

Personal, Social, and Health Education (PSHE) Policy

Robins Lane Primary School
School Policy



Aim
High,
Fly
High



Personal, Social, and Health Education (PSHE) Policy

Intent

1. Mission Statement and Motto

Our mission statement is to have a happy, safe school that is ambitious for all our learners and staff, enabling them to succeed through high-quality teaching that supports an engaging, diverse, broad and balanced curriculum.

This is embodied in our school motto – Aim High, Fly High.

2. Aims for our PSHE curriculum

To encourage children 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*

3. Our rationale for the way we deliver PSHE

At Robins Lane, we aim 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.

At Robins Lane, we as a whole school, from Nursery to Year Six follow Jigsaw PSHE scheme of work. All classes follow the same unit theme of work; however, content is progressive and age appropriate. The curriculum we follow allows us to ensure that children are equipped with the skills and knowledge they need to keep themselves safe and make healthy choices.

How do we achieve this?

The units are as follows:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me



We have a clear long-term plan and progression document which enables us that children are taught age appropriate knowledge and skills which support to develop them spiritually, morally, socially and culturally.

4. How our PSHE curriculum supports our overall intent

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. At Robins Lane, we believe that all forms of bullying, including transphobic, homophobic and biphobic bullying is unacceptable.

5. Statutory requirements and our curriculum implementation for PSHE

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 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 Governing Body receive termly reports on the progress of PSHE provision. This policy will be reviewed every year or in the light of changes to legal requirements.

6. Wider opportunities to enhance PSHE learning

PSHE, is further supported across the curriculum, by the use of our assemblies. This is reflected within the assembly timetable where learners each week have a: SMSC whole school assembly, class assembly which promotes British Values through the use of Picture First News, a music assembly and a phase celebration assembly. Within the celebration assemblies, we celebrate children who have demonstrated the PSHE value of the week within school, we celebrate children who have demonstrated the school values and achievements outside of school.



Implementation

7. Subject organisation and planning

Subject organisation

At Robins Lane we use the Jigsaw scheme of work which 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. PSHE is taught for one hour each week by the class teacher. The themes of Jigsaw are also reinforced within whole school assemblies; each week two children from each class are chosen by their peers to win a celebration scroll. Scroll winners have been identified as demonstrating our value of the week, which directly links to current learning within the current Puzzle Piece.

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, transphobic and biphobic 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. 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

Planning

Long term planning

The school has created its own curriculum map that ensures appropriate and progressive coverage of PSHE.

Medium term planning

Teachers use Jigsaw PSHE planning and adapt the scheme of work to meet the needs of their class and individual learners to ensure that children receive a PSHE curriculum that meets the needs of each class.

Short term planning

MTPs provide the basis and teaching sequence although the length of a sequence may vary slightly, it is expected that the sequence of lessons will follow the medium-term plans. When planning, and in response to ongoing assessment and emerging needs teachers may adapt their planning from the LTPs, evaluations and annotations of planning should then reflect this.

Resources

Each class has a jigsaw puzzle piece character which is used to support the delivery of lessons. They also have a jigsaw chime which is used to support the delivery of the 'calm me' mindfulness aspect of the lessons. Within the unit of work, recommendations for teachers to use appropriate story books, videos, and pictures are highlighted. Teachers use these at their discretion and based on the needs of their cohort.

Approaches to PSHE

A range of teaching and learning strategies is used within the PSHE curriculum:

- During timetabled PSHE lessons, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
 - Where appropriate teachers will make cross curricula links with other subjects such as writing and ICT to allow children to apply their skills across the curriculum.
 - All teachers will endeavour to provide a safe learning environment through the establishment of clear expectations through the Behaviour Charter which are made explicit to the children and reinforced consistently.
 - Where appropriate visiting speakers such as the police and health workers also contribute to the taught curriculum.
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- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; recycling and energy saving; and by taking on roles of responsibility for themselves, for others and for the school such as: playground buddies.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and learner 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 Behaviour Charter. Teachers and Learners will devise their own Behaviour Charter at the beginning of the year so that each class are able to have ownership of it.

