

PSHE Policy

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PSHE Policy

This policy outlines the structures in place to ensure that Southcoates Primary Academy delivers a high quality PSHE curriculum for all learners.

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Intent

At Southcoates Primary Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children's personal development and support their learning capacity.

The Jigsaw Programme used at Southcoates Primary Academy offers us a comprehensive, progressive and relevant scheme of work which provides opportunities for repetition and revision whilst building on prior learning.

Alongside supporting the children's personal development and wellbeing, the Jigsaw Programme significantly contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

Southcoates Primary Academy's curriculum for PSHE is informed and influenced by the following statements:

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance P.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword; DfE Guidance 2019 P.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance P.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance P.11

Here, at Southcoates Primary Academy 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 include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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 our children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw, and therefore our school, meet the statutory Relationships and Health Education requirements.

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.

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

- Have a sense of purpose and safety;
- Respect and value self and others;
- Form relationships and work with others;
- Make and act on informed decisions;
- Communicate and behave effectively;
- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community and school;
- Explore issues related to living in a democratic society;
- Become healthy and fulfilled individuals.

Implementation

Each year, Jigsaw covers all areas of PSHE for the primary phase, as shown in the table below. Each unit (Puzzle) repeats annually, giving opportunity to revisit and build upon prior learning.

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

Jigsaw Sex and Relationships Education Content

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	-identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina -respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	-recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private -tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	-understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby -express how I feel when I see babies or baby animals
	Piece 2 Babies	-understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow -express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	-understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies -identify how boys' and girls' bodies change on the outside during this growing up process -recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	-identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up -recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	-correctly label the internal and external parts of male and female bodies that are necessary for making a baby -understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	-describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this -know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	-explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally -understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	-describe how boys' and girls' bodies change during puberty -express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	-understand that sexual intercourse can lead to conception and that is how babies are usually made -understand that sometimes people need IVF to help them have a baby -appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	-explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally -express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	-ask the questions I need answered about changes during puberty -reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	-describe how a baby develops from conception through the nine months of pregnancy, and how it is born -recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	-understand how being physically attracted to someone changes the nature of the relationship -express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Withdrawal from SRE lessons

Parents/carers will be provided with a copy of the SRE content prior to the teaching of SRE. They will have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Principal who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. However Sex and Relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Materials are available to parents/carers who require further information on the SRE programme to be able to answer questions at home.

Jigsaw Drug and Alcohol Education Content

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 -feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	-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

Organisation

At Southcoates Primary Academy we will deliver and assess Jigsaw as a whole school approach;

- Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. This is possible as all year groups will be working on the same Puzzle at the same time.
- There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'.
- Floorbooks for each classroom will include evidence in the form of photographs, drawings, writing, learning records or a reflective sentence.

Learning Environment

Establishing a safe, open and positive learning environment, based on trusting relationships between all members of the class, adults and children 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 Jigsaw Charter.

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)

The **Subject Leader Audit for JIGSAW** outlines the learning intentions for each Puzzle based on either the specific PSHE/HWB learning or emotional literacy and social skills development.

The **Termly Progression Document for JIGSAW** details the procedural and declarative knowledge that will be taught in each phase, each term.

- Early Years objectives have been written in line with the **Early Years Framework**
- The objectives for Years One to Six cover the expectations of the **National Curriculum**.
- The JIGSAW curriculum at Southcoates plans for opportunities to embed learning related to our Curriculum Drivers: Safe Behaviours, Positive Role Models and Awareness of the World.
- The progression of technical vocabulary relating to JIGSAW is also planned for on the **Termly Progression Document**.

Using the objectives from the Termly Progression Document for JIGSAW and each phase's Medium Term Plans, **Short Term Planning** is conducted by teachers to plan the sequence of lessons that will enable the high quality teaching of the objectives.

The **Declarative and Procedural Knowledge Progression Document for PSHE** outlines how progression is planned for, with opportunities to recap and build on prior learning.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions, in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure policy is followed.

External contributors

The Southcoates Well Being worker and external contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers must always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- The school website and Twitter page;
- Information leaflets/displays;
- Parents Evenings question and answer opportunities.

Impact

The children's learning and understanding is most evident through discussion. Children also have opportunities to record ideas and showcase this in their class floorbooks..

Pupil voice interviews are conducted by Subject Leaders to check that children have retained the knowledge taught in each unit. Teachers use questioning and opportunities to revise prior learning to help children to hold learning in their long term memories.

