



Welholme
Academy

PSHE Policy

DEFINITION

Through PSHE, key life skills and knowledge prepare me for life and work. I learn how to feel good about myself, keep healthy and safe as well as manage my relationships – both physical and mental. I learn that everyone is unique with special qualities.

Date produced – April 2022

Intent

Purpose of Study

At Welholme Academy we aim to inspire our pupils so that they believe that they can achieve. We do this through creating a happy, nurturing and aspirational environment where children are enabled to become successful learners, develop their full potential and achieve the highest standards they can in everything that they do. Every child in our school is recognised as a unique individual, we celebrate and welcome differences in our community. We have identified four aspects as part of our school vision which are integral -these are:

- Aspirational
- Collaboration
- Nurturing
- Resilience

Personal, Social, Health and Relationships Education equips children with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives, ensuring the child's wellbeing is priority.

Aims

PSHE and RE education is taught through a planned, developmental program called **JIGSAW**, which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Through this whole-school approach, lessons have been designed to reflect the age and needs of pupils and will be delivered through a weekly session.

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

Implementation

Organisation

A theme based approach to learning is promoted at Welholme. The whole school follow the same overarching theme each half term. For each theme, each year group has their own focus which links in to the overarching theme. Each theme has a foundation subject focus which changes each half term. The PSHE work carried out is recorded in a Jigsaw Journal. As well as written evidence, pupils may take part in discussions and debates, quizzes, games and watching relevant videos.

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

Resources

At Welholme Academy we use online resources delivered through the JIGSAW PORTAL.

SEND

All children at Welholme Academy will access quality first PSHE teaching and are taught age appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in PSHE, scaffolding and support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in PSHE with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in PSHE some children may need extra intervention or provision. Interventions, additional support, resources and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to PSHE are minimised.

Support in PSHE can be in the form of one to one, partner, small group or class discussions but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in PSHE as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

Impact

Assessment

Formative assessment is carried out constantly, within lessons, through questioning and discussion to check children's understanding. Marking in Jigsaw Journals links to basic skills to promote a high standard of spelling, punctuation and grammar across the curriculum. Marking also links to expression of thoughts and feelings. Proof of Progress quizzes are used in theme lessons to help children retain knowledge. This also enables children to assess their own learning and identify targets for their future work. In turn this supports teachers in providing feedback for children's work.

Summative assessment is carried out yearly to indicate if a child is working towards, at or above age-related expectations. Children are assessed against the relevant National Curriculum statements for PSHE which are listed in the subject overview document.

Safeguarding & Child Protection

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website www.welholmeacademy.com or speak to one of the Pastoral Team.

Equalities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Monitoring and Evaluation

PSHE/ JIGSAW is monitored using an annual cycle of planning, teaching and book scrutiny. Following this, feedback is given to all teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to

practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in PSHE throughout the school, and the PSHE Subject lead will work in conjunction with year groups to ensure areas for development are highlighted and acted upon.

Produced by: L Cochrane and L Kirman

Date for review: