

FCJ Primary School



PSHEE Policy

Mission Statement

Teach the children with all the kindness and gentleness possible.

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Article 28 - Every child has the right to an education.

The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.



1. Aims and Objectives

Our PSHEE (Jigsaw) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

The Jigsaw schemes of learning will help our children 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

These skills are developed across the three strands of the Jersey PSHEE Curriculum: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. These strands tie closely with the rights of the child (Article 24: the right to healthcare; Article 19: the right to be safe; Article 29: the right to have positive relationships with self, others and the environment). At our school, these strands will be taught in line with the Gospel Values.



2. Roles and Responsibilities

The subject leader is responsible for:

- Preparing school policy documents, curriculum plans and any updates to the scheme of work for PSHEE.
- Reviewing changes to the Scheme of Work (JIGSAW) and advising teachers on the implementation of these.
- Monitoring the learning and teaching of PSHEE, providing support for staff where necessary. This is particularly pertinent around the teaching of SRE.
- Ensuring the continuity and progression from year group to year group.
- Helping to develop colleagues' expertise in PSHEE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Working alongside science and RE Subject Leaders to adapt JIGSAW scheme to ensure teaching is inline with our Catholic ethos.
- Liaising with the SENCO about support for pupils with SEND.
- Communicating developments in the teaching of PSHEE to all teaching staff and the SLT as appropriate.
- Leading staff meetings and INSET sessions and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in PSHEE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of PSHEE to other curriculum areas, including cross-curricular links and extra-curricular activities

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring the progression of pupils' PSHEE skills, with due regard to the Jigsaw Scheme of Work.
- Planning lessons effectively, using the school's chosen scheme of work (JIGSAW) and ensuring a range of teaching methods are used to cover the content of the Scheme of Work.
- Sharing and displaying pupils' work in a positive way that provides examples of good work and promotes varied ways of learning.
- Liaising with the PSHEE subject leader about key topics, resources, and support for individual pupils.



- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary to effectively teach PSHEE.
- Evaluating changes to schemes of work and maintaining the resources required to deliver lessons.

3. Teaching and Learning

Ignatian Pedagogy - The Jesuit method of Teaching and Learning

The hallmark of learning in an FCJ school is that care for the individual is paramount; we teach a person first and a subject second. This fundamentally means that the staff know the pupils well and are aware of the influences which affect their growth both personally and as learners. Knowledge of the context in which learning takes place is paramount to successful teaching and learning. Experience is the starting point for successful learning and engages the whole person - mind, heart and will in the learning process. This combined with dynamics of reflection and action allows for successful learners to grow, flourish and thrive as independent learners.

The Principles of Teaching and Learning for All

Alongside Ignatian pedagogy, in our school, Rosenshine's principles for effective instruction underpin the foundations for teaching, learning and assessment of the curriculum. The importance of giving students sufficient time to practise retrieving information and ask questions, following the delivery of curriculum content, builds upon prior knowledge and understanding to secure firm foundations. Teachers carefully sequence concepts and model learning through clear stages of practice. In our school, information is not learnt once, students must continue to rehearse it by summarising, analysing, or applying their knowledge across a range of contexts.

PSHEE lessons are taught in weekly one hour lessons. However, we encourage many of the approaches taught to be used in day-to-day interactions. This supports classroom culture, pupil wellbeing and behaviour. As a Gold Rights Respecting school we continue our learning through a weekly Right Respecting session, which further consolidates many of the PSHEE skills. In line with the Jersey PSHEE curriculum we teach the following areas.

1 . Health and Wellbeing

Pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing



- ways of keeping physically and emotionally safe
- about managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- to identify different influences on health and wellbeing.

2. Relationships:

Pupils should be taught:

- how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- how to recognise and manage emotions within a range of relationships
- how to recognise risky or negative relationships including all forms of bullying and abuse
- how to respond to risky or negative relationships and ask for help
- how to respect equality and diversity in relationships.

3. Living in the Wider World:

Pupils should be taught:

- about respect for self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

4. Cross Curricular Opportunities – overview

PSHE enhances a range of subjects across the curriculum. As a Catholic school there are direct links between PSHE and RE lessons.

- Science (healthy lifestyles and exercise; diet; lifecycles; changes; puberty)
- English (speaking and listening; spoken language; role-play; drama; reading)
- RE (morality; spirality; justice).
- Computing (use of technology to support pupils where appropriate)
- Rights Respecting School (clear links to UNCRC)
- Maths (money; economics; statistics)
- Geography (cultures; global citizenship)



5. Planning

Teachers are responsible for using the objectives within the JIGSAW scheme and amending to the age and stage of the pupils. Consideration must be given to the appropriateness of activities given our school context. Flipcharts must be used to display the lesson activities for the pupils, in line with school expectations which were agreed by the Science and RE Leads. Guidance can be found in the PSHEEsubject folder. These follow the agreed structure; Connect us, Open my mind, Tell me or show me, Let me learn, Help me reflect.

6. Assessment for Learning

Although no formal (or summative) assessments will be used within PSHEE, the teacher will use ongoing Assessment for Learning strategies to gauge pupils' understanding and progress. This is primarily through questioning and discussion, but will also be evidenced through written, oral and work on iPads.

7. Marking

Written work will be recorded in the pupils' PSHEEbooks. This book will follow them through school and should be an opportunity for them to share their personal views and ideas. The work will not be marked, but verbal feedback may be given by the teacher.

8. Displays

A central whole-school Jigsaw display is located in the Lower KS2 corridor. Each class will produce a piece / pieces of work (either group or a sample of individual) for each Jigsaw unit.

9. Resources

Each year group is responsible for keeping and maintaining a JIGSAW cuddly toy, chime bar and Jigsaw planning folder. Additional resources are available on the Teacher Shared network, in the PSHEEsubject folder.

10. Safeguarding

Risk assessments completed as necessary. Teachers and adults involved in PSHEElessons must be familiar with the school's Safeguarding and Child Protection policies. Consideration should be given to the nature of these sessions, and that children may open up about their emotions or possibly make disclosures.

11. Monitoring and Review



PSHEE lessons form part of our ongoing monitoring and evaluation processes. The subject lead / SLT may monitor through learning walks, book looks, lesson observations and / or pupil voice.

Please also refer to the following policies:

Religious Education,

Moral Development,

Spiritual Development,

and

Prayer and Liturgy.