

# Randlay Primary School and Nursery



'Working Together as One'

## PSHE Policy

Date: Spring 2022, Reviewed Spring 2024

Review Date: Summer 2026

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. At Randlay Primary School we are committed to the development of children's social and emotional skills, children's self-esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community.

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

- Promote 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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** a statutory subject. This policy should be read in conjunction with the RSHE policy.

This 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 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, 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

## **Intent**

At Randlay Primary School, PSHE is the thread that runs through everything we do. It reflects and enhances our school ethos as it enables our children to become independent, confident, healthy and responsible members of society, as well as developing the “whole child” intellectually, morally, socially and spiritually.

Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.

With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and developing our core Randlay Values; Respect, Collaboration, Creativity, Courage, Excellence and Aspiration.

## **Implementation**

At Randlay Primary School we follow the National Curriculum guidance for the teaching of PSHE: *‘Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education...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.’*

The overarching aim for PSHE education is to provide pupils with:

- Accurate and relevant knowledge.
- The ability to turn that knowledge into personal understanding and to make links with their own lives and experiences of the world.
- Opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

As such PSHE is taught across the school continuously during lessons, assemblies, school clubs, school events and break times. In addition, PSHE is integrated into our curriculum through SMSC and our school values of Respect, Collaboration, Creativity, Courage, Excellence and Aspiration. In addition it is taught discretely in all year groups as outlined in this policy

Jigsaw pieces are linked to British Values. The British Value is explicitly taught at the start of the puzzle piece and recapped throughout the puzzle piece.

The links to British Values are as follows:

Being Me In My World (Autumn 1) linked to Democracy and Rule of Law  
Celebrating difference (Autumn 2) linked to Tolerance  
Dreams and Goals (Spring 1) linked to Freedom/Liberty  
Relationships (Summer 1) linked to Mutual Respect

### **In EYFS:**

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. During provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice.

### **In KS1 and KS2:**

Our whole curriculum is shaped by our school vision, 'Working Together as One'. We are committed to providing a friendly, happy and hardworking environment where respect for others, positive attitudes towards work and behaviour are encouraged and nurtured. Where all children are valued.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Jigsaw PSHE directs our aim on developing the "whole child" through a spiral curriculum approach to developing knowledge, skills and understanding in the areas of;

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships (taught through Respect Yourself, Eat Better, Move More RSE programme)
- Changing Me (taught through Respect Yourself, Eat Better, Move More RSE programme)

These are six puzzles in Jigsaw that are designed to progress in sequence from September to July. Each puzzle has six pieces (lessons). 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. Teachers will shape this provision to ensure that all children can access this curriculum and make good progress in all areas of the curriculum.

The taught Jigsaw Content is as follows:

| <b>Term</b>      | <b>Puzzle name</b>     | <b>Content</b>                                                                                                                                                                                                                             |
|------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 and resilience building                                                                                                                                                                                 |
| <b>Spring 2:</b> | Healthy Me             | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)                                                                                                                    |
| <b>Summer 1</b>  | Relationships          | Includes developing understanding of family relationships, friendships and their links within the global community                                                                                                                         |
| <b>Summer 2</b>  | Changing Me            | Elements of relationships and health education are taught through Jigsaw's Changing Me puzzle piece other elements including puberty and sex education is taught using Shropshire's Respect Yourself, Eat Better, Move More RSE programme. |

In addition to our learning through Jigsaw with further enhance our relationships and sex education (RSE) using the age appropriate materials in the Respect Yourself, Eat Better, Move More RSE programme. This is outlined more thoroughly in the RSHE policy. The Respect Yourself, Eat Better, Move More RSE programme provides a comprehensive spiral curriculum on RSE from year 1 to 6, with support from health professionals as appropriate to the needs of the children. Aspects of RSHE are also covered with the statutory science curriculum and physical education.

### **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.

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol 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 health and well-being.

## Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

| Age  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4-5  | Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; celebrations.                                                                                                                                                                                                                                                                                                      |
| 5-6  | Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us.                                                                                             |
| 6-7  | Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food.                                                                                                                                                                                                                                                                                                                      |
| 7-8  | Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others.     |
| 8-9  | What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones.                                                                                                                    |
| 9-10 | Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour. |

|       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10-11 | Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use. |
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### **Moral and Values Framework:**

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### **Confidentiality and Child Protection/Safeguarding 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 Designated Senior Leader or the one of the Deputy Designated Senior Leaders who take action as laid down in the Safeguarding/child protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding/child protection issues. When dealing with issues that relate to safeguarding a child, confidentiality cannot be maintained but matters will be treated sensitively and on a need to know basis.

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.

### **Inclusion/SEND:**

Jigsaw 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 Piece 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.

### **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.

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

### **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. The Charter is displayed in every classroom to be referred to. (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.

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 RSHE and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSHE and Drug and Alcohol Education issues are taught without bias. 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.

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 designated Safeguarding/Child Protection person if they are concerned.

Each class has a worry box available for children to share concerns through writing rather than orally. This is checked by teaching staff and followed up with children as is appropriate which may include reporting concerns as per the safeguarding policy.

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

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

- Science curriculum
- Relationships and Sex Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child protection Policy

### **Training and support for staff:**

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. 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 in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

## **Impact**

By the time children leave Randlay Primary School they will: have a willingness and ability to try new things, push themselves and persevere; have a good understanding of how to stay safe, healthy and develop good relationships; have an appreciation of what it means to be a positive member of a diverse, multicultural society; demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty and have a strong self-awareness, interlinked with compassion of others.

Pupil voice is used to measure children's understanding. Furthermore, the impact of our PSHE provision can be seen in the children's social interactions in class and on the playground, after-school club attendance, school councillors and sports ambassadors.

### **Monitoring and evaluation:**

The PSHE Subject Leader will monitor delivery of the programme through observation and discussion with teaching staff and children to ensure consistent and coherent curriculum provision. This will be fed back to Senior Leaders and Governors.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

This policy will be reviewed every two years or sooner in the case of changes to government guidelines.

Linked Policy: RSHE Policy