

Tanworth-in-Arden Church of England  
Primary School and Nursery



*In God's family, learning, loving,  
growing to be our very best.*

|                             |                         |
|-----------------------------|-------------------------|
| <b>POLICY:</b>              | <b>PSHE</b>             |
| <b>APPROVED:</b>            |                         |
| <b>DATE OF NEXT REVIEW:</b> |                         |
| Signed .....                |                         |
|                             | Chair of Governing Body |
| Date: .....                 |                         |

# Personal, Social, Health and Economic (PSHE) Education Policy

## INTRODUCTION

At Tanworth-in-Arden Primary School and Nursery our pupils' personal, social and emotional development is secured by a supportive school ethos. All are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment conducive to learning. The children's wellbeing, happiness and safety are our first priorities.

PSHE is one of the key vehicles through which we share this with the children. It also helps give the children the knowledge, skills and understanding they need to lead confident, healthy, safe and independent lives enabling them to become informed, active, responsible British citizens. Our PSHE curriculum, provided through the JIGSAW Scheme, enables our children to aspire to our school motto 'In God's family, learning, loving, growing to be our very best'. We believe that PSHE education is key in developing a child's "whole self" whilst also promoting equality, inclusion and social justice.

Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and, in turn, society;
- Prepares our children for the opportunities, responsibilities and experiences they already face, for secondary school and beyond;
- Provides information about keeping healthy and safe, emotionally and physically;
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

PSHE is a non-statutory subject within the National Curriculum. The Health Education and Relationships Education aspects of PSHE education is now compulsory (2020). The PSHE Policy should be read in conjunction with the following policies: RSE, SEND and Safeguarding.

The Implementation of this policy is the responsibility of all teaching staff. The school policy for PSHE reflects the consensus of opinion of the teaching staff and pupils and has the full agreement of the Governing Body.

## INTENT

Through our curriculum, our school environment, ethos and the strength of our relationships within school, we strive to promote pupils' self-esteem, their emotional and physical wellbeing as well as help them to form and maintain worthwhile and satisfying relationships. Those relationships are based on respect for themselves and for others at home, at school, at work and in the community.

We help the children to:

- Recognise and understand what constitutes a healthy lifestyle;
- Understand how to maintain physical, mental and emotional health and wellbeing and what factors influence it;
- Recognise and understand how to manage risks to physical and emotional health and wellbeing;

- Understand how to keep physically and emotionally safe, including how to respond in an emergency;
- Recognise and understand how to manage change, including puberty, transition and loss;
- Recognise and understand how to make informed choices about health and wellbeing and to know where to find sources of help with this to help the children develop empathy and build emotional resilience.

Through our RSE curriculum, we help the children to:

- Realise their health, wellbeing and dignity;
- Build self-esteem and self-worth;
- Explore and value their personal identity and the identities of others;
- Explore a range of family structures, including LGBT+ families and other family structures;
- Understand and make sense of the real-life issues they are experiencing in the world around them;
- Manage and explore difficult feelings and emotions;
- Consider how their choices affect their own wellbeing and that of others;
- Develop as informed and responsible citizens;
- Understand and ensure the protection of their rights throughout their lives.

‘All primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of their pupils.’ (RSHE Guidance, p23).

At Tanworth in Arden Church of England Primary School and Nursery we teach sex education lessons alongside relationships lessons from which parents may withdraw their children (see Relationships Education Policy).

Living in the Wider World We help the children to:

- Learn about and promote Fundamental British Values (Appendix 1);
- Respect themselves and others by understanding the importance of responsible behaviours and actions;
- Know about rights and responsibilities as members of families, other groups and ultimately as citizens including recognising signs of extremism;
- Know about different groups and communities;
- Be able to respect diversity and equality and how to be a productive member of our diverse British community;
- Understand the importance of respecting and protecting the environment;
- Appreciate where money comes from, keeping it safe and the importance of managing it effectively;
- Understand the part that money plays in people’s lives;
- Have a basic understanding of enterprise.

Valuing All God’s Children

We also recognise the importance of the ‘Valuing All God’s Children’ guidance for Church of England Schools on challenging inappropriate behaviours e.g. homophobic, biphobic and transphobic bullying. It is recognised that inappropriate behaviour and bullying of any kind can have devastating effects on the personal wellbeing, identity-formation and self-esteem of any child or young person. This can have an impact on socialisation and academic achievements. We tackle bullying of this kind through delivery of our ‘Challenging Homophobia in Primary Schools’ (CHIPS) program and Jigsaw program.