Each class will also display a 'Roll of Honour' this will display the current value of the week, learners who are 'caught' demonstrating this value within school life will be added to the roll of honour. This will then support nominating children who have won a celebration scroll. Each class will vote for one scroll winner, and teachers will choose another child to receive their scroll in assembly.

How this is done at our school:

SRE
Our Sex and Relationships Education provision will be taught within the Puzzle Piece 'Changing Me'. Please refer to the SRE policy for more information.

Drugs and Alcohol

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community



- The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely
3	Piece 3 What Do I Know About Drugs?	feel positive about caring for my body and keeping it healthy tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this

8. Staff development and expertise

Staff receive regular training and support through planning support and continued CPD.



9. Development of vocabulary in PSHE

Within PSHE, we expose learners to a wide vocabulary to support their development and understanding of themselves and the world around them. We expose learners to correct vocabulary and terminology to support learners to be able to keep themselves safe. This is reflected within the PSHE vocabulary document.

10. Development of knowledge and understanding

The PSHE curriculum has been designed to support learners to develop the necessary knowledge and understanding at an age appropriate level to keep themselves safe and to make healthy choices.

11. Cross-curricular literacy opportunities

Within each unit of PSHE, staff plan an opportunity for learners to apply their writing skills.

Staff, where appropriate will use quality texts to support the delivery of lessons, prompt discussion and further expose learners to a wider reading diet.

12. The use of ICT/Computing

The PHSE curriculum covers aspects of e-safety and support learners to make safe choices online. Where appropriate and at the discretion of the class teacher, where they are able to, they will make use of ICT/computing within lessons.

13. Parental involvement

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding in PSHE. Parents are invited in to discuss the PSHE curriculum at the beginning of the year and in advance to the teaching of 'Relationships' and 'Changing Me' puzzle pieces. This allows parents to be aware of, and develop an understanding of our SRE provision.

There are opportunities each term when parents can discuss their children's progress with their teacher as part of parent's evening meetings whereby teachers provide parents with helpful advice on how to support their child.

Please refer to the SRE policy to gain further understanding of a parent's right to withdrawal.

14. Inclusion

We aim to provide for all children so that they achieve their potential in PSHE regardless of gender, ethnicity or home background. In the main, inclusive practices outlined in the Inclusion, SEN and Pupil Premium policies are adhered to in PSHE. Briefly, those in need



of support are formally identified during pupil progress meetings which are held at least termly but may also be informally identified by the class teacher prior to that. As a result, teachers will arrange to meet with the parents and/or the SENCo and/or other senior leaders.

Intervention programmes

Children with an identified need, and in conjunction with the class teacher and SENCo. Will take part in social skills intervention programmes as appropriate.

Impact

15. Assessment

Marking and feedback

In the main, work will be assessed in-line with the school's Assessment Policy. However, in PSHE has the following key differences in expectation/approach:

- Learners will have the opportunity to reflect on their learning within each lesson.

Summative assessment use

In the main, work will be assessed in-line with the school's Assessment Policy. However, in PSHE has the following key differences in expectation/approach:

- Staff will assess at the end of each unit, using the progression map.

16. Role of the Subject Leader and monitoring arrangements

The Subject Leader is responsible for improving the standards of teaching and learning in PSHE through:

- Monitoring and evaluating standards of PSHE
 - *teaching and learning (including lesson observations, learning walk and work scrutiny);*
 - *pupil progress;*
 - *provision of PSHE (including Intervention and Support programmes, in collaboration with the SENCo);*
 - *learning environments;*
 - *the deployment and provision of support staff (in collaboration with the SENCo and senior leaders);*
- *Taking the lead in policy development;*
- *Auditing and supporting colleagues in their CPD;*
- *Auditing, purchasing and organising resources;*
- *Keeping up to date with recent developments in PSHE.*



17. Conclusion

This policy also needs to be in-line with other school policies and therefore should be read in conjunction with the following school policies:

- *Teaching and Learning Policy*
- *Assessment Policy*
- *Special Educational Needs Policy*
- *Inclusion/Equal Opportunities Policy*
- *Pupil Premium Policy*
- *Health and Safety Policy*

18. Appendices

These may include:

A curriculum map

Scheme of work

Progression map

List of resources

Additional advice specific to the subject

Update to policy record sheet