

PSHE Policy

Intent:

At Shaw Ridge Primary School, Personal, Social and Health education underpins everything that we do. 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. We promote the spiritual, moral, cultural, mental and physical development of all pupils. We prepare pupils for the opportunities, responsibilities and experiences for life in a tolerant society. We provide the knowledge, understanding and positive values that they need to reach their full potential as individuals within the community. Our pupils learn to understand and respect our common humanity, diversity and differences, so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

We also value: A commitment from staff and children to excellence

Being part of a strong team

Sharing a love of learning – enthusiasm and engagement

Active and enthusiastic staff and children

Creating a caring atmosphere together

Forgiveness

Sharing

Tolerance and respect

Thoughtfulness

Curiosity

Reflective learners

A chance to make their voice heard

**Our aims:**

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.

**Objectives/Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

1. Have a sense of purpose
2. Value self and others
3. Form relationships
4. Make and act on informed decisions
5. Communicate effectively
6. Work with others
7. Respond to challenge
8. Be an active partner in their own learning
9. Be active citizens within the local community
10. Explore issues related to living in a democratic society
11. Become healthy and fulfilled individuals

#### Jigsaw Content

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 |

**Drug and Alcohol Education** 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.

# **Moral and Values Framework**

# 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

**How is Jigsaw PSHE organised at Shaw Ridge Primary School?**

At Shaw Ridge School we allocate approx. 45 mins to one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. Sometimes PSHE is delivered by other staff during PPA time. Discrete lessons take place throughout the week as well – often when the need arises to address a situation e.g. body odour in year 6 may stimulate a lesson on personal hygiene or something reflecting on Current affairs which demands a response etc.

Jigsaw 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 promoted within a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

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 bullying, and internet safety.

These explicit lessons are reinforced and enhanced in many ways through relationships child to child, adult to child and adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.Positive behaviour is acknowledgedby: assemblies and collective worship, a praise and reward system (House points for the whole school, Class Dojo in KS2 and a ‘themed ladder’ reward system in KS1, a Learning Charter/Class charter for each class)

**Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At Shaw Ridge School, we believe children should understand the facts about human reproduction before they leave primary school and that discussions around puberty are a ’must’ for our children and are now statutory in health Education.

At Shaw Ridge School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

We intend to teach this through our PSHE curriculum. Parents will be informed of our intentions and of the work that is covered in each year group by letter and will be given the option to withdraw their child from such lessons if they wish. This should be sent to parents in advance of the summer term, before the Changing Me Puzzle is taught.

**PSHE and SEN**

All teachers at Shaw Ridge School tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

**Assessment/Tracking progress**

Each Puzzle (except Puzzle 1) has a built-in assessment task.

Each Puzzle has a set of three level descriptors for each year group: *Working towards, working at and working beyond*. The Shaw Ridge Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual.

**Monitoring and evaluation**

Monitoring will occur through pupil voice questionnaires, monitoring of work/feedback, photographic evidence. displays around the school staff meetings and a learning walk.

**The Learning Environment**

Our school community believe that vital to establishing a safe, open and positive learning environment is based on trusting relationships between all members of the class, adults and children alike. 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 a class generated Jigsaw Charter.

**Safeguarding, confidentiality and child Protection Issues**

Often the work we cover and the discussions we have can be quite sensitive to some children. Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. If there are any disclosures, the designated safeguarding leads will be informed (Mrs Cowell, Mr Lee, Mrs Godwin, Miss Jeffery or Mrs Armstrong)

If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who will take appropriate action.

**Reviewed: EPM 9.3.2021**