

Personal, Social, Health & Economic (PSHE) & Citizenship Policy

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Rationale

Our Personal, Social, Health and Economic (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. We teach this through the JIGSAW programme of learning.

Definition

PSHE is concerned with the total well-being of the individual towards others and the environment. It is concerned with:

- Mental, emotional and physical well-being of the individuals
- The responsibility of the individual towards others and the environment
- The education and understanding of the mental, physical, emotional, spiritual, environmental and cultural and social influences that shape the community and the interactions of individuals within it.

Within PSHE we explicitly recognise:

Health Education, which involves engaging the children in activities that promote their physical well-being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school

Citizenship, which involves encouraging children to take a responsible role in society. It includes developing children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society including developing respect for others

Drug Education which involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and illegal drugs. (See Drugs Education Policy)

Sex and Relationships Education, which is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction. (See Sex & Relationships Education Policy)

Purposes, Aims and Objectives

At Newbridge Primary School, we will aim through implicit and explicit learning experiences to:

- Promote the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- Prepare pupils for the opportunity's responsibilities and experiences of adult life.
- Acknowledge and inform pupils about their rights as children and their responsibility for the rights of others.
- Entitle all children to receive sound information about keeping healthy and safe, emotionally and physically.
- Develop an awareness of social, economic, political and ecological issues.
- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance.
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards health.
- Foster self-respect and self-esteem among all members of the community.
- Prepare pupils for the opportunity's responsibilities and experiences of adult life
- To develop emotional literacy skills

Within the taught and hidden curriculum i.e. the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills.

We value and respect the learning that occurs in the community and in the homes believing that these, alongside school links are essential dimensions of health education. The Scheme of Work is related to the real world and the children's experiences.



Or



In each school year, we will solve 6 puzzles. We will explore one each half term.

1. Being Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters.

2. Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

3. Dreams and Goals

Includes goal-setting, aspirations for yourself and the world and working together.

4. Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

5. Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

6. Changing Me

This puzzle includes relationships and sex education in the context of coping positively with change. (includes age-appropriate sex education)

What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11 (12 in Scotland). Written by teachers and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level.

There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs. Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike.

There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.



Overview of Jigsaw Content by Year Group

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 and 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. Owing 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

<p>Ages 6 - 7</p>	<p>Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices Recognising feelings.</p>	<p>Assumptions and stereotypes about gender. Understanding bullying Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends.</p>	<p>Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success.</p>	<p>Motivation. Healthier choices. Relaxation Healthy eating and nutrition. Healthier snacks and sharing food.</p>	<p>Different types of family. Physical contact boundaries. Friendship and conflict. Secrets Trust and appreciation. Expressing appreciation for special relationships</p>	<p>Life cycles in nature. Growing from young to old Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness Preparing for transition.</p>
<p>Ages 7 - 8</p>	<p>Setting personal goals. Self-identity and worth. Positivity in challenges Rules, rights and responsibilities. Rewards and consequences. Responsible choices Seeing things from others' perspectives.</p>	<p>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</p>	<p>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.</p>	<p>Exercise Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it's important online and off line scenarios. Respect for myself and others. Healthy and safe choices.</p>	<p>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.</p>	<p>How babies grow. Understanding a baby's needs. Outside body changes. Inside body changes. Family stereotypes. Challenging my ideas Preparing for transition.</p>
<p>Ages 8 - 9</p>	<p>Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Rewards and consequences.</p>	<p>Challenging assumptions. Judging by appearance. Accepting self and others. Understanding</p>	<p>Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group.</p>	<p>Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness. Peer pressure.</p>	<p>Jealousy. Love and loss. Memories of loved ones. Getting on and Falling Out. Girlfriends and boyfriends. Showing</p>	<p>Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition.</p>

	Group decision-making. Having a voice. What motivates behaviour.	influences. Understanding bullying. Problem-solving. Identifying how special and unique everyone is. First impressions.	Celebrating contributions. Resilience Positive attitudes.	Celebrating inner strength.	appreciation to people and animals.	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 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.

See how Jigsaw fully incorporates the teaching of Fundamental British Values

Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

See how Jigsaw lessons create opportunities for developing SMSC

Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

See below an example of how Jigsaw lessons create an opportunity for developing SMSE.

Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓

Jigsaw is more than a PSHE Scheme of Work. It provides a structured programme of personal development to nurture the ‘whole child’ and increase learning capacity, underpinned by mindfulness philosophy and practice.

Every Jigsaw lesson from Early Years to upper primary offers opportunities for the children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group.

Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). At Jigsaw, we believe that these opportunities are vital for children’s development, their understanding of themselves and others and in increasing their capacity to learn.

The following grids give a quick visual reference and summary of where these opportunities sit within Jigsaw.

Being Me In My World AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2			✓	✓
3		✓		✓
4	✓	✓		
5	✓	✓		
6	✓	✓		

Being Me In My World AGE 10-11

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1		✓		✓	
2	✓		✓		
3	✓		✓		
4	✓			✓	
5		✓		✓	
6		✓		✓	

Celebrating Difference AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓		✓	
3	✓	✓		
4	✓	✓		
5			✓	
6				✓

Celebrating Difference AGE 10-11

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓		✓		
2	✓		✓		
3	✓		✓		
4	✓				✓
5				✓	
6			✓		✓