

PSHE Subject Policy

School Intent

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed over time. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which include:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

This policy has been adopted by the Governors in consultation with the Headteacher, PSHE Co-ordinator and Teaching Staff.

"PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our **Programme of Study for PSHE education (key stages 1-5)** aims to develop skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education)." (PSHE Association Curriculum Guidance 2019).

Intent	Implementation	Impact
<p>At The John Harrox Primary School, we believe that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their</p>	<p><u>Time allocation</u> Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons focusing on different topics each full term and is embedded through all lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of</p>	<p><u>Expected Outcomes</u> For all children to have a ready willingness and ability to try new things, push themselves and persevere. To have a good understanding of how to stay safe, healthy and develop good relationships. To have an appreciation of what it means to be a positive member of a diverse, multicultural society.</p>

<p>achievements and successes are celebrated and rewarded. We believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE using the Jigsaw programme supports this. Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community. This is embedded in two out of our four key outlooks, The Global Outlook and A Healthy Outlook on the world in which they live.</p> <p>Our school aims to teach the PSHE subject content outlined in the National Curriculum in a progressive way, according to our subject progression maps and subject overviews. In line with the Education Act 2002 and the Academies Act 2010 we cover the three core themes of PSHE, Health and Well Being, Relationships and Living in the Wider World. The relationships and health aspects of PSHE education which becomes compulsory in all schools from 2020 is already being embedded through using Jigsaw.</p> <p><u>The Aims of PSHE (Jigsaw) at The John Harrox Primary School are;</u></p> <p>To ensure that all pupils have an accurate and relevant knowledge</p>	<p>learning. All classes use circle time to promote and discuss issues within PSHE and citizenship.</p> <p><u>Planning and Resourcing</u> PSHE Planning is provided by the Jigsaw scheme of work. Through long term plans, medium term plans and daily plans which outline the topic, skills and progression needed. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Jigsaw PSHE directs our aim on developing the "whole child" through a spiral curriculum approach to developing knowledge, skills and understanding in the areas of;</p> <ul style="list-style-type: none"> * Being Me in My World * Celebrating Difference * Dreams and Goals * Healthy Me * Relationships * Changing Me <p>At The John Harrox Primary School we plan and teach over a two year cycle. In Cycle A we teach</p> <ul style="list-style-type: none"> * Being Me in My World (two year groups) * Celebrating Difference (two year groups) * Changing Me (two year groups) <p>And in Cycle B we teach</p> <ul style="list-style-type: none"> * Dreams and Goals (two year groups) * Healthy Me (two year groups) * Relationships (two year groups) <p>Please see PSHE Curriculum Overview.</p>	<p>To have a strong self-awareness, interlinked with compassion of others.</p> <p><u>Assessment and Record Keeping</u></p> <ul style="list-style-type: none"> • Ongoing formative teacher assessment to include marking of work, and discussions with the children. • Using Classroom Monitor as a summative assessment tool, which is updated termly. <p>Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences.</p> <p>Every child, in KS1 and KS2 has a Jigsaw book. As well as being a record of their learning it will also be used as an assessment tool.</p> <p>For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.</p> <p>The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:</p> <ul style="list-style-type: none"> • Pupil and teacher evaluation of the content and learning processes • Monitoring of Jigsaw books • Staff meetings to review and share ideas <p><u>Monitoring, Evaluation & review</u></p> <p>This policy should be reviewed by all staff and governors on a regular basis. To ensure that this</p>
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<p>To ensure opportunities to create personal understanding.</p> <p>To ensure opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.</p> <p>To ensure a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life.</p> <p>Our PSHE curriculum, through delivering Jigsaw deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at The John Harrox Primary School also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect other, appreciate differences and feel confident and informed as a British citizen.</p> <p>At The John Harrox Primary School our PSHE curriculum ensures our 5 Key C's: caring, courteous, considerate, co-operative and conscientious are instilled in the children. Through our PSHE education, we believe we can enhance children's education and help them to become caring, respectful and confident individuals.</p> <p>Community involvement is an essential part of our curriculum as we raise money for a wide range of charities and we have visitors into school.</p>	<p>Each puzzle has six lessons of approximately 45 minutes each. Every lesson follows a set structure; calm, connection, open mind, tell me or show me, let me learn, and help me reflect. Each piece has two learning intentions: one is based specific on PSHE learning; and one is based on emotional literacy and social skills. With careful enhancement we ensure that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.</p> <p>Class based lessons are supplemented by Termly whole school assemblies, which focuses on the puzzle piece for that term. Lead by the Head Teacher, these assemblies unpick the termly theme and applies it directly to the experiences of the children at The John Harrox Primary School, it concludes with the children singing the Jigsaw puzzle song for that term.</p> <p>We have weekly celebration assemblies for our 5 Key C's: caring, courteous, considerate, co-operative and conscientious are celebrated and give us the opportunity to translate PSHE. Children are rewarded with stickers and sitting t the front of the hall to celebrate their success.</p> <p>Through our PSHE education, we believe we can enhance children's education and help them to become caring, respectful and confident individuals.</p> <p><u>PSHE in the Early Years:</u> PSHE sits within the areas of personal, social and emotional development and understanding of the world. From an early age, the children at The John</p>	<p>policy is in practice, and to help teachers keep track of their own work and needs for support or training, the PSHE co-ordinator keeps an updated record of developments and monitors progress within this curriculum area.</p> <p>This policy will be reviewed in 2021. Evaluation of the policy and practice will take place annually.</p> <p>April 2020</p>
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Harrox Primary School learn to develop respectful communication and they are aware of the feelings and wishes of others. From Reception age the children participate in weekly Jigsaw social circle time. The continuous provision is planned to provide the children with the opportunity to further develop the skills that they have learnt from Jigsaw and then to use them independently. The youngest learners in the school are exposed too and participate in upholding our British Values. The children are encouraged to listen, be kind to each other and share with others.

