



Wessex Learning Trust



Shipham First School

We Learn Together

PSHE

Curriculum Documents





Intent

At Shipham Church of England First School, our intent is to foster the personal, social, and emotional development of every child. We aim to help pupils develop a strong sense of self-worth, resilience, and emotional awareness, while understanding their place in the world and their role in contributing positively to society. By using the Jigsaw programme for weekly PSHE lessons, we provide children with a cohesive curriculum that promotes emotional literacy, mental health, and physical well-being.

Our PSHE curriculum is designed to align with our school mission to bring out the best in each child by valuing their individuality, and to develop curious, confident, and creative children into well-rounded, kind citizens who are able and willing to make a positive contribution to society.

Implementation

We implement the Jigsaw programme as a whole-school approach to PSHE, ensuring consistency and progression in learning from year to year. The programme is structured to emphasize emotional literacy, resilience, and mental and physical health, with mindfulness activities incorporated to help children develop emotional awareness, improve concentration, and focus. Each lesson is designed to engage pupils in a thoughtful exploration of themes such as relationships, personal goals, healthy living, and citizenship.

The Jigsaw lessons encourage reflective thinking and self-awareness, while also providing opportunities for students to learn about how they fit into the world around them. Through this structured approach, we ensure that every child has access to a high-quality PSHE education that supports their overall well-being.

Impact

As a result of implementing the Jigsaw programme, we expect our pupils to show growth in their emotional intelligence, resilience, and understanding of healthy relationships. They will develop a deeper sense of empathy and respect for others and will be better equipped to handle the challenges they face both inside and outside of school. Furthermore, our pupils will develop the skills needed to be thoughtful, responsible, and active members of society.

The impact of this curriculum is not only seen in the individual growth of our pupils but also in the positive atmosphere and supportive community that permeates our school. We will measure success through student reflections, observations of behaviour and interactions, and feedback from both pupils and parents. Through these efforts, we aim to cultivate children who are not only confident and creative but also compassionate and committed to making a difference in the world.



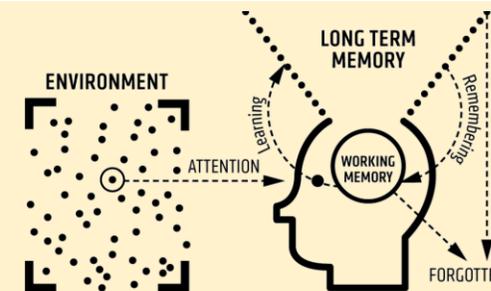
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines

→ Linking Prior +
New Learning

→ Focused
Instruction '*I Do*'

→ Practise
Learning '*We Do*'

→ Learning Check
'*You Do*'

→ Consolidating
Learning

★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.

★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme 1 <i>Ourselves and Humankind</i>	Being Me in My World						
Theme 2 <i>Culture and Diversity</i>	Celebrating Difference	Celebrating Difference	Celebrating Difference	Celebrating Difference			
Theme 3 <i>Community and Citizenship</i>	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals			
Theme 4 <i>Exploration and Discovery</i>	Healthy Me	Healthy Me	Healthy Me	Healthy Me			
Theme 5 <i>Expression and Creativity</i>	Relationships	Relationships	Relationships	Relationships			
Theme 6 <i>Ourselves and Humankind</i>	Changing Me	Changing Me	Changing Me	Changing Me			