedded and threaded through our curriculum and school day with regular opportunities for practising mindfulness. Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and we are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.*

*Puzzles (units of work) are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. Every Piece has two key Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills. Formative self-assessment is*

*used throughout lessons and a summative assessment is carried out at the end of each topic. This enables teachers and leaders to see what children know and what they have learnt. Progression and coverage are monitored closely to ensure continuation from EYFS to Year Two.*

*The teaching of PSHE and RSE is monitored regularly using a variety of strategies, such as book looks, lesson observations, feedback and pupil interviews. Throughout the delivery of each puzzle, the subject coordinator will gather information regarding the children's outcomes and work collaboratively with the curriculum lead to plan appropriate next steps for future learning.*

### **Strategies to support children with SEN**

*In PSHE, we use a number of evidence-based strategies to support children with SEN. Strategies include:*

#### *Scaffolding*

- *Support for SEN children with learning vocabulary; this may include flash cards, word mats, word banks*
- *Visual aids, stories and pictures to support learning*
- *Games/songs to support vocabulary learning.*
- *Support in writing sentences eg, missing words rather than writing the whole sentence. All scaffolding follows a 'I do, you do, we do' approach.*

#### *Explicit Instruction*

- *Pupils may be supported in their thought process in PSHE*
- *Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.*
- *Visual aids and concrete examples (where necessary) will be used to support learning.*

#### *Cognitive and Metacognitive Strategies*

- *Tasks may be 'chunked' into smaller steps.*
- *Vocabulary prompts may be used to support sentence work.*

#### *Flexible Grouping*

- *Temporary groups may be established to support learning a particular concept.*
- *Pre-teaching and support with new vocabulary may be used.*
- *Precision teaching to support children who require additional support.*

#### *Use of technology*

- *Speech generating apps may be used for recording ideas and reasoning.*

### **Impact**

*As a result of our PSHE and RSE curriculum, children will:*

- *Develop the skills they need to flourish in the wider curriculum and in life*
- *Be prepared for the opportunities, responsibilities and experiences of later life, to reach their full potential as individuals and within the community.*
- *Recognise that they belong to our school community and a wider community*
- *Be active members of our school community, valuing and being valued as individuals.*
- *Be emotionally aware and resilient and have a greater understanding of who they are and their place in the world.*
- *Have the vocabulary to begin to communicate this and discuss their feelings and recognise their emotions and apply these communication skills to all aspects of their life.*
- *Be equipped with the skills to enable them to adapt, grow and be active citizens within an ever-changing world.*
- *Be able to apply strategies to look after their mental health and wellbeing.*

- *Stay safe, lead a healthy life, take risks, are inquisitive and develop positive attitudes and aspirations for the future*