



Personal, Social and Health Education Policy

(see also Behaviour and Discipline; Drugs and substance misuse; Health, Safety and Welfare; Sex and Relationship Education)

Introduction

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.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published.

However, the Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

This Jigsaw PSHE policy is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying:

- Advice for head teachers, staff and governing bodies, July 2013, updated 2017),
- 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, March 2013 and
- Keeping Children Safe in Education, 2018) 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

Aim of the Jigsaw PSHE policy

At Hambleton Primary Academy, we begin each week with an assembly linked to the puzzle being taught throughout school however at Hambleton Primary Academy, this can be adapted to suit the needs of the children within the school and modules can be changed if specific content is needed. All

puzzles will be taught throughout the academic year however the order in which they are taught depends on the needs of the children.

We emphasise active learning by including the children in discussions, investigations and problem-solving activities, and through the use of ICT. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

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 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.

Before the children leave school in Year 6, we aim to:

- 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.

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

To establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike
Relationship, Sex and Health Education in line with the new curriculum September 2020

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.

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, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
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 change

Relationship and Sex Education

See RSE policy 2020

The role of the headteacher

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Definition of mindfulness

"Mindfulness can be defined as the mental state achieved by focusing on the present moment whilst also accepting our feelings, thoughts and bodily sensations. By integrating mindfulness into the school day and taking into account the needs of the whole class we can arm our children with lifelong skills that support their current and future mental health and wellbeing."

Tammie Prince (NLE)

The Foundation Stage

At Hambleton Primary Academy, PSHE is taught throughout the school which includes Nursery, Reception along with Years 1 -6.

Teaching PSHE and Citizenship to children with special needs

At our school we teach PSHE and Citizenship to all children, whatever their ability and individual needs. The subject forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in PSHE takes into account the targets set in the children's Individual Education Plans.

Assessment for learning

At Hambleton Primary Academy, each class records the work completed by their class in a floor book. At the beginning of each puzzle, an initial assessment is completed to get a baseline of the children's knowledge so that lessons can be planned to meet their needs and ensure progression. Lessons are taught, following the Jigsaw scheme, before a final assessment is completed to ensure progression has been made.

Our teachers assess the children's work in PSHE and citizenship by making informal judgements, as they observe them during lessons, in relation to the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. We do not set formal examinations in PSHE. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense. Any child who requires additional support will receive this from teaching and support staff.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 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. The task can usually be used as evidence in the Jigsaw Journal/class floor book. Quotes from the children's discussions, examples of work completed, pictures and any additional evidence from the lessons are displayed in the floor book.

At Hambleton Primary Academy, Key Stage 2 classes have been introduced to a personal journal where they can express their own personal feelings about school and their achievements. This is used to support their learning in PSHE and highlights any concerns that may need addressing.

At Hambleton Primary Academy, we also evidence enrichment activities in a whole school floor book. This will evidence pupil council events, outside visitors coming to speak to the children or class trips out.

Cross Curricular / Parental Involvement

The teaching of PSHE within our school will be cross curricular and will seek to encourage the involvement of parents in their children's education through regular parental consultation evenings, class assemblies, school visits, school fairs and sales.

Training

Training will be provided for all staff where necessary. The PSHE lead will continue to advise staff on any changes to the curriculum.

Resources

Each class have access to the full range of Jigsaw resources that belong to each puzzle, however teaching staff are encouraged to adapt these to suit the needs of their children.

Hambleton Primary Academy also have access to Picture News, which provides resources of recent events to allow for discussion.

Monitoring and review

Our PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. S/he supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. Our subject leader is also responsible for reporting to the headteacher regarding strengths and weaknesses in the subject, and indicating areas for further improvement. We allocate special time to our subject leader to enable him/her to review samples of children's work, and to observe teaching in the subject.

The Curriculum Committee of the governing body monitors the sex education policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos

This policy will be reviewed every year.

Signed:

A handwritten signature in cursive script that reads "Holly Wood". The signature is written in black ink and is positioned to the right of the "Signed:" label.

Date: September 2020