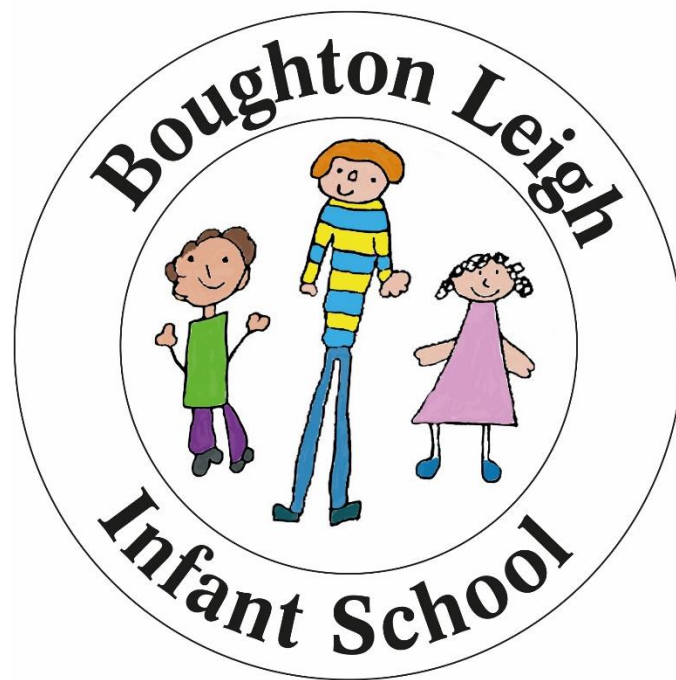


# **Personal, Social, Health and Economic Policy**



**Caring, Sharing and Learning together as we grow**

April 2020

# Boughton Leigh Infant School

## 'Caring, sharing and learning together as we grow'

*'Personal, Social, Health and Economic Education (PSHE) is an important and necessary part of all pupils' education, and all schools should seek to use PSHE education to build, where appropriate the statutory content already outlined in the National Curriculum. Every school should offer a curriculum which is balanced and broadly based. (DFE, 2014).*

### **Curriculum intent**

We want to provide our pupils with a nurturing learning environment and a PSHE curriculum that prepares them for the opportunities, responsibilities and experiences of later life, in order to reach their full potential as individuals and within the community. We follow the Jigsaw PSHE programme and this equips all pupils with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing physical and mental health. The PSHE curriculum perfectly connects the pieces of Personal, Social and Health Education and moral, intellectual and spiritual development.

### **Aims**

Through the teaching of PSHE, we aim to:

- Provide pupils with the knowledge, understanding, attitudes and values they need in order to reach their potential.
- Encourage pupils 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.
- Ensure pupils 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.
- Teach children 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**

Our PSHE curriculum supports the development of the attitudes, values and behaviours which enable pupils to acquire knowledge in order to:

- Have a sense of purpose
- Value themselves and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active citizen within the local community
- Become healthy and fulfilled individuals
- Live a safe and balanced life

### **Curriculum and school organisation**

Our PSHE curriculum brings together the PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

(DFE, 2014) states that *'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'*

## PSHE Curriculum Planning

We follow the Jigsaw programme for PSHE. Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in the future. Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons focusing on different topics each half term and is embedded through all lessons and the whole school day. Jigsaw deals with the diverse beliefs, values and attitudes that individuals and societies hold. Through the Jigsaw programme, children acquire an understanding and experience of British Values that are necessary if they are able to make sense of their experiences, value themselves, respect each other and feel confident and informed as a British citizen.

The learning units for Early Years Foundation Stage and Key Stage One (covered half termly) are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

## Protective Behaviours

As part of the PSHE curriculum, we follow the Warwickshire county initiative to keep children safe, called Protective Behaviours. Protective Behaviours is a safety awareness and resilience building program which helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to stay safe. Protective behaviours also looks at identifying support networks for times when pupils may need someone to listen and help. Protective behaviours is based on two key messages:

- **We all have the right to feel safe all the time**

We carefully look at the connection between rights and responsibilities. We explore feeling safe and the recognition of Early Warning signs.

- **We can talk to someone about anything, even if it feels awful or small**

This theme focuses on the ideas and effects of talking and what might happen if we don't. We encourage everyone to develop their own personal networks of support.

## Relationships and Sex Education (RSE)

We value the importance of Sex and Relationships Education Guidance. RSE helps pupils understand the difference between safe and unsafe relationships. They learn that they can get help if they need it. We follow the Jigsaw programme for Relationships and Sex Education and the Relationships and Changing Me puzzle pieces are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem
- To empower children to be safe and safeguarded

Each year group will be taught appropriate to their age and development stage. Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

Early Years Foundation Stage – Growing Up: How we have changed since we were babies

Year One – Boys' and girls' bodies; naming body parts

Year Two – Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

*Sex and Relationships Education is about physical, moral and emotional development.* (DFE, 2000).