## IMPLEMENTATION

In our school we have a strong school leadership team that puts a high value on the role that PSHE & Citizenship plays in our school's development and well-being.

At Tanworth in Arden Primary School we:

- Have a planned, spiral and progressive program of lessons that include the 'Jigsaw' scheme of work (Appendix 2), 'Challenging Homophobia in Primary Schools' (CHIPS) program (Appendix 3) and Warwickshire's 'Protective Behaviours' scheme of work;
- Record and report to parents on pupils' achievements;
- Give pupils a voice through school council, questionnaires, circle time and 'Family time';
- Encourage our older children to apply for important leadership positions e.g. House Captains
- Give our Year 6 children roles and responsibilities that reflect their personal interests and allows them to play an active part in the life of their school;
- Encourage our older children to learn leadership and teamwork skills to help them become secondary school ready through 'Family Time' activities;
- Celebrate weekly good manners/positive behaviours as well as good learning;
- Work closely with pupil's support services;
- Provide opportunities for individual counselling with our fully trained counsellor;
- Support and integrate fully children with disabilities;
- Offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and resilience, as well as giving them opportunities to develop leadership and co-operative skills.

We also develop PSHE through activities and whole-school events, e.g.:

- Elected School Council representatives from each class meet frequently to discuss school matters and feedback decisions to their classes
- Themed days and weeks where we highlight aspects of PSHE such as 'Safer Internet Day' and 'Mental Health week';
- We join together all KS1 and KS2 classes to participate in 'Family Time' every week (led by Year 6);
- We celebrate achievement, both in terms of behaviour, effort and manners through awards and achievement assemblies throughout the year;
- We award cups and certificates to celebrate success at the end of Year 6;
- We encourage participation in a wide range of sporting activities e.g. cricket, cross country, table tennis, athletics, netball, football, dance and drama, tennis clubs;
- The PSHE co-ordinator and SEND co-ordinator are available for a friendly and supportive chat for pupils needing extra support with friendships, other relationships and home worries when identified (worry boxes);
- We plan projects to raise money with close links to the church e.g. raising money for the homeless & for children in Malawi;
- Prayer Leaders are chosen in KS1 and KS2. They represent their classes to promote spirituality and PSHE topics across the school;
- Good mental health is developed with weekly meditations and yoga/mindfulness activities as part of regular PSHE lessons.

### Teaching and Learning

We teach PSHE in a variety of ways. Sometimes we teach PSHE as a discrete subject. Some of the time we introduce PSHE through other subjects e.g. when teaching about local environmental issues in geography. As there is a large overlap between the programme of study for religious education and the aims of PSHE, we also teach a considerable amount of PSHE through our religious education lessons.

### Confidentiality and Dealing with Difficult Questions

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, she/he must record their concerns and pass this onto the designated safeguarding member of staff. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. Pupils' questions will be answered by members of staff in a supportive and informative manner. Where a question is asked of a delicate nature and the member of staff feels the question is inappropriate to respond to in class, the member of staff will respond individually to the child after reflecting on the most appropriate answer. A member of staff may wish to consult the PSHE lead, senior management or parent first.

### Monitoring

We regularly monitor our PSHE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the new national requirements under the Relationships, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. This policy will be reviewed by the school's leadership team in conjunction with the PSHE Lead and Governors on a regular basis.

If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated.

The School's Leadership Team monitors the implementation of the programme through:

- Learning Walks
- Looking at samples of a pupil's work

### Evaluation

Evaluation of our scheme of work is crucial to ensure that we can continue to improve provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including:

- Teacher evaluation of lessons and the overall PSHE programme
- Scrutiny of pupils self-assessment
- Sampling pupil work/journals
- Sampling class Jigsaw scrapbooks
- Feedback and Evaluation by pupil for example: Pupil interviews, questionnaires/surveys

### IMPACT

Pupils at Tanworth in Arden Primary School and Nursery are confident, polite and considerate to those around them. They have a sound understanding of the meaning and importance of our school values and how those values manifest themselves outside of the school environment. Our pupils are able to effectively communicate and are able to develop positive relationships; they leave us well equipped, resilient and ready to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

## APPENDIX 1 LIFE IN MODERN BRITAIN

The Department for Education has published guidance on promoting fundamental British values in schools. At Tanworth in Arden Primary School and Nursery, we see this as a duty to ensure that our children are prepared for a successful life as British citizens.

