

# St. Bernadette's Catholic Primary Voluntary Academy

## PSHE Policy

*Updated 2021*

### 1.) Overview

At St Bernadette's we regard Personal Social Health and Economic education (PSHE) as an important component of the whole curriculum. We believe that the promotion of health and well-being is central to the life of the school and its relationships with the surrounding community. PSHE is concerned with the total well-being of the individual.

This includes:-

- The spiritual, moral, cultural, mental and physical development of pupils at the academy and of society.
- The responsibility of the individual towards others and the environment
- A holistic model of personal and social development that encourages the development of healthy choices.

### 2.) Main Educational Aims and Intent

With the support of the Jigsaw scheme, our aim is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their full potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our academy and communities. In doing so pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. 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.

Pupils learn 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.

**Within PHSE we recognise:-**

- Health Education - This involves engaging the children in activities that promote their physical well-being.
- Citizenship - This involves encouraging the children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the process by which they can seek help and information as well as learning the behaviour expected of them as responsible citizens.
- Drugs Education - This involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs.
- Relationships and Sex Education (RSE) - This involves the information by which the child is enabled to become aware of himself/herself as a person and understand the process of development and reproduction. In our academy we follow the TenTen Life to the Full scheme of work when teaching the children RSE. This is a catholic primary resource approved by the diocese for the teaching of RSE. See the Relationships and Sex Education Policy for more information.

### **3.) Approaches to Teaching:**

#### **Curriculum Organisation**

The PSHE scheme of work we use in our academy is called Jigsaw. The scheme is used across the academy from early years to year 6.

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 academy 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 where possible, generating a whole academy focus for adults and children alike. Each year group has a Jigsaw character which acts as a mascot for their Jigsaw learning, a Jigsaw charter that sets out the expectations of the lesson and a chime bar to help children with their calming strategies. There are six Puzzles in Jigsaw, our Academy combines 4 of these with our RSE teaching (see planning section of this policy). Each Jigsaw Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). 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 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.

From year 1-6 Jigsaw is timetabled as a half an hour lesson per week for each year group however PSHE occurs in many different forms over the school week including:

- The R.E. syllabus programme of work 'Come and See'.
- Sex and Relationship Education scheme 'Life to the Full'
- Topic lessons.
- Trips
- SMSCD activities and academy events.
- Out of school clubs – breakfast clubs, wake up and shake up and after school clubs offering a range of activities for ks1 and ks2.
- Involving pupils in the life of the academy and wider community including our student council.
- Academy/Class assemblies and collective worships linked to specific themes in our R.E. syllabus and dedicated assemblies to Other World Faiths and Special Events, celebrating Inter Faith Week/World Peace Day.
- Personal, Social and Emotional Prime area (EYFS) within the early years unit

#### **Planning**

We use the Jigsaw planning templates for our PSHE lessons. Like our RE, we work on a 2 year cycle. Key stage 1, lower key stage 2 and upper key stage 2 all work on the same cycle of planning.

Jigsaw covers all areas of PSHE for the primary phase. Combined with our RSE Life to the full programme a coverage plan of our PSHE can be seen below:

Term	Puzzle name	Content
<b>Advent 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Advent 2:</b>	Celebrating Difference	Includes anti-bullying and diversity work
<b>Lent 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Lent 2:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Pentecost 1:</b>	Life to the Full (RSE)	See RSE Policy
<b>Pentecost 2:</b>	<i>Life to the Full (RSE)</i>	See RSE Policy

### **Inclusion**

The academy aims to make all pupils feel included. We recognise the entitlement of all pupils to a balanced and broad curriculum. Within PSHE we ensure pupils feel included by:

- Making sure sessions take into account the particular requirements for children on the SEND register, as outlined in their running records and in accordance with the academy SEND Policy document.
- Follow the Equal Opportunities Policy document and ensure a balanced and
- fair access to the PSHE curriculum for all groups.
- Provide opportunities via the National Framework to encourage positive attitudes towards our multi-cultural and multi-ethnic society.

### **Resources**

Each key stage are provided with a hard copy of the Jigsaw PSHE file. All materials are also accessible via the Jigsaw website and our Academy shared area.

Each key stage have a Jigsaw mascot to use throughout their PSHE lessons.

Each class have a PSHE chime.

A class scrapbook

### **4.) Roles and Responsibilities:**

The PSHE Leader's role will include the following responsibilities:

- To ensure that the PSHE policy document reflects the requirements of the needs and ethos of the academy.
- To review and update the PSHE policy document every two years.
- To provide leadership and guidance in the area of PSHE and Jigsaw; and to support staff where required
  - To be actively involved in whole-school planning, in cooperation with other subject leaders, in order to maintain a broad, balanced and differentiated curriculum.
- To monitor and evaluate teaching delivery against the Jigsaw programme for PSHE.
- To lead staff meetings and training sessions on issues related to the implementation of PSHE and the Jigsaw programme.
- To attend relevant training and subject leader meetings to update knowledge, and to disseminate advice and current information in the subject to staff.
- To undertake an audit/evaluation and action plan on an annual basis.
- To liaise with other schools and agencies.
- To lead a whole academy assembly, where possible, at the start of each new Jigsaw puzzle.

The class teacher's role is crucial in the provision of high quality teaching and learning in PSHE. The academy supports all teachers, so that they:

- Take account of the age, gender, ethnicity and capability of their pupils
- Show good subject knowledge
- Are becoming increasingly competent in teaching and implementing the Jigsaw programme
- Are prepared to answer Difficult Questions and Sensitive Issues
- Teach Sensitive and controversial Issues in a thoughtful manner which link in with the catholic values and ethos of the academy
- Use a variety of methods which enable all pupils to learn effectively including Class discussions, circle time, role-play and reflection
- Manage pupils well and insist on high standards of behaviour
- Use time, support staff, other adults and resources, including ICT, effectively
- Assess pupils' work thoroughly and use assessments to help and encourage pupils to make progress

## **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 – 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.)

### **Safeguarding in PSHE:**

Teachers need to be aware that sometimes disclosures may be made during these sessions; 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 circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the academy's safeguarding policy is followed.

### **5.) Assessment and Reporting:**

Each class aim to produce a class scrap book by the end of the year which will include:

- A front cover showing the Jigsaw class mascot
- Jigsaw lesson materials
- worksheets (examples)
- Photographic evidence
- Comments from pupils
- Any other PSHE evidence gathered over the academy year e.g. charity cake sale

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They should have opportunities to reflect on their own learning and personal experiences. Teachers assess the children's work in PSHE both by making informal judgements as they observe them during lessons. Teachers will keep a recording of where pupils are at the end of each puzzle piece using the level descriptors stated in the Jigsaw scheme for each year group: Working towards Working at Working beyond.

### **6.) 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
- Learning walks

### **Policy Review**

The PSHE Policy should be reviewed and updated every two years.

Date of next review: Summer Term 2023

Links to documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

Also:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (updated 2021)