## Withdrawal from RSE lessons

Parents or carers have the right to withdraw their children from part of the Relationship and Sex Education provided at school. Parents or carers wishing to withdraw a pupil should speak to the class teacher or headteacher of their child, who will explore any concerns and discuss the impact that withdrawal may have on the pupil.

## Spiritual, moral, social and cultural development

Spiritual, Moral, Social and Cultural (SMSC) development encompasses personal development across the PSHE curriculum.

**Spiritual** development helps pupils to consider and respond to questions of meaning and purpose in life and equips them with:

- The ability to be reflective about their own beliefs, that inform their interest and respect for different people's faiths, feelings and values.
- A sense of enjoyment and fascination in learning about themselves, others and the world around them.
- A use of imagination in their learning.
- Willingness to reflect on their experience.

**Moral** development helps pupils to consider aspects of morality and equips them with:

- The ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives.
- An understanding of the consequences of their behaviour and actions.
- An interest in investigating and offering reasoned views about moral and ethical issues.

**Social** development helps pupils to develop their sense of identity and belonging and equips them with:

- The ability to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religions, ethnic and socio-economic backgrounds.
- A willingness to participate in a variety of communities and social settings, including by volunteering.
- Acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**Cultural** development helps foster pupils' awareness and understanding of a range of beliefs and enables them to:

- Develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.
- Develop an understanding and appreciation of a range of different cultures within school and further afield.
- Gain knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- Develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

## Assessment

PSHE work is marked within the context of the learning objectives set for the lesson or activity. Written work is kept in the children's topic books or within a Jigsaw journal. We also use some of the following assessment methods:

- Looking at a child's recorded work (photographs, drawings and written work).
- Individual discussion with the teacher.
- Listening to the children's ideas as they discuss things together.
- Group discussions in a variety of important topics.
- Role play.
- Reflection notes.
- Jigsaw puzzle certificates.

## Recording

It is essential that the type of recording be matched to the type of PSHE activity as well as to the needs and abilities of the child. A variety of recording methods are therefore used. These could include pictures, structured worksheets, sketches, diagrams, model making, written explanations, photographs, school displays, recordings and jigsaw

learning records. Jigsaw attainment descriptors for each year group make it clear to both the child and the teacher what they would like the child to achieve for each Jigsaw puzzle.

## **Resources**

Our school has a wide range of resources to support the teaching of PSHE across the school. Classrooms have a range of resources and all teachers have access to the Jigsaw and Protective Behaviours schemes of work and the resources they need to support the teaching and learning of these programmes, as well as access to other Warwickshire programs that support the PSHE curriculum.

## **Role of subject leader**

The subject leader will have a strong subject knowledge of PSHE and lead the subject and its profile in school. Ensuring a planned learning journey, with whole school long term plans in place supported by more detailed medium and short term plans.

With support from the Senior Leadership team and Governors the subject leader's role will be:

- To have a good understanding of what is to be taught, that there is progression across the whole school and full coverage of their subject.
- To advise colleagues, where necessary, on the development of planning and delivering the curriculum.
- To keep up to date with developments in PSHE, passing this on to other members of staff.
- To monitor and evaluate progress and outcomes in PSHE, supported by flip monitoring document and liaise with senior management on any action necessary.
- To monitor learning in PSHE by working alongside colleagues and by viewing children's achievements.
- To ensure that children of all abilities and needs (including those with special educational needs and disabilities, the more able, boys and disadvantaged pupils) are able to access teaching and learning in order to ensure progression of their knowledge and skills.

## **Inclusion and differentiation**

The PSHE curriculum is accessible to all children. Teachers will tailor each lesson to meet the needs of the children in their class by:

- Creating effective learning environments, providing for pupils who need additional support.
- Responding to pupils' diverse needs.
- Setting creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.
- Set targets for learning, including taking steps to help pupils manage their own emotions.

Jigsaw is written as a universal core curriculum provision for all children, inclusivity is part of its philosophy. Teachers will 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. Assessment of children's learning in PSHE is an ongoing monitoring of children's understanding and knowledge by the class teacher throughout lessons.

## **School Values**

Alongside our PSHE curriculum, it is hoped that the school's values of STARFISH contribute to the positive development of all our pupils. Therefore, our teaching and learning approach places great emphasis on:

- Sportsmanship
- Tolerance
- Appreciation
- Resilience
- Friendship
- Integrity
- Sensitivity
- Helpfulness

## **Monitoring and review**

The PSHE subject leader should regularly review evidence of the children's work both in topic books and classroom display and undertake lesson observations of PSHE teaching across the school in order to monitor standards. The PSHE subject leader should support colleagues and keep informed about developments in the subject. This policy is a working document and is subject to change and amendment when necessary.

Governors will work with the subject leader to ensure this policy is current and relevant and that the PSHE curriculum is delivered to a high standard in an effective manner ensuring coverage and quality teaching and learning.