

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 four 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 and 2)** 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 achievements and successes are celebrated and rewarded. We believe that children are all individuals. 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</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. It 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 learning. The majority of classes use circle time to promote and discuss issues within PSHE.</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. To have a strong self-awareness, interlinked with compassion towards others.</p>

<p>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 the use of 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>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 understand and communicate their feelings. Children at The John Harrox Primary School also acquire an understanding of British values that are</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 covered.</p> <p>We teach the National Curriculum, supported by 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.</p> <p>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-yearly 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 refer to the PSHE Curriculum Overview.</p> <p>Each Jigsaw Puzzle has six lessons of approximately 45 minutes. 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 specifically on PSHE learning</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. • Termly, summative teacher assessments. <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. In KS1, work will be recorded in books and in KS2, it will be recorded in folders. As well as being a record of their learning, work will also be used as an assessment tool. For the early years, evidence of learning will be in the children’s Learning Journals and Floor Books. Individual pupil profiles may also reflect areas of health and well-being.</p> <p><u>Monitoring, evaluation and review</u> The PSHE subject leader will monitor the delivery of PSHE through observation and discussion with teaching staff and children 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 work • Staff meetings to review and share ideas <p>This policy should be reviewed by all staff and governors on a regular basis. To ensure that this policy is in practice and to help teachers keep track of their own work and needs for support or training, the PSHE co-ordinator will keep an updated record of development and monitor progress within this curriculum area.</p> <p>This policy will be reviewed in 2025. Evaluation of the policy and practice will take place annually.</p> <p>July 2024</p>
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<p>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 5Cs (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>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 such as body image, cyber and homophobic bullying and internet safety.</p> <p>We have weekly celebration assemblies for our 5 Key Cs: caring, courteous, considerate, co-operative and conscientious are celebrated and give us the opportunity to translate PSHE. Children are rewarded with stickers and by sitting at the front of the hall to celebrate their successes and WOW work.</p> <p>We also hold weekly whole-school assemblies, led by the Head Teacher, in which the focus for the vast majority of the time is on British Values or Protected Characteristics.</p> <p>Through our PSHE education, we believe we can enhance the childrens’ 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 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. Continuous provision is planned to provide the children with opportunities 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 to and participate in upholding our British Values. The children are encouraged to listen, be kind to each other and share with others.</p> <p><u>Teaching and learning – how is it taught?</u></p>	
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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 and social skills in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles as well as 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. Enhancements to lessons mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues such as body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of the 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) 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 Teaching and Learning 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.

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

Our PSHE lessons will ensure quality of access for all pupils, regardless of gender, race or disability, giving equal opportunities and avoiding discrimination.

Enrichment and extension

Two of our four key drivers are The Global Outlook and a Healthy Outlook, which 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
- 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 and active playtimes
- Promoting a healthy mind and encouraging children to celebrate their uniqueness and individuality
- Promoting healthy eating through school lunchtimes, design and technology lessons, science lessons and clubs
- Encouraging children to form healthy relationships through our PSHE curriculum and 5 Cs ethos.

- Developing an understanding of the importance of personal hygiene and changes to our bodies as we grow

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. This vital to successful and effective PSHE teaching and learning. 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 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.

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.

Outside agencies

We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, e-safety advisors and first aid trainers to deliver aspects of the PSHE curriculum where possible.

Community involvement is an essential part of our curriculum as we raise money for a wide range of charities, both local and national, and we invite visitors into school.

Relationship and sex education

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme as well as through a dedicated puberty morning for UKS2 children. 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 knowledge and skills needed by pupils if they are to establish and maintain healthy 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. Please refer to our RSE policy for further details.