Teaching and Learning - how is it taught?

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike. The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is

mapped on each Piece and balanced across each year group.

For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Every plan has child-initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting.

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Inclusion

Pupils with special educational needs will be given the opportunity to fully participate in PSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

PSHE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Enrichment & Extension

Two of our 4 key drivers are The Global Outlook and a Healthy Outlook include PSHE.

Through the Global Outlook our curriculum aims to ensure the children can develop a global view of the world, developing an understanding, appreciation and empathy towards others and a greater understanding of the world in which they live. This key driver encompasses:

- Cultures
- Religions
- Sexuality
- National and International affairs
- People's careers and occupations
- British Values
- SMSC
- The Lincolnshire R.E. agreed syllabus
- Fairtrade Weeks
- Passport Days

Through the Healthy Outlook our curriculum aims to ensure the children can develop a healthy outlook to their lives, both now and as they grow to be adults. They will develop an understanding of what it means to have a healthy outlook and how they can maintain this throughout their lives. This key driver encompasses:

- Promoting an active lifestyle through our P.E. curriculum, extra-curricular clubs, competitions, active playtimes, active lessons and daily mile.
- Promoting a healthy mind encouraging children to celebrate their uniqueness and individuality
- Promoting healthy eating through school lunchtimes, design and technology lessons and clubs.

- Encouraging children to form healthy relationships through our PSHE curriculum and 5 C's ethos.
- Developing an understanding of the importance of personal hygiene

Links to other subjects

PSHE links to every other area of the curriculum because it establishes a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- 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 seek to ensure that the PSHE that we teach, improves the physical and social well-being of pupils. Through our PSHE education, we believe we can enhance children's education and help them to become caring, respectful, aspirational and confident individuals. Providing a consistent and regular delivery of Jigsaw allows us to fulfil this.

Role of parents

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement.

We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, e-safety advisors, St Johns Ambulance service, to deliver aspects of the PSHE curriculum where possible.

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. We must not let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are. RSE should be based on the following principles and is something that we will adhere to within the teaching and learning of RSE at The John Harrox Primary School.

- Children should learn the importance of marriage, family and committed

relationships as key building blocks of community and society.

- RSE includes learning about physical and emotional development.
- Children will be taught the cultural and religious differences about matters of sexuality.
- RSE is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- Children should be made more aware of the spiritual dimensions and the joys of intimacy.
- Children should be taught to have respect for their own and others peoples' bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children should be taught to understand the power of sexual desire.
- Children should be made aware that sex can be used compulsively, competitively and destructively.
- Children need to learn the importance of protecting themselves and of self-control.
- Children should be made aware of God's forgiveness and that there is always a way back.

	<ul style="list-style-type: none">• Children should learn that it is important to build positive relationships that involve trust and respect.• Children need to learn how to keep themselves safe when using the internet and other forms of technology.• Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.	
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