

Personal, Social, Health and Economic (PSHE) Education Policy

May 2020

Introduction/ Rationale

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy outlines the purpose, nature and management of PSHE as taught in The Willows Primary School. It is based on the guidance from 'Jigsaw: The Mindful approach to PSHE.

Aims of PSHE

PSHE encompasses all areas designed to promote children's personal, social, health and economic development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. Additionally, children will come to appreciate difference and diversity.

The purpose of the PSHE curriculum is to provide all pupils with opportunities to:

- Develop confidence and responsibility and make the most of their abilities
- Prepare to play an active role as citizens through developing skills for living and valuing themselves and respecting others
- Develop a healthy lifestyle
- Contribute to their community and the wider world and becoming morally and socially responsible
- Develop good relationships and respect the differences between people.

Organisation of the PSHE Programme

At The Willows, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen in the Appendix 1 .

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Teaching Approaches

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Jigsaw lessons (Pieces) are structured in a child-centred way, which reflects understanding of the learning process, using the following headings:

- Connect Us: Aims to improve children’s social skills to better enable collaborative learning
- Calm Me: Aims to relax children’s bodies and calm their minds to prepare them for learning
- Open My Mind: Helps the brain to focus on specific learning intentions
- Tell me or Show me: Initiate new learning
- Let Me Learn: Facilitate learning activities to reinforce the new learning
- Help Me Reflect: Support children in reflecting on their learning and personal development

Jigsaw aims to develop mindfulness in order to help children be aware of their thoughts and feelings as they arise and to focus their minds on what they choose to focus it on. Mindfulness is developed in three ways throughout the programme. These are

- 'Calm Me' time in each lesson (Piece)
- Through the taught curriculum
- 'Pause Points' within lessons (Pieces)

Explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, Class Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Skills

Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At The Willows, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn. These five skills are clearly mapped out in Appendix 2 'SMSC and Emotional Literacy Domains in Jigsaw'.

Knowledge (Maps)

Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. Mapping documents which show the guidance to Jigsaw by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage can be found in Appendix 2 and Appendix 3 'Jigsaw 3-11 and Statutory Relationships and Health Education'

Displays

The Jigsaw Charter and Weekly Celebration Sheets should be displayed in classrooms/ communal areas of the school.

It is recommended that teachers display work from the Puzzle Outcomes. A list of Puzzle outcomes can be seen in Appendix 4.

Time Allocations

At The willows we allocate one hour each week to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Class teachers deliver the weekly lessons in year groups.

Resources

We have a range of resources for PSHE. They incorporate a variety of learning styles and include videos, posters, leaflets, games etc. Our resources present positive images and reflect the values that the school wishes to promote. They:

- provide breadth and balance
- are factually accurate and up-to-date
- are free from stereotyping and bias in terms of gender, race, class, sexual orientation, ability and disability

An important part of PSHE is challenging misconceptions and there will be opportunities to use resources that present negative messages and images. These can be used to challenge stereotyping, misinformation and myths etc. especially those perpetrated through the media.

The Jigsaw programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Other Curriculum Areas

Our PSHE lessons are proactive and linked to other subjects where possible:

- Science and PE - healthy lifestyles, knowing about the human body, talking about how our bodies feel after exercise;
- Geography – caring for the locality and beyond. This is also supported by the work of the Eco-Council.
- Drama and literacy - using stories to consider issues related to relationships and health, as well as discussions about topical issues;
- RE includes many aspects related to relationships, diversity and self-awareness;
- Computing – e-safety; how to act responsibly online towards others and what to do if someone is behaving inappropriately towards you.

Assessment and Recording

Children are given the opportunity to self/ peer assess their understanding in each individual Jigsaw lesson (Piece) using recording sheets.

Class teachers will assess pupils progress and understanding in PSHE through discussions and responses in their written work. Brief records of pupils' understanding and progress may be kept by teachers to form part of the records of overall progress in PSHE. Evidence of PSHE will be in a variety of forms e.g. photographs, observations, children's Jigsaw Journals. Class teachers may also use assessment opportunities as identified within the Jigsaw Programme.

To support the teacher in tracking progress, there is a Summative Assessment: tracking pupil progress sheet (See Appendix 5). This sheet has three attainment descriptors for each Puzzle. The class teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working

beyond for that Puzzle. Exemplifications to aid teacher judgments for the 'working towards', 'working at' and 'working beyond' attainment descriptors can be found at the end of each Jigsaw unit.

All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers about notable points of personal and social development in individual pupils.

Differentiation, SEN and Inclusion

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected.

In relation to some sensitive issues, such as relationships or drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

At The Willows Primary School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some able children may also have Special Educational Needs and need additional support. To provide for children who may require additional arrangements for emotional and social development or support, a Nurture Group and Calm Club is run by a Teaching assistant and an additional lunchtime club is supported by the SENCO. These are available for children who have been recognised by their teachers as requiring further support and allows them to work on and develop social skills, life skills and emotional resilience within a small group setting.

Equality

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".



At The Willows we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see Appendix 6: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Safeguarding Children, Confidentiality and Child Protection

At The Willows we recognise that the open discussions associated with PSHE may lead to children making disclosures about things they are worried about or abuse. There may also be times when a teacher overhears things or observes behaviour/ activities that may cause concerns of a child protection issue. In these situations, the teacher will consult the schools child protection designated person.

Where a staff member has to disclose information to another party, this will be done following discussions with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of the individual.

Parents

We are committed to working closely with parents and carers and so this policy will be made available for parents and carers to view on the school's website. PSHE is strongest when there is communication and collaboration between school and home. Parents and carers are encouraged to ask questions about their child's learning and opportunities to for parents to view the materials and resources will be made available. This could be through meetings arranged with the class teacher/ PSHE Co-ordinator/ head teacher or through parental information sessions.

Parents and carers will be signposted to agencies/ materials that offer help and support if they require.

The school takes any issue that parents and carers raise with teachers/ governors about this policy or the arrangements for sex education within the school seriously.

Parent Objection or the Withdrawal of Children

Parents have a right to withdraw their children from all or any part of Sex Education aspect of PSHE if they wish to do so, but not from the biological aspects of human growth and reproduction provided under the National Curriculum for science. Parents do not have to give reasons for withdrawing their child but must inform the head teacher. Requests for withdrawal should be put in writing, making it clear which aspects of the programme they do not wish their child to participate in.

At The Willows, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to

Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

Alternative work will be given to pupils who are withdrawn from non-statutory components of Sex Education.

Monitoring

The delivery of PSHE will be monitored by the PSHE co-ordinator through Jigsaw Journal scrutinies and learning walks. Teaching staff will receive suitable training, when available, to ensure they are able to deliver PSHE lessons effectively.

The Curriculum Committee of the governing body monitors this policy on an annual basis.

Policy Review Date

The policy will be reviewed every year. This review will be led by the PSHE co-ordinator and will be informed by: any relevant local/ national issues, changes in the law/ good practise, the results of the parent, pupil and staff questionnaires, any new resources which become available and pupil's needs.

Links to Other Relevant policies

The PSHE policy links to the following school policies:

- RSE
- Child protection

Policy written by N. Horne (PSHE Co-ordinator)

To be reviewed June 2020 at the latest

Appendices:

1. *Overview of Jigsaw*
2. *SMSC and Emotional Literacy Domains in Jigsaw*
3. *Jigsaw 3-11 and Statutory Relationships and Health Education*
4. *Puzzle Outcomes*
5. *Summative Assessment: Tracking and Pupil Progress sheets*
6. *Including and Valuing all Children: What does Jigsaw teach about LGBTQ relationships?*

