



# **Personal, Social, Health and Economic (PSHE) Policy**

**February 2021**

## Introduction

The Government's guidance on PSHE education (February 2020) states that

'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.'

It also states that:

'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. Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

At Hillview Primary School, we follow the Jigsaw PSHE curriculum to ensure that we are providing a PSHE curriculum that meets the needs of our pupils. PSHE is an integral part of our school week, and we have a weekly PSHE lesson in all year groups alongside a yearly Health and Well-Being Week.

This PSHE policy is informed by DfE guidance on statutory **Relationships and Sex Education (RSE) Guidance** (June 2019), **Personal, Social, Health and Economic (PSHE) Education Guidance** (2020) **Preventing and tackling bullying** (July 2017), **Keeping Children Safe in Education** (2020) and the **Equality Act 2010** (February 2013).

Links to these documents:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing and tackling bullying advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality Act Advice Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping children safe in education 2020 - Update - January 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

## Jigsaw PSHE Curriculum

### **Aim of the Jigsaw PSHE programme**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their 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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They 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.

They 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.

### **Objectives/Pupil learning intentions:**

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 healthy 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 September to July. 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 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. 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 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. The Curriculum Mapping Document for PSHE across the school is shared on our school website.

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 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>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

### **Additional Curriculum Resources**

At Hillview we are aware of the importance of safeguarding and as a result use the Gloucestershire Healthy Living and Learning team’s Pink Curriculum to enhance the provision provided by the jigsaw scheme. Its aim is to support the development of the necessary skills and knowledge that our children need to lead a happy, safe, healthy life. This resource has an online tool to allow the delivery of materials to be specific to the needs of our children. Many of the themes are covered by the jigsaw material and the pink curriculum is used as a supplementary resource to increase depth of knowledge. GHLL lead teachers are used for support and guidance with these resources which are also used as interventions for healthy schools. These include Facts4Life; Counting Sleep; Make me a Superhero (resilience); Mindfulness and Project Oaks (Mental Health). The Pink Curriculum, alongside other additional PSHE resources, have been mapped alongside the Jigsaw Curriculum so that linked resources can be used for each lesson if required.

### **Health and Well-Being Week**

Each year we plan a health and well-being week during the Autumn Term where we have a week off timetable where we focus on health and well-being through PSHE and Physical Education. The plan of the week will vary each year but will cover different aspects of health and well-being including activities such as first aid workshops for the children, life bus visits,

PE workshops, yoga workshops, anti-bullying activities, kindness activities, caring for the community activities (e.g. litter picking, visits to residential homes etc)

## **The Teaching of PSHE at Hillview Primary School**

### **The 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 – 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
- 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.

Guidance from Stonewall has been used to support this and recommended books purchased linked to each of these areas.

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.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware many PSHE topics such as Relationships and Sex Education, and Drug and Alcohol Education-related issues provoke views which are varied. However, while personal views are respected, all PSHE lessons are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PHSE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that

individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that PSHE Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process

### **Differentiation/SEN**

The Jigsaw PSHE curriculum is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

### **Safeguarding**

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 school's safeguarding policy is followed.

### **Assessment in PSHE**

In order to identify the children's understanding of each lesson, each class teacher has a curriculum coverage folder where they put a short written evaluation of each lesson and identify any children that are working towards or working beyond the learning objective. They also identify the general understanding of the class and whether any additional work on that topic needs to be planned. Class teachers can then use the supplementary materials from the additional resources to explore the topic further if required. The annotated curriculum coverage folder will go up to the next year group to give the following teacher information on how well the children have understood the PSHE lessons and any gaps in the curriculum that need to be covered.

### **Recording of PSHE learning**

PSHE learning will consist of whole class discussions, practical activities and written work. Each pupil has an individual PSHE folder for written work which they will keep as they move up through the school. All written work will be dated and the WALT for the lesson clearly

displayed. Discussion work and practical activities will be recorded in class PSHE portfolios through photographs of practical activities or flipcharts from discussions. These portfolios will also move up through the school with each class to give a comprehensive record of their PSHE learning.

### **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Each year group has visit to the Life Bus and teachers can tailor learning to suit their class. We also have regular visits from the NSPCC Stay Safe, Speak Out team to deliver workshops and assemblies to the children.

GHLL lead teachers are used for support and guidance with interventions for healthy schools. These include Facts4Life; Counting Sleep; Make me a Superhero (resilience) and Mindfulness.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

### **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. Samples of work will be obtained after each puzzle and conferencing with the children will be undertaken on a regular basis. Also learning walks will be undertaken with other subject leaders or team members and cross curricular links will be noted.

## **Relationships and Sex Education (RSE)**

From September 2020, Relationships Education is compulsory in all primary schools in England. At Hillview Primary School, our Relationships education is covered through the Jigsaw Curriculum. We also teach the non-statutory sex education aspects of the RSE curriculum, again through our Jigsaw curriculum content.

**For more details refer to our Relationships and Sex Education (RSE) Policy**

## Roles and Responsibilities

<b>Role</b>	<b>Responsibility</b>
Governors	<ul style="list-style-type: none"> <li>● Review the effectiveness of the RSE Policy</li> </ul>
Head Teacher and Senior Leaders	<ul style="list-style-type: none"> <li>● Facilitate training opportunities for staff so that they can teach RSE effectively and handle any difficult issues with sensitivity.</li> <li>● Monitors the RSE policy on a regular basis and reports to governors on the effectiveness of the policy.</li> <li>● Manages parental requests to withdraw their children from the non-statutory sex education elements of the PSHE curriculum.</li> </ul>
PSHE Subject Leader	<ul style="list-style-type: none"> <li>● Reviews the PSHE policy on a regular basis.</li> <li>● Monitors the teaching and learning of PSHE through book looks, pupil conferencing and visiting lessons.</li> <li>● Facilitates training opportunities for staff so that they can teach PSHE effectively and handle any difficult issues with sensitivity.</li> <li>● Ensures each class has the appropriate resources needed to teach PSHE.</li> </ul>
Teaching and Support Staff	<ul style="list-style-type: none"> <li>● Delivers PSHE lessons in a sensitive way</li> <li>● Models positive attitudes to PSHE.</li> <li>● Responds to children's questions sensitively and openly within a general context.</li> <li>● Follows procedures set out in this policy when dealing with sensitive or difficult questions.</li> <li>● Provides balanced information that will take into account the different faith's and views within the class.</li> <li>● Monitors progress of the pupils in the class</li> <li>● Adapts learning to respond to the needs of individual pupils</li> </ul>
Pupils	<ul style="list-style-type: none"> <li>● Engage fully in PSHE lessons</li> <li>● Will treat others with respect and sensitivity</li> </ul>
Parents and Carers	<ul style="list-style-type: none"> <li>● Supports the school with the delivery of the PSHE lesson content by continuing the supportive and informative conversations around the topics at home.</li> <li>● Will be given the opportunity to find out about and discuss the Jigsaw PSHE programme and the RSE lesson contents through an information session and through dissemination of the SRE policy.</li> <li>● Are given the opportunity to be involved in the policy development.</li> </ul>

## **Training and support for staff**

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated, where necessary, into our staff INSET programme, drawing on staff expertise and/or a range of external agencies, especially those provided by Gloucestershire Healthy Living and Learning Team.

## **Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

## **Links to other policies and curriculum areas**

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies.

- RSE Education Policy
- Safeguarding Policy/Child Protection Policy
- Behaviour Policy
- Science curriculum
- Teaching and Learning Policy
- On-line Safety Policy

## **Policy Review**

This policy is reviewed every 2 years by the PSHE Co-ordinator.