

# PSHE (Personal, Social, Health Education) Policy



**Louise Lovegrove**

**Headteacher**

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## Importance of PSHE

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.

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 on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

## 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.

## PSHE Curriculum

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

### Objectives/Pupil learning intentions:

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

- Have a sense of purpose
- Value self and others

- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- 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
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at changes

### Organisation

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Circle Time
- Specialised assemblies
- PSHE activities and school events e.g. Well-Being days
- Pastoral care and guidance
- Visiting speakers

## **Differentiation/SEN**

PSHE is for all children with the concept of inclusivity being a core part of its philosophy. Teachers will tailor each piece of learning to meet the needs of the children in their classes. To support this differentiation, there are many creative learning activities incorporated in our PSHE planning that allow the children to choose the media with which they work and give them scope to work to their full potential.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. If disclosures occur, the school's Safeguarding policy is followed.

## **Assessment**

Children are informally assessed by staff throughout their work and evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. Each unit has a built-in assessment task which provides a more formal opportunity for teacher assessment.

Each unit has a set of three level descriptors for each year group:

*Working towards*

*Working at*

*Working beyond*

After the completion of each unit, teachers will assess all the evidence, both formal and informal, and use this to help them reach a judgement as to whether the child is working toward, at or beyond the expected level.

### **Training and support for staff**

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

### **Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of PSHE through observation and discussion with teaching staff to ensure a consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### **Involving parents and carers**

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

- \* Parent/carer PSHE workshops
- \* Parents'/carers' evenings
- \* Information leaflets/displays

### **Links to other policies and curriculum areas**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Marking and Feedback Policy
- Equal Opportunities Policy
- Safeguarding Policy
- SMSC Policy
- RSHE Policy