



## PSHE Policy

### Introduction:

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.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

### Aims and Objectives:

Personal, Social, Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our children and staff to play a positive part in contributing to the life of the school and the wider community. This aids in their development of sense of self-worth and belonging. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school and wider community
- Enjoy and achieve all aspects of learning

### **Teaching and Learning:**

We use the Jigsaw PSHE Approach which encompasses mindfulness, and it is developed through the 'Calm Me' time in each session. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. Jigsaw PSHE and brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Jigsaw is a whole school approach, with all 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. We encourage children to participate in a range of practical activities that promote citizenship, eg: linking with other schools, Music and Choral Speaking Festivals performed at local venues, supporting local, national and international charities, Sophie Lancaster Foundation, among others. We have whole school expectations, which encompass the Seven Behaviour Expectations – Being Safe, Managing Feelings Appropriately, Respect, Co-operation, Doing our Best, Being in the Right Place at the Right Time and Using Appropriate Communication. The Curriculum and Assemblies are organised in a way that pupils are encouraged to participate in discussion to resolve conflicts.

In EYFS PSHE and Citizenship is taught and facilitated through the four principles – 'A Unique Child'. PSED is a Prime Area of the EYFS Curriculum and is a focus within all that we do. PSED in EYFS includes promoting self-confidence and self-awareness, managing feelings and behaviour and building relationships.

### **Objectives/Pupil Learning Intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **Jigsaw Content:**

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle Name	Content
Autumn 1	Being me in my world	Includes understanding my place in the class, school and global community as well as devising learning charters
Autumn 2	Celebrating difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing me	Includes Sex and Relationship Education in the context of looking at change

### **How is Jigsaw PSHE organised in school?**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. 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.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

## **Sex and Relationship Education (SRE):**

The aims of Sex and Relationship Education at Grange:

- To develop knowledge and understanding about growth and development
- To promote the value of loving relationships and of family life
- To foster self-esteem, self-awareness and a sense of moral responsibility
- To develop the skills to avoid and resist unwanted sexual experience (including e safety)
- To encourage exploration of values and attitudes, consideration of sexuality and personal relationships and the development of communication and decision making skills.
- Curricular information for SRE can be found in the Appendices.

It will be:

- developmental and appropriate to the age and stage of the child
- available to all pupils
- provide information and knowledge
- challenge beliefs and highlight misconceptions
- help the child to form positive attitudes and values
- examine opinions and concepts and encourage discussion
- develop awareness, respect and responsibility for oneself and for others
- promote the skills necessary for effective communication
- encourage positive behaviour
- equip each child with the assertiveness skills necessary to enable them to make choices.

The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum.

However, at Grange we have decided after consultation with parents/carers, not to teach sex education and will not teach 'how a human baby is conceived and born'. Sexual reproduction in mammals will still be taught as part of national curriculum science in year 5.

The specific SRE part of the curriculum is taught through the Changing Me Puzzle of the Jigsaw Curriculum.

Please refer to the RHE (Relationship and Health Education) policy more further information.

## **Withdrawal from SRE lessons:**

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. As Grange does not teach any aspects of reproduction this should not cause concern. However, those parents/carers wishing to discuss their concerns can meet with the RSE Lead or a member of SLT.

## **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Differentiation/SEN:**

At Grange Primary School we aim to ensure the needs of all pupils, including those with SEND, are met. We seek to ensure that all barriers to learning are removed to enable children with SEND to be offered full access to a broad, balanced and relevant education. This may include aspects such as adapting the curriculum, and/or resources. For example; additional visual resources, scaffolding materials for recording and word banks.

All staff at Grange Primary School have the highest aspirations for all their pupils, including those with SEND, and promote high expectations.

### **Safeguarding:**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's child protection and confidentiality policy is followed.

### **Assessment:**

Each Puzzle has a set of three level descriptors for each year group:

Working towards Working at Working beyond

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

### **Recording and tracking progress:**

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

### **The Attainment Descriptors:**

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

### **Monitoring and Evaluation:**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of: Pupil and teacher evaluation of the content and learning processes, staff meetings to review and share experience.

### **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers are responsible for the delivery of the Jigsaw PSHE programme.

### **The Learning Environment:**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that, 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

### **The Jigsaw Charter**

- We take turns to speak
- We use kind and positive words We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **Teaching Sensitive and Controversial Issues:**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues:**

Staff members are aware that views around SRE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Involving Parents and Carers:**

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are welcome to look at the overview at any time and have access to the policy online which sets out the units of work. There will be a parent consultation meeting before the SRE puzzle 6 unit is taught. This will be led by Mrs Rhonda Collins (PSHE/RHE Lead) in year groups.

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