



PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) Policy

National Curriculum

The national curriculum states “Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription. However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions”.

INTENT

Aims and Objectives

At Haydn, our aim is to equip children with essential life-long skills that enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to our school life and the wider community. In doing so we develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. The children learn to appreciate what it means to be a positive member of a diverse multicultural society. Additionally, we actively promote our children to uphold the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs as recommended by the DfE (2017) ‘to ensure young people leave school prepared for life in modern Britain’.

In Personal, Social and Emotional Education (PSHE) we cover the strands set out by the DfE Statutory Relationships and Health Education Guidance. These include:

- Families and the people who care for me
- Caring and respectful relationships
- Being safe including, internet safety and harm and online relationships
- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention including, basic first aid

The aims of PSHE are to enable the children to:

- Develop a sense of belonging, learning how to be part of a positive and nurturing community;
- Learn how to work collaboratively and socialise with others building relationships with mutual respect and empathy;

- Celebrate diversity, excepting everyone's right to be different and understanding that others may have different faiths and beliefs;
- Comprehend what bullying is, including cyber and homophobic bullying;
- Realise their hopes and dreams and acknowledge their personal strengths;
- Have aspirations for the future;
- Acknowledge their emotional health in regards to mental health, body image, relationships with food and managing stress;
- Establish relationships with family and friends and understand love and loss;
- Know how to keep themselves safe, including online and through social network groups;
- Understand the human life cycle and the transitions that their body will go through;
- Be self-aware, motivated and be able to manage their own feelings.

Planning

“Jigsaw is more than a scheme of work for PSHE. It is a whole-school philosophy with children and young people at its heart, which nurtures the positive and inclusive culture of the whole school community”
 Jigsaw, 2020

At Haydn Primary School, we teach PSHE as a whole-school approach. We use the Jigsaw Programme as this offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. It also supports our core values which are ready, resilient, resourceful, reflective and respectful. The overview of the Jigsaw Programme can be seen on the school website. The Jigsaw Programme ensures progression which brings together PSHE, Spiritual, Moral, Social and Cultural (SMSC) development, mindfulness and emotional literacy. Each class teacher tailors the programme to meet the needs of the children in their class.

IMPLEMENTATION

At Haydn, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

The Jigsaw programme outlines six unit or Puzzles, each one is taught for half a term, the same theme is taught across the school; as the children move through the year groups the learning deepens and broadens the children's knowledge on a certain topic. The six units are listed below.

Autumn 1: Being Me in My World
 Autumn 2: Celebrating Difference
 Spring 1: Dreams and Goals
 Spring 2: Healthy Me
 Summer 1: Relationships
 Summer 2: Changing Me

These units are broken down into six lessons, each lesson follows the same format so that the children become familiar with the structure. The structure is as follows;

1. Connect us – a social game is played to acknowledge that it is time for PSHE
2. Calm me – a chime is rang to prepare the children for learning, ensuring they are relaxed and the classroom is quiet
3. Open my mind – short activity to help the children focus on the learning intention
4. Tell me or show me – the 'teaching' part of the lesson, providing children with new information or a skill
5. Let me learn – children complete an activity to internalise their learning

6. Help me reflect – children record progress in their journal

We allocate one lesson to PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. These lessons are taught by the class teacher. As we offer a cross curriculum approach to teaching many of the objectives are covered in other subjects throughout the week.

At our school we aim to 'live' what is learnt and apply the knowledge we have gained to everyday situations in the school community. This is done through a variety of activities and whole-school events. These include:

- Assemblies
- Praise and reward systems
- A class learning charter
- School Council – representatives from each class meet regular to discuss school matters.
- Residential visits in Key Stage 2 to promote self-esteem and give the children the opportunity to develop leadership and co-operative skills.
- A variety of extra-curricular clubs, including music, arts, drama, sports and MFL.

Foundation stage

The children in the Foundation Stage work towards achieving the Early Learning Goals by the end of F2. There are specific goals that link to PSHE and these can be found in the following aspects of Development Matters; Personal, Social and Emotional Development, Understanding the World and Physical Development. The Foundation Stage children also follow the Jigsaw programme however, PSHE is weaved into the various topics that are taught throughout the year.

Teaching PSHE to children with Special Educational Needs (SEN)

At Haydn Primary School, we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs (SEN). Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and adaptations – so that we can take some additional or different action to enable the child to learn more effectively. This ensures our teaching is matched to the child's needs.

Children identified with SEN and/or needing additional support will be provided with an Individual Provision Map (IPM) or a Pupil Support Plan (PSP). The IPM/PSP may include, as appropriate, specific targets relating to PSHE.

We enable pupils to have access to the full range of activities involved in learning PSHE. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

Each class has a PSHE floorbook which showcases the puzzle topics the class have explored in each half term. This contains all of the weekly activities, learning objectives and key vocabulary that the

children complete as part of their lesson. Teachers, support staff and children frequently refer back to their class floorbook to support their progressive learning and knowledge retrieval.

Teachers report the achievements of pupils in PSHE to parents in written reports once a year and verbally at parents' evening which are held twice a year.

Resources

The Jigsaw Programme is stored on Sharepoint in the folder titled 'Jigsaw PSHE Resources'. There is also a cupboard labelled 'PSHE' in the dining room, where information and resources are easily accessible for all staff.

Monitoring and Review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE, by giving them information about current development in the subject and by cascading information and ideas from meetings, networks and courses back to the staff.

A named member of the school's governing body is briefed to oversee the teaching of PSHE. This governor meets with the subject leader to review progress termly and receives a written commentary which reports on:

- recent development work
- performance analysis
- pupil outcomes in relation to development priorities, their impact on teaching and learning, and future development.

Governors are also invited to monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

IMPACT

Our structured programme for PSHE ensures that children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. The education that we provide at Haydn has a positive impact on the whole child, providing them with the knowledge skills and attributes that they need to succeed at school and in the wider world.

Note

The PSHE Policy should be read in conjunction with other Haydn policies such as the Drug Education, Wellbeing, Sex and Relationship Education and the Health and Safety and Welfare Policies.