As children move through their years at Southcoates, the curriculum design should enable our children to have the knowledge and understanding needed to be able to talk about safe behaviours and positive, healthy lifestyles and relationships.

Pedagogy

Rationale

The SPA Curriculum aims to provide our children with teaching, opportunities and experiences that will help them to flourish and grow into successful citizens who will make positive contributions to the world around them. Underpinning our curriculum are our Curriculum Drivers:

Safe Behaviours	The JIGSAW programme heavily focusses on different safe behaviours. Children are taught personal safety including road safety, drug and alcohol awareness, online safety, keeping ourselves safe in relationships and knowing how to keep our own bodies safe, awareness of mental health and healthy choices.
Positive Role Models	The JIGSAW curriculum helps our children to recognise their own dreams and goals, to celebrate their achievements and those of others and become positive role models for future society. Its aim is to improve their capacity to learn, their resilience and emotional well-being and mental health and thereby enhance their life-chances.
Awareness of the World	JIGSAW prepares our children for the future, teaching them about rights, responsibilities and democracy, rewards and consequences, resilience over challenges and obstacles, how to celebrate differences and how to manage money. This all helps our children to learn well and be healthy and happy, equipped to cope in the world and be aware of its wonder and theirs.

Opportunities to Revise, Repeat and Build on Prior Learning

Our SPA Curriculum has been designed by Southcoates' teachers to ensure that the objectives progress as the children move through their years at Southcoates. Opportunities to revise, repeat

and build on prior learning are built into our Long Term Plans, Medium Term Plans and Short Term Plans.

The specific progression of procedural and declarative objectives can be found in the Declarative and Procedural Knowledge Progression Document for PSHE.

Assessment

Assessment for Learning

Ongoing assessment is carried out within lessons through questioning, discussion and observation to check the children's understanding. Teachers monitor the application of newly learned skills. Teachers and pupils engage in focussed discussions about how to make progress, and ongoing assessment for learning influences the following teaching inputs and lesson design.

Formative and Summative Assessment

Early Years:

Termly Early Years assessments in relation to the Areas of Learning and Development outlined on the Early Years Framework are inputted on the Bromcom system. The code Y (Yes) or N (No) is inputted to indicate whether or not each child is on track to achieve the Early Learning Goal by the end of the year.

Years One to Six:

Formal teacher assessments for Years One to Six are conducted biannually at the following assessment points:

- Mid-year assessment: class teachers make an end of year prediction based on whether or not the child is on track to achieve the expected standard by the end of the year.
(Assessments are based on each child's attainment in relation to the end of phase objectives outlined on the Termly Progression documents and Medium Term Plans.)
- End of year assessment: class teachers make a final judgement to indicate whether the children are working towards, have achieved, or have exceeded the expected standard. These grades are reported to parents on the mid-year Annual Reports, and the End of Year Reports. The following codes are inputted onto the Foundation Subject Assessment Tracker to record the level at which each child is working:
WTS – Working Towards the Expected Standard
EXS – At the Expected Standard
GDS – Greater Depth Standard

The children's learning is assessed against end of **phase** expectations. The following assessment grid is used to show the judgements given in Years One, Three and Five in relation to the end of phase expectations:

	End of Phase Standard			
	ETS	WTS	EXS	GDS
Y1	WTS	EXS	GDS	
Y2		WTS	EXS	GDS
Y3	WTS	EXS	GDS	
Y4		WTS	EXS	GDS
Y5	WTS	EXS	GDS	
Y6		WTS	EXS	GDS

Culture

Opportunities for All

Southcoates Primary Academy is committed to the inclusion of all pupils, within the school curriculum and participation in all aspects of school life.

JIGSAW recognises that teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

JIGSAW is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to 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.

Children who are confidently achieving age related expectations are challenged to deepen their learning by being given opportunities to apply their skills in a variety of situations, dependent on the task being undertaken.

Fostering a Love of the Subject

Southcoates Primary Academy highly values all subjects, and is committed to ensuring that every child has access to high quality experiences as well as an ambitious progressive and embedded curriculum.

To raise the profile of JIGSAW, and to ensure that children understand the importance of the subject outside of the school environment, the following opportunities and experiences are organised for our children:

- RELAX Kids Sessions;
- Participation in Mental Health Awareness Day;
- Participation in RSE Day;
- Protected Characteristics books lists and assemblies;
- Tuition from external providers, such as Pedestrian Skills, Bikeability, IMPs, the local PCSO and the school nurse.

