



DATCHET ST.MARY'S C OF E PRIMARY ACADEMY

POLICY NAME : PSHE POLICY

VISION: We are one, we are strongest working together in unity.

1: Corinthians 12 – 14

This vision is at the heart of everything that we do. In PSHE pupils use our vision as a lens to see the world and celebrate the differences.

Members of staff responsible:

Links to other policies:

- Behaviour Management
- Relationships and sex education
- Safeguarding and child protection
- Equality and Diversity
- Racial Equality
- Extremism
- Anti-Bullying
- E-safety
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Intent:

Our vision at Datchet St Mary's Academy is preparing pupils for their futures through real life experiences. We will provide a happy, nurturing and challenging environment based on adventure and Christian values. At Datchet St Mary's Academy we all adhere to the school ethos which is expressed through our Christian values; love and compassion, friendship, honesty, resilience, and equality. Our PSHE curriculum will prepare children with the skills and resilience required to be a confident and responsible citizen. Alongside parents, we will nurture the development of personal aspirations and to recognise their goals and potentials in life. By providing a safe environment for children, we will also encourage children to take risks and not be afraid of failure or mistakes. We will encourage children to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Implementation:

Our whole school approach to teaching PSHE is based on a spiral curriculum using 'Jigsaw', which is a progressive scheme of work. It aims to 'prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-

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changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus. The curriculum for PSHE is delivered throughout the whole school starting with a shared assembly each half term to introduce new topics. The six topics covered are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Learning in each topic then takes place during weekly whole class Jigsaw lessons which explore the different themes. These themes are also embedded through all other 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.

At Datchet St Marys, we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through the 'Jigsaw'.

Impact:

By the time our children leave Datchet St Marys they will:

- be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age appropriate level
- have respect for themselves and others.
- have a positive self esteem

The impact of following this programme will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. *We will use book looks, learning walks and assessment tools to analyse our impact.* We continuously assess the implementation and impact of our PSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to achieve.

Policy Context and Rationale

This policy covers our whole school approach to PSHE. We follow the Jigsaw PSHE scheme which includes relationship education, sex education and health education. This policy was produced by the PSHE co-ordinator. Pupils' have been involved in the creation of this policy through surveys and questionnaires. Pupils' identified that they enjoyed the topics being taught and that they felt safe and secure to talk during their PSHE lessons.

Aims and Objectives

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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

How is Jigsaw PSHE organised in school?

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 assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to Summer. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, 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.

Learning and Teaching

We will determine pupils' prior knowledge by briefly doing a baseline at the start of each lesson especially when teaching a new topic. The programme will be taught through a range of teaching methods. We will ensure that sessions, including those on risky behaviours, remain positive in tone by not shocking and scaring the pupils but by giving them the consequences of the choice. The pupils will be reassured that the majority of young people actually make positive, healthy lifestyle choices. We will help pupils make connections between their learning and 'real life' behaviours by giving them the opportunity to reflect.

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Jigsaw Content

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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
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 and managing change

Due to the nature of PSHE education pupils learning may result in seeking advice or support on a specific personal issue. Consequently, we will ensure that pupils know that teachers cannot offer complete confidentiality.

Pupils' questions will be answered with care and consideration. Before answering a question, the teacher will consider whether prior learning and readiness. If necessary, teachers can ask the pupil to wait for the answer and consult with the school's leadership team. We will allow pupils to raise anonymous question through a question box in each classroom.

Creating and safe and supportive learning environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass

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- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

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.

Entitlement and equality of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring every pupil has equal opportunities. It is essential to have quality resources that reflects the diversity of the world of which we live. When teaching we will take into account the age, ability, readiness and cultural backgrounds of children.

We recognise the right for all pupils to have access to PSHE education learning which meets their needs. PSHE provision should be accessible to every pupil, although parents have a right to withdraw their children from parts of the RSE that is not within the national curriculum science programme of study.

We will ensure that pupils with SEND receive access to PSHE through carefully considered levels of differentiation, and in some cases the content or delivery will be adapted. We will not exclude access to PSHE for any pupil. Teachers and/or teaching assistants should work with individual pupils where required, and if appropriate.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw

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Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, we will use the school's foundation trackers. This excel sheet has the three descriptors for each Puzzle. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is beginning (1) working at (2), towards or beyond (3).

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure 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 Careers

We are committed to working with parents and careers. We will offer support by offering material for parents and careers who want to explore with their children. If extra support is needed meetings can be arranged to discuss subjects such as Relationship and Sex Education (RSE). We communicate to parents about their right to withdraw their children from aspects of RSE. If a parent wishes to withdraw their child, we give parents and careers a form in which they can sign to withdraw their child.