



Southfields Primary School

PSHE Policy

Statement of Intent

PSHE (personal, social and health education) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. In an ever-changing world, it is important that children are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being. We provide our children with opportunities for them to learn about rights and responsibilities and to appreciate what it means to be a member of a diverse society. Through the JIGSAW scheme we aim to help children to acquire and develop knowledge and understanding of the world around them in order to help them develop as young citizens; to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Through reflection and positive discussion, the children are given opportunities to talk through a wide range of issues relating to our modern world as well as improving their own state of mindfulness. Our PSHE curriculum enables reflection of the overall school aims, GARK values, and ethos of the school. It is linked to safeguarding, British values, rights and responsibilities, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. We want to give children the tools to develop as individuals and to play an active and positive role at Southfields Primary school and in the wider community.

Introduction

Personal, social and health education (PSHE) is the planned provision of the personal and social development of all pupils within a healthy school. Implicit within this provision is the personal and social development of individual pupils. The acquisition of skills, attitudes and values and knowledge and understanding is essential to ensure the entitlement of all pupils to spiritual, moral, social, cultural, mental and physical development and for their preparation for the opportunities, responsibilities and experiences of adult life. Successful PSHE and Citizenship education is achieved through formal and informal learning and from experiences and relationships throughout the school.

This policy document identifies effective strategies for the successful implementation of this area of the curriculum.

We link our Jigsaw curriculum to our own School GARK values, as well as our British Values and SMSC (Good Learning, Acceptance, Respect and Kindness), ensuring each lesson has a link to at least one of our values.

Aims and Objectives

This school believes that personal and social development lies at the heart of educational achievement. All staff and adults in the school have an important role to play in promoting the personal and social development of all pupils. On the one hand this will enable them to develop the confidence and abilities to become effective learners and on the other, it will support pupils as they move from childhood through adolescence to become independent young people and responsible citizens.

All staff and adults in the school will help pupils to acquire the skills, knowledge and understanding and values and attitudes, which underpin their personal and social development:

To understand and manage their emotions; to sustain worthwhile relationships; to value themselves and respect others; to contribute to their communities; to appreciate difference and diversity; to participate actively in a democracy; to safeguard the environment; and to act in the wider world in a responsible way. By doing this pupils will be helped to develop a love of learning for its own sake, will become effective learners and thereby will make the most of their own and others' potential.

Implementation

Management and Co-ordination

All senior managers have responsibility for managing the implementation of the school's PSHE policy. The PSHE co-ordinator has responsibility for supporting policy implementation by providing advice and support to governors, senior managers, curriculum leaders, classroom teachers and support staff.

Senior managers therefore need to ensure that they:

- Disseminate the PSHE policy to all members of the school community so that it is thoroughly discussed and well understood
- Identify clear roles and responsibilities for policy implementation
- Make explicit the underpinning aims and values and attitudes of PSHE
- Promote the development of good relationships within and beyond the school
- Promote equality of opportunity
- Seek and make provision for ongoing professional development on PSHE
- Identify the implications and links of PSHE to other school policies and to all areas of the school's development
- Include PSHE in the school development plan

Staffing and Staff Development

All staff, including support staff, need access to professional development and support that relates to the PSHE curriculum and its style of delivery. A range of provision will need to be identified that meets staff needs across a range of roles and responsibilities. Areas of staff expertise and individual staff development needs will be identified through existing staff development systems.

Subject leader Role

PSHE will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

➤ **Discrete curriculum time**

In EYFS, KS1 and KS2 timetabling of PSHE lessons will be once a week, using the Jigsaw PSHE programme.

➤ **Through and in other curriculum areas**

By creating cross curricular opportunities to reinforce PSHE teaching and planning PSHE topics so that it is relevant to what is currently being taught in each year group. We have linked our Jigsaw/PSHE scheme to our school GARK

➤ **Through activities, school events and ethos**

By involvement in the Coventry Healthy Schools programme, promoting good attendance, the taking of responsibility, good relationships, positive behaviour, challenging sexist and racist attitudes, Playground Pals and other listening systems such as pastoral support at lunchtimes, SEAL support and intervention time for 1 to 1 and small groups, Play buddies, being aware of the language used, the use of support and guidance systems to raise achievement, providing a range of extracurricular activities including residential experiences.

The responsibility for a whole school approach to PSHE is held by the Headteacher.

The responsibility for the timetabled PSHE programme is held by the coordinator with the help of the Safeguarding team. In this role the coordinator, in consultation with staff, parents, pupils and governors will develop key stage plans and schemes of work taking into account the National Curriculum requirements, school priorities for the personal and social development of the pupils, local priorities and initiatives, other government policies and the special needs and maturity levels of individual pupils. Class teachers will be provided with half termly plans covering 6 topics including RSE. These plans are provided by our Jigsaw programme, but are linked to our school GARK values and British Values.

The school will ensure progression and continuity in PSHE by including PSHE/Jigsaw in the school development plan, making provision for ongoing professional development of our personalised school Jigsaw programme, linking PSHE to other school policies and to all areas of the school's development and by setting measurable targets each year to be evaluated.

The school also fosters our 'Protective Behaviours' work, where each child, in every year group receives lessons through the 'Feeling Good, Feeling safe' programme. Protective Behaviours is taught in Autumn 1 term, every year and is a progressive programme that follows the children from EYFS to Year 6.

Curriculum Delivery

In order to cover effectively the three aspects of PSHE: Skills, Values and Attitudes and Knowledge and Understanding, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through:

- circle Time
- working in pairs and groups as well as whole class
- 1 to 1 work
- use of drama and role play
- use of puppets and role play toys
- use of stories
- use of picture prompts
- games
- hot seating
- visits to or from outside agencies
- ➤ Jigsaw PSHE programme.

Resources which support this area of the curriculum will be up-to date, relevant to pupils and presented in ways that are consistent with the fundamental aims of PSHE. Overall responsibility for PSHE resources is held by the co-ordinator. Resources will be stored online and in classrooms.

In addition to existing resources, the school aims to review and update PSHE resources regularly in accordance with budget allocation. Budget allocation for PSHE will be subject to the same processes as other areas of the curriculum.

Equality of Opportunity

In accordance with school and LEA policy, a commitment to Equal Opportunities will be built into all aspects of PSHE/Jigsaw. This will be ensured by provision for SEN/EAL pupils and resources used, explicit teaching about discrimination and stereotyping, promoting respect for others, a positive

school ethos, through our school GARK Values celebrating cultural diversity and monitoring of different groups.

Impact

Assessment, Recording and Reporting

The assessment, recording and reporting of PSHE and Citizenship will take place in accordance with whole school policy.

Assessment in PSHE should not imply that pupils are failing as people or as citizens. It should not be a judgement of worth, personality or value of an individual child or their family.

Achievement and progress in PSHE will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including written work and drawings, discussion, quizzes, scrutiny of work, pupil self- assessment and peer assessment and teacher observations.

The recording of these assessments will take the form of folders of work, teacher's records, PSHE class diaries and annotated planning. The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through feedback to individual pupils orally and in written form, recognition of individual or group achievements through certificates/awards feedback to parents at parent's evenings and informal discussions throughout the year and written reports to parents at the end of the academic year.

Monitoring, Evaluation and Review

Provision for PSHE, including the personal development of pupils, will be monitored, evaluated and reviewed by Senior Management and the PSHE coordinator by checking that whole school PSHE objectives are met, standards of teaching and learning expected are achieved, there are adequate resources, Schemes of Work are being taught appropriately, standards are being maintained

Signed