The Federation of

Chadsmoor Community Infant and Nursery School
And
Chadsmoor C.E (VC) Junior School

Personal Social Health Education (PSHE) Policy

This policy outline is intended to support staff and colleagues in delivering the PSHE curriculum

At Chadsmoor Federation Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in pupils' ability to learn and achieve as well as becoming active and respectful citizens in society. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. Pupil's personal and social development, including health and wellbeing (physical and mental) is a shared responsibility between the home, school and the community. The PSHE will cross link with other school policies that support the SMSC development of pupils.

Written by:	Miss E Curtis	**Date:**	September 2021
Approved by:		Date:	
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Aims

At Chadsmoor Federation, 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. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help their sense of self-worth. We teach them how to recognise healthy relationships both on and offline as well as being able to identify and implement strategies to maintain their own wellbeing (physical and mental). British Values are promoted through the teaching of PSHE throughout the whole curriculum. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school and through the school council. 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 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 on the school website.

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.

Statutory requirements

Under the Education Act 2002/ Academics Act 2010, all schools must provide a balanced and broadly-based curriculum which: 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.

Here, at Chadsmoor Federation we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. See Appendix A for a mapping document of content. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

Content and delivery

What we teach

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. See Appendix A for the overview of content.

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

How we teach

Who teaches and what resources are used

At Chadsmoor Federation, PSHE is taught weekly by the class teacher in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. As lessons are planned by the class teacher, they are differentiated either by outcome, support or task to ensure that all children can activity take part in their learning. Learning is reinforced through weekly class assemblies as well as through whole school worship/ assemblies. Outside agencies such as Malachi, Cannock Chase Council, Police Community Support Officers etc. are also used to help enhance the PSHE learning of children within school. Visitors can

enhance the learning of children by bringing their own expertise; however, the teacher should always manage this learning to ensure that outcomes and input has been previously planned. A teacher will always be present to oversee the learning.

Children's learning will be supported by a variety of different resources from Jigsaw such as songs, video clips, pictures, differentiated activities and teacher- guided discussions. Teachers will also use other age-appropriate resources in their teaching as part of the planning process.

Confidentiality, handling disclosures and responding to pupil's questions

Due to the nature of PSHE pupil's learning may see them exploring controversial topics which may result in them wishing to seek further advice. Teachers are not able to offer complete confidentiality as it may cause safeguarding concerns, in which case to ensure confidentially information will be shared only with whom it is absolutely necessary to ensure the safety and wellbeing of the child e.g. DSL, pastoral team or external agencies where appropriate.

As part of PSHE it is important that children are able to ask questions and feel that their questions are valued. As part of the jigsaw learning charter children are required to respect people's personal confidentiality and this includes not asking personal questions of others. When responding to questions teachers will provide factual and age-appropriate answers. If necessary, teachers will ask the child to wait for an answer if they feel the need to consult with school leadership, particularly if the question raises any safeguarding concerns. Each class room has a worry monster in which children who are not comfortable in raising concerns or ask questions can do so in a way which sees their questions answered at a later date. Worry monsters are to be checked weekly by the class teacher.

Teachers themselves are able to raise concerns about their ability to teach or handle certain areas of the PSHE curriculum with the senior leadership team and the PSHE coordinator, who will be able to arrange support. CPD sessions are delivered to ensure that staff have adequate training in handling these areas.

Assessment and reporting progress

Children will be guided by teachers at the end of every PSHE lesson to reflect and self-assess their own learning. Teachers will formally assess children at the end of each unit of work based on their attainment towards learning outcomes through their work in class and contributions to class discussions as well as using children's own self-assessments. PSHE learning can be reported to parents during parents evening and individual messages can be sent on dojo. The end of year report formally assesses children's PSHE learning for the academic year.

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Staff

Staff are responsible for:

> Delivering PSHE in a sensitive way

> Modelling positive attitudes to PSHE

> Monitoring progress

> Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Monitoring arrangements

The delivery of PSHE is monitored by Miss E Curtis (PSHE coordinator) through: planning scrutinies, learning walks, data handling, pupil and staff voice and book scrutinies.

This policy will be reviewed by Miss E Curtis annually. At every review, the policy will be approved by the Headteacher and the governing body.

Links with other policies

This policy links to the following policies and procedures:

RSE Policy

Anti-bullying policy

Behaviour policy

Class dojo policy

Safeguarding policy

Appendix A – Curriculum progression map

Jigsaw PSHE 3 -11/12 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition