

St Ursula's E-ACT Academy

PSHE Policy 2018/19

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RRS Articles that link to PSHE

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously

Article 13: Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 14: (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 16: (Right to privacy): Children have a right to privacy.

Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 28: (Right to education): All children have the right to a primary education

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

INTRODUCTION

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum must:

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

The Government's PSHE education review of PSHE Education (March 2015) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

A DfE commissioned review of PSHE education provision found there was a range of positive PSHE outcomes for pupils, ranging from having an 'opportunity to safely express views and ask questions; welcoming the break in intensity of other subjects; learning about key issues which affect them in their present and future lives; improving relationships with others; improved attitudes to health; being able to deal with serious personal difficulties; to improved classroom and playground behaviour' (Formby et al, 2011).

The Jigsaw PSHE scheme 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), **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, 2015) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013). The teaching of Jigsaw is the responsibility of all teaching staff at St Ursula's

Aims of Jigsaw

- 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.
- To encourage pupils 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.
- To support pupils with reflecting on their experiences and to help them understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To help pupils 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

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

TEACHING PSHE

St Ursula's academy aims to spend the equivalent of 45 minutes per week on PSHE in Key Stage 1 and Key Stage 2. This must be taught weekly following the units in their termly order. Jigsaw covers all areas of PSHE for the primary phase, as the table below 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, working together to design and organise fundraising events
Spring 2:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 1:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Links to other policies and curriculum areas

Jigsaw PSHE also links with the following areas of the curriculum and policies.

- Science curriculum
- D & T curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

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. Any disclosures made or concerns that teachers have arising from PSHE lessons should be reported using CPOMS. This reports any concerns to the designated Safeguarding Leaders, Ross Moody, Ellie Shaile/Nikki Reynolds and Clara White. 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.

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 that views around SRE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues 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 SRE and Drug and Alcohol Education 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 Safeguarding Leaders if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover SRE 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.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parents'/carers' evenings
- Involvement in policy development

- Involvement in curriculum development
- Information leaflets/displays and on school website

SCHOOL AND CLASS ORGANISATION _____ EYFS - 6

How we cater for pupils with particular needs

The PSHE lesson is appropriate for all pupils. Planning has been made by Jigsaw however it is the teacher's responsibility to differentiate the lesson for their pupils' needs.

In the weekly lesson we support children with English as an additional language in a variety of ways; e.g. Repeating instructions, speaking clearly, emphasising key words, using picture cues etc.

IWBs and ICT are important resources for many reasons, one of which is supporting children with visual needs. Jigsaw provides material for the IWB that can be edited.

Pupils with special educational needs and individual education plans

Within the weekly PSHE lesson teachers aim to provide activities to support children who find it difficult. Children with SEN are taught within the class and are encouraged to take part when and where possible. There is a P scale assessment within Jigsaw.

When educational support staff are available to support groups or individual children they work collaboratively with the class teacher. The support teacher feeds back to the class teacher when appropriate to inform evaluations, assessment and future planning.

Pupils record of their work

Throughout each unit (puzzle) there will be the opportunity for pupils to record their work. Pupils may then respond to this feedback. In some units there will also be a end of unit project for the whole school to work towards eg- Healthy Living Week. This will help towards showing our understanding of British Values, Working towards the Bristol Healthy schools award and for Rights and Respects. Work can also be evidenced in the form of photos and display work.

Marking (Y1 -Y6)

Teachers mark work produced by a pupil when required. This will include highlighting the learning objective and could include a next step to extend learning. This is not necessary every time especially when work is of a practical nature. It may be done orally.

Resources

Some resources are available with the planning. However, books that are suggested throughout the scheme may need to be substituted for stories with a similar story line, if the suggested books are not found in school. Stories can be found online or created by the teacher.

Information and communication Technology

ICT will be used in various ways to support teaching and motivate children's learning, such as the IWB or iPads

Assessment

Assessment will take place from Unit 1 (Being in My World)

Jigsaw suggests a lesson that would be the most suitable for Assessment, however this is just a guide. There are two assessment focuses per unit.

The assessment criteria will be: working towards, working at, working beyond. An Excel spreadsheet will be used to calculate the percentages of pupils for each criteria and to keep record of the progress of children throughout the school.

There is an assessment grid which shows how the units link to the Early years goals.

Short-term assessment will also be an informal part of every lesson. The teacher will share the objectives for the lesson with the children and make sure they are clear what is being expected of them to successfully achieve the objective. Plenaries will be used to assess children's learning and offer the teacher an opportunity to discuss the L.O. and the success criteria.

MANAGEMENT OF PSHE

Role of the Subject Leader

- Ensure teachers are familiar with the framework and help them to plan lessons;
- Lead by example in the way they teach in their own classroom;
- Prepare, organise and lead INSET, with the support of the Principal;
- Work cooperatively with the SENCO;
- Observe colleagues from time to time with a view to identifying the support they need;
- Attend courses run by PSHE consultants;
- Inform parents;

- Discuss regularly with the Principal the progress of implementing the Strategy in the school.
- Keep abreast with new developments in teaching and assessing.
- Ensure that the subject is well resourced.
- Provide evidence that PSHE is being taught throughout the school
- Teach demonstration lessons;
- Lead assemblies to make the children aware of each unit

Role of the Principal

- Lead, manage and monitor the implementation of the PSHE, including monitoring teaching plans and the quality of teaching in the classrooms;
- Keep the governing body informed about the progress of the PSHE
- Deploy support staff to maximise support for PSHE.

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)