

TREETON C E PRIMARY SCHOOL

Policy Document For

PSHE

Leader: L Hales

Reviewed: September 2024

Date of next review: September 2025

Let your light shine (Matthew 5:16)

At Treeton C of E primary our vision is to nurture and inspire our whole school community, to use their God-given gifts, to be the best that they can be, so that they can let their light shine to the world.

To do this we seek to inspire our children to:

- have courage
- have respect
- have faith

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.

This Jigsaw PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and **Keeping Children Safe in Education, 2018**) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Aims and Objectives

The PSHE and Citizenship curriculum at Treeton C of E (A) Primary School enables children to become healthy, independent and responsible members of society, with an understanding of the Christian faith, its values and application in their everyday lives. Pastoral care is an intrinsic part of the daily life of the school, with children encouraged to approach staff to share their worries or concerns in the knowledge that they will be treated, fairly and efficiently and with respect. Children are encouraged to become increasingly responsible for their own learning and link this to Personal Capabilities in the classroom. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. Children are taught 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:

- Stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective & satisfying relationships ;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Detailed objectives are outlined in the Jigsaw Scheme of Work

Aim of the Jigsaw PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Teaching

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

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
- ☑ Form relationships
- ☑ 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

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

Role of the PSHE & Citizenship Co-ordinator

The PSHE & Citizenship Co-ordinator has a variety of roles including:

- leading the production of this policy & other curriculum documentation including the scheme of work
- ensuring continuity & progression throughout school
- supporting colleagues in their development of the plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress and sampling work in PSHE & Citizenship and advising the management team of the outcomes
- taking responsibility for ordering & organising the central resources for PSHE & Citizenship

Use of Visitors

When using visitors to support the delivery of the scheme of work, it is important to ensure that they are not left alone to teach a class. The visitor's role is to support the classroom teacher, who is then able to follow up effectively any input given. Ideally, they need to work with the teacher on the preparation of a session in which they are involved, so that they are aware of the context for the lesson.

School staff are responsible for ensuring that visitors supporting curriculum delivery in PSHE and Citizenship are aware of relevant policies (for instance, behaviour management, sex & relationship education, drug education, child protection, equal opportunities) and work in a manner consistent with their requirements.

The PSHE and Citizenship co-ordinator holds an overview of the visits and visitors being used to support the PSHE & Citizenship curriculum, and has responsibility for planning such opportunities across the school.

Curriculum organisation

PSHE & Citizenship is taught in a variety of ways both within and outside the curriculum. In some instances, aspects of PSHE & Citizenship may be taught as a discreet subject, but to a large extent it is covered through other subjects and topics. Where appropriate, PSHE & Citizenship is linked to first hand experience for example through educational visits.

PSHE & Citizenship is also developed through activities, assemblies & whole-school events. For example, the school council representatives from each class meet regularly to discuss relevant issues. A residential visit to Ffiley is offered in Key Stage 2, where there is a particular focus on developing pupils' independence, self esteem & providing with them opportunities to develop leadership & co-operative skills. Y6 children also visit Crucial Crew. We also work in partnership with the Anti-Bullying Co-ordinator who delivers assemblies and workshops for parents.

Assessment, reporting & recording

Assessment is as central to PSHE & Citizenship as it is to learning in any other area, and should be planned for in the same way. Self assessment has a core role in PSHE & Citizenship, particularly within those elements which relate to personal & social development. It is important, therefore, to provide opportunities throughout the planning and delivery of PSHE & Citizenship for pupils to be involved in reflecting on their strengths, their needs, their learning & their development.

Summative assessment, of what has been learned, may be applied at the end of a unit of work or of a topic. Formative assessment, which is used to inform future teaching and learning, should be taking place throughout PSHE & Citizenship and is the main form of assessment used within our scheme. Pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related. It is important, therefore, to use approaches which establish their starting points, and later enable assessment of the learning which has taken place for individuals.

Progress in PSHE & Citizenship will be reported to parents through verbally at parents evening throughout the year.

Review and Monitoring

The PSHE and citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Links with other policies

This policy should be cross referenced with the Behaviour, Anti-Bullying, Drug Education, Sex and Relationship Education and Child Protection policies. This policy should be read in conjunction with the Curriculum and Teaching and Learning policies.

Policy written by L Hales Review date: 27/9/24 Next review due: 27/09/25