At Tanworth in Arden School Primary School we uphold and teach pupils about British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty mutual respect
- Tolerance of those of different faiths and beliefs

These fundamental British values are taught explicitly through PSHE, Jigsaw Lessons and Religious Education. We also teach these values through planning and delivering a broad and balanced curriculum. The school takes opportunities to actively promote British Values through daily reflections and whole school systems and structures such as electing and running a successful School Council. We also actively promote British Values through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values.

**Democracy:** The school council is elected through a democratic process using class pupil votes. During these elections, pupils are provided with the opportunity to learn how to argue and defend their point of view. The school council gives every pupil a voice. House captains and vice house captains are also democratically elected. Throughout the curriculum and Family Time sessions, children are given opportunities to debate their ideas and thoughts and to use voting when making class decisions. This supports pupils to understand how citizens can influence decision-making through the democratic process.

**The Rule of Law:** The school rules are embedded into the values of Tanworth in Arden Primary School. Pupils understand that the rules keep them safe and enable them to learn through a fair and consistent approach which ensures they successfully live and work together. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the fire service help reinforce this message. To encourage and promote good behaviour, attitude and work, we have devised a relationships policy, which is consistently followed throughout the school. We are committed to praising children's efforts. We endeavour to praise the children informally, individually, during group work, in front of the whole class and school assemblies. Children are rewarded not only for achievement in curriculum areas, but also for behaviour and demonstration of our half termly Christian values. Rewards are given in the form of stickers, house points, smiles, book vouchers and certificates. Children's achievements are also recognised during assemblies and highlighted in the newsletters.

**Individual Liberty:** Through our Jigsaw curriculum and Family Time sessions, children are supported to understand their personal rights and freedoms. Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. Children are encouraged to raise ideas and to contribute to the life of the school. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety teaching. Tanworth Primary School has a robust anti-bullying culture and a comprehensive Relationships Policy, which has at its heart the freedom of all students to learn and grow safely.

Mutual Respect: Respect underpins all that we do at Tanworth Primary School. It is truly embedded into the curriculum and the ethos of the school. We insist that all pupils, teachers, non-teaching staff and visitors to our school are treated with dignity and respect. This is expressed by all demonstrating good manners and fostering positive and professional relationships. Pupils learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with courtesy and respect and these values underpin all teaching and learning and all relationships in our school.

Tolerance of Those of Different Faiths and Beliefs: Beliefs, traditions and customs are studied and celebrated, reinforcing a deep understanding of British tolerance and acceptance of all cultures. Children visit a range of places of worship and learn about different religious beliefs in R.E and some half termly topics. Tolerance is achieved through enhancing pupils' understanding of their place in a culturally diverse society. At Tanworth in Arden Primary School we will actively challenge pupils, staff or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

## APPENDIX 2

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. It is a whole-school spiral and progressive approach. 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.

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

APPENDIX 3 CHIPS Resources:

| Week             | Book   |
|------------------|--|
| Reception week 1 | Red rockets and rainbow jelly – Sue Heap and Nick Sharratt   |
| Reception week 2 | The artist who painted a blue horse – Eric Carle             |
| Reception week 3 | Mommy Mama and me- Leslea Newman                             |
| Year 1 week 1    | Elmer – David McKee  |
| Year 1 week 2    | The odd egg- Emily Gravett                                   |
| Year 1 week 3    | Picnic in the park – Joe Griffiths and Tony Pilgrim          |
| Year 2 week 1    | Rabbityness – Jo Empson                                      |
| Year 2 week 2    | The great big book of families- Mary Hoffman and Ros Asquith |
| Year 2 week 3    | My princess boy – Cheryl Kilodavis and Suzanne DeSimone      |
| Year 3 week 1    | This is our house- Michael Rosen and Bob Graham              |
| Year 3 week 2    | Nanny Fox- Georgie Adams and Selina Young                    |
| Year 3 week 3    | And Tango makes three- Justin Richardson and Peter Parnell   |
| Year 4 week 1    | The Huey's and the new jumper – Oliver Jeffers               |
| Year 4 week 2    | The story of Ferdinand - Munro Leaf and Robert Lawson        |
| Year 4 week 3    | King and King – Linda de Hann and Stern Nijland              |
| Year 5 week 1    | We are all born free- Amnesty International                  |
| Year 5 week 2    | Dad, David, Baba Chris and me- Ed Merchant                   |
| Year 5 week 3    | The whisperer – Nick Butterworth                             |
| Year 6 week 1    | William's Doll – Charlotte Zolotow                           |
| Year 6 week 2    | 10,000 dresses- Marcus Ewert and Rex Ray                     |
| Year 6 week 3    | This day in June- Gayle E. Pilman and Kristyna Litten        |

*This policy will be reviewed every 5 years.*