

Policy for PSHE

Introduction

Personal, social, health and economic education promotes pupils' personal social and emotional development, as well as their health and well being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

Aims

At St Marys CofE (VA) Primary School we believe that the personal, social and health development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of adult life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding. (See [Safeguarding Policy.](#))

At St Marys we aim to help the children to:

1. develop confidences and responsibilities and make the most of their abilities.
2. prepare to play an active role as citizens.
3. develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
4. develop good relationships and respect the differences between people.
5. understand some basic principles of finances.
6. make a positive contribution to the life of the school

Organisation

The Teaching of PSHE.

St Marys uses the Jigsaw Scheme curriculum. Other resources are used when necessary e.g. SEAL/GHLL.

Each class teacher has access to the Jigsaw Scheme. We also have a central store of PSHE resources which is accessible to all staff members.

In addition to teaching PSHE as a 'stand alone' subject, it is also taught, where possible, within other subjects. Teachers will also aim to set aside time in class to discuss matters arising from school council meetings.

PSHE and Citizenship will enable children to practise specific skills in structured contexts and in their daily life including:-

1. Encouraging everybody to take responsibility for their actions through the agreement of class rules.
2. Involving children in the setting of their targets for learning.
3. Encouraging children to recognise and respect differences between people.
4. The election of a school council in a democratic manner, which actively develops the direction of the school.
5. Encouraging children to take responsibility for their behaviour.

There are wider Opportunities for personal and social development at school. These include:-

1. The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
2. Consideration of the holistic needs of every child with regard to their race, culture, language and faith.
3. Planning class visits and trips which widen children's experiences beyond the immediate local environment.
4. Coming together as a school for daily collective worship, and to celebrate academic and personal achievements.
5. Planning events which encourage the school to work together for

Example: Christmas Nativity, Well Being Week, Summer Fair.

We seek to promote a healthy lifestyle and self confidence for our community by:

1. The provision of a range of lunch time and after school clubs e.g. football, choir, gym, ICT, Craft and homework which help foster a healthy lifestyle and encourage children to explore individual talents.
2. Providing opportunities in school for children to learn a musical instrument.
3. Promoting walking to school.
4. Healthy eating promotions during the year and a display/posters encouraging a healthy diet in the school hall.
5. Attention to the needs of SEN/EAL children.

We seek the involvement of the whole school community through:-

1. Encouraging parents/ carers to support trips or whole school events.
2. Weekly newsletters sent to parents/ carers and termly class newsletters and topic webