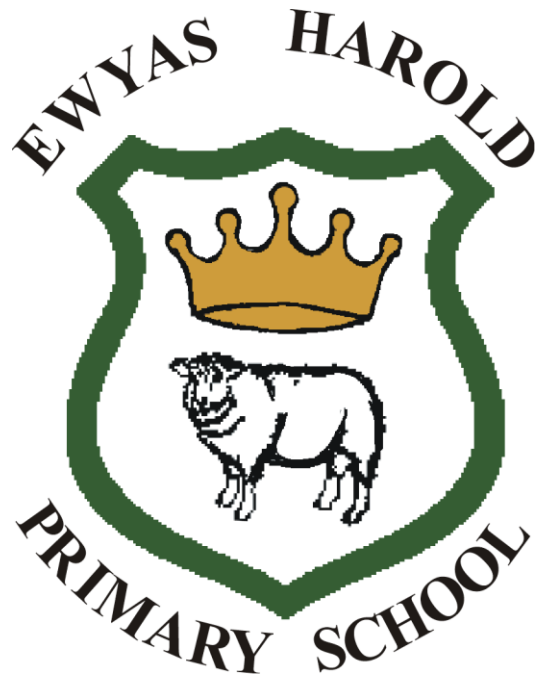


Ewyas Harold Primary School



Personal, Social, Health and Economic (PSHE) Policy

Created date	Oct 2023
Reviewed by	Jane Jones
Ratified by	FGB
Ratification date	Nov 23
Review term	Tri Annual
Next review date	Autumn 2026

This policy intends to outline the policy and procedure for PSHE at Ewyas Harold Primary School.

Ewyas Harold Primary's curriculum aims to give children the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, well-being, relationships and financial matters and will support them in becoming confident individuals and active members of society.

At Ewyas Harold our curriculum is:

- Rich in powerful knowledge, skills and vocabulary, which are specified, taught, assessed and remembered by pupils
- Well-planned and sequenced so that key concepts are built on year by year in a clear and logical progression.
- Rooted in the strongest available evidence about how pupils learn and retain knowledge in the long term.
- A well designed, cumulative curriculum structure, starting with EYFS provision, ensuring prior knowledge is always a pre-cursor to study.
- Taught by expert teachers who make skilful connections to prior knowledge as they are aware of the previous units of study.
- Underpinned by a sharp use of assessment to support and progress learning.
- Supportive of teacher workload, wellbeing and professional development.
- Diverse and forward thinking, enabling children to make connections between their local area and the wider world.
- Reflective of core British values which are embedded within the curriculum ensuring children are taught tolerance, respect and individual liberties through the conscious curriculum choices made.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at Primary; and Relationships, Sex, and Health Education at Secondary, statutory subjects.

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2020), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, updated July 2023 and **Keeping Children Safe in Education 2023**) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

PSHE Policy Rationale - Jigsaw

At Ewyas Harold Primary School, we believe that that PSHE provides 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.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Aims of our PSHE Curriculum:

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 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

Jigsaw Content

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

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change (See SRE Policy)

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

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 Autumn to June/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 (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, 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.

Expectations in PSHE (Please see our RSE Policy for end of year expectations in Relationships and Sex Education)

End of KS1

- Explain how behaviour can impact on other people in the class
- Compare own and other's choices, expressing that some choices are better than others
- Explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.
- Explain how it feels to have a friend and be a friend and explain why it is ok to be different
- Explain the part individuals play when working as a group to create an end product including how individual's skills complement each other
- Explain how it feels to be part of a group and identify a range of feelings about group work
- Explain why foods and medicines can be good and compare ideas with less healthy/ unsafe choices
- Explain why some things might make people feel uncomfortable and compare this with relationships that make people feel safe and special

End of Lower KS2

- Explain why being listened to and listening to others is important in the school community
- Explain why being democratic is important in making people feel valued
- Discuss a time when first impressions were changed
- Explain why bullying might be difficult to sport and what to do if unsure
- Explain why it is good to accept people for who they are
- Plan and set new goals even after disappointment
- Explain what it means to be resilient and to have a positive attitude
- Recognise when people are putting me under pressure and explain ways to resist this
- Identify feelings of anxiety and fear associated with peer pressure
- Recognise how people are feeling when they miss a special person or animal
- Give ways that might help manage feelings when missing a special person or animal

End of Upper KS2

- Explain how choices can have an impact on people in the immediate community and globally
- Empathise with others in the community and globally and explain how this can influence choices made

- Explain ways in which difference can be a source of conflict or a cause for celebration
- Show empathy with people in situations where their difference is a source of conflict or a cause for celebration
- Explain different ways to work with others to help make the world a better place
- Explain what motivates people to make the world a better place
- Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others
- Identify and apply skills to keep emotionally healthy and to manage stress and pressure
- Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control
- Explain the feelings that might be experienced when somebody loses someone special
- Understand how to stand up for ones self and others in real or online situations and offer strategies to help manage these feelings and situations

Early Years Foundation Stage

At Ewyas Harold, we recognise the fundamental role a child’s early years has in shaping the person and learner they become. Our curriculum is designed to build upon the strong foundations set down in our Early Years Foundation Stage. Each curriculum subject takes note of its predecessors in the EYFS, building upon and making links with prior learning.

PSHE teaching in Early Years will use the main elements of the Jigsaw scheme to ensure suitable progression for Year 1. The same themes will be addressed as throughout school, with the content below being taught to help develop key interpersonal skills and self-awareness from an early age.

Teaching is interwoven into continuous provision learning both inside and out so pupils can learn through exploratory play as well as having a short set lesson approach so that Early Learning Goals can be evidenced and met. Circle time opportunities are used to generate discussion and whole class participation.

Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Self-identity	Identifying talents	Challenges	Exercising bodies	Family life	Bodies
Understanding feelings	Being special	Perseverance	Physical activity	Friendships	Respecting my body
Being in a classroom	Families	Goal-setting	Healthy food	Breaking friendships	Growing up
Being gentle	Where we live	Overcoming obstacles	Sleep	Falling out	Growth and change
Rights and responsibilities	Making friends	Seeking help	Keeping clean	Dealing with bullying	Fun and fears
	Standing up for yourself	Jobs	Safety	Being a good friend	Celebrations
		Achieving goals			

EYFS PSHE Development Matters

Personal, Social, Emotional Development: Making Relationships

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Personal, Social, Emotional Development: Self-confidence and self-awareness

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Personal, Social, Emotional Development: Managing Feelings and Behaviour

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. **Physical Development: Health and self-care:**

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Understanding the world: People and communities

Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the world: The world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

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 (lesson) – 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)

Monitoring and Evaluation

Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

Equal Opportunities

At Ewyas Harold Primary School, we are committed to providing all children with an equal entitlement to opportunities regardless of race, gender, culture or class.

Inclusion

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) 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.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; 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 lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Monitoring and Review

This policy is reviewed every three years by the Governing Body.