



# **PSHE (Personal, Social, Health Education) Policy**

Adopted: January 2021

## **Introduction**

At Lowerplace Primary School, we are committed to the development of children's social, emotional skills, children's self esteem, their health and well-being. We provide opportunities for the children to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

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 upon good practice."

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.

## **Aims and Objectives**

At Lowerplace Primary School, Personal, Social and Health Education (PSHE) enables our children to become healthy, independent and responsible members of society.

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

## **Curriculum-Jigsaw**

At Lowerplace Primary School, we use the Jigsaw PSHE scheme of work from EYFS through to Year 6 as the basis of our curriculum. Jigsaw brings together PSHE education, emotional literacy, mental health, social skills and spiritual development, in a comprehensive scheme of learning. We also include the statutory Relationships and Health Education within our whole-school PSHE Programme.

There are 6 puzzles in Jigsaw that are designed to progress in sequence from September to July. Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues such as body image, cyber and homophobic bullying, British values and internet safety. Every lesson contributes to at least one of these aspects of children's development. Jigsaw aims to help children and young people deal with the real life issues they face as they grow up.

Jigsaw is written as a universal core curriculum provision for all children. Teachers tailor each piece to meet the needs of the children in their classes.

## PSHE and Citizenship curriculum planning

Term	Puzzle name	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.
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 continue 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:	Moving on	Includes an understanding of growing up and new beginnings, meeting a new teacher and classroom.

## COVID

As a result of covid, teachers have added additional PSHE lessons to their timetable to discuss children's feelings and any fears they might have about returning to school, a bubble closure, and working online. We have also used parts of the recovery curriculum on Jigsaws website.

## The Learning Environment

Establishing a safe, open and positive environment 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.

- 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)

Jigsaw places an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation, and problem solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events away from Jigsaw, for example fund raising for charities and visitors to the school.

Children take part in PSHE lessons every Tuesday afternoon for 45 minutes and also take part in a Jigsaw PSHE assembly every Wednesday, which builds on the work that is taking place in class each half term.

### **Assessment and Recording**

At Lowerplace Primary School evidence for PSHE is gathered in a variety of ways including individual jigsaw class learning files, photographs and post it notes. Staff monitor the progress of the children from puzzle to puzzle, to ensure next steps are being recognised, and targets are being met.

### **Resources**

Resources for Jigsaw are available in individual year group folders. Each year group teacher is responsible for the keeping, along with the Jigsaw chime to promote mindfulness and a Jigsaw buddy. All the Jigsaw songs/materials are available on the staff server under 'Jigsaw'.

### **Healthy Schools Award**

We are an established Healthy school with enhanced status. This supports and complements our PSHE and Citizenship Curriculum well. The areas being worked towards are PSHE, Relationships Education, Drugs Education, Emotional Health and Well-being and Physical Activity.

### **Monitoring and review**

The PSHE co-ordinator will monitor delivery of the programme through observation, learning walks 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 Voice and teacher evaluation
- Staff meetings to review and share experience

### **Review of Policy**

It will be reviewed every 2 years or earlier if new legislation requires it.