Subject Monitoring and Improvement

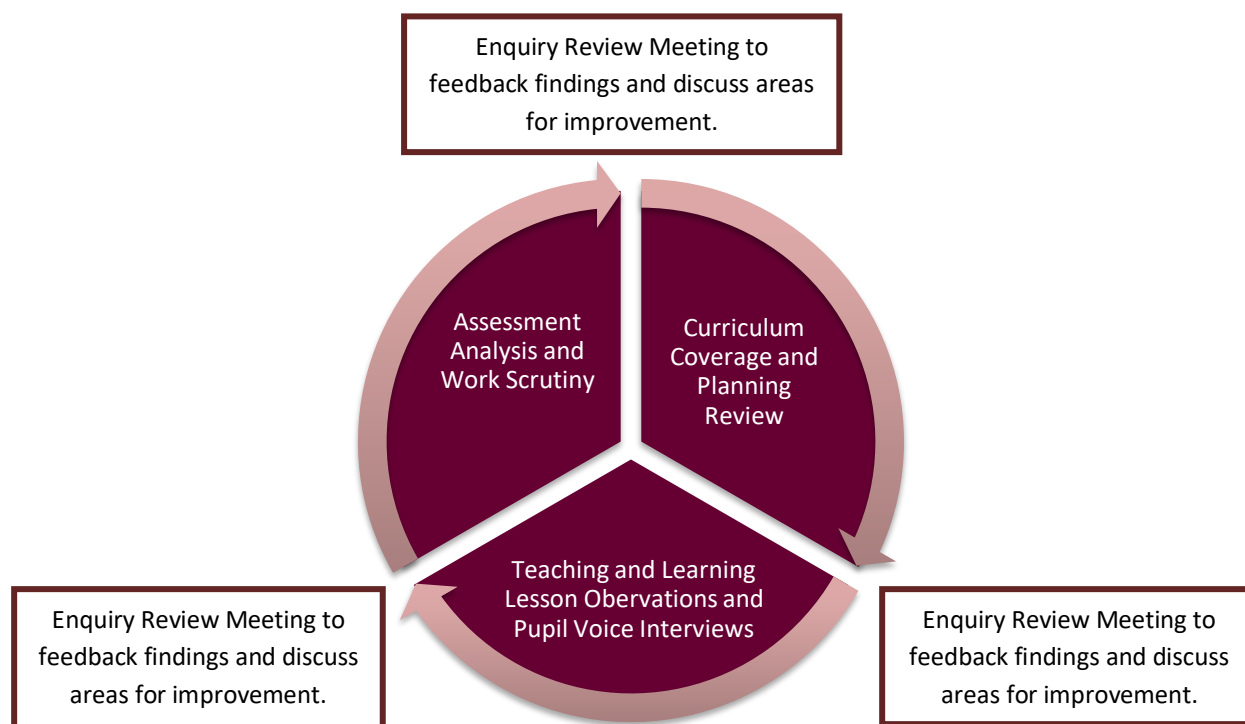
Subject Leadership

- JIGSAW is overseen by the Well Being Faculty. The Well Being Faculty meet every other week to discuss:
 - Outcomes of monitoring.
 - Additional whole school opportunities and experiences to enrich learning and personal development.
 - CPD requirements.
 - Assessment.
 - Curriculum development.
- The Subject Leader for PSHE completes the monitoring cycle and works on curriculum development and improvement.

Subject Triangulation

The curriculum, teaching and learning and outcomes of JIGSAW are monitored, developed and improved using an annual cycle of monitoring: subject triangulation.

Each year, a cycle of teaching and learning lesson observations, pupil voice interviews, work scrutinies, curriculum coverage/planning reviews and assessment analysis informs the subject leader of the quality of education for PSHE.



Subject Improvement

Subject leaders feed back findings from the Subject Triangulation monitoring cycle to all teachers at the termly Enquiry Review Meetings. In these meetings, strengths, areas for improvement and CPD requirements are discussed. Good practice is shared to help to continually raise the standard of teaching and learning. The Enquiry Review Meetings are attended by all Teachers, Subject Leaders and members of the Senior Leadership Team, enabling constructive and productive conversations that aid continuous reflection, development and improvement of the curriculum.

CPD

- Subject Leaders are given opportunities to attend CPD events run by The Enquire Learning Trust.
- Subject Leaders are able to request staff meeting slots to upskill teachers and to deliver updates and training.
- Teachers and Subject Leaders are encouraged to work together to discuss areas for improvement, and to identify areas where extra CPD may be required.
- Subject Leaders attend local Subject Leader Network Meetings to network with Subject Leaders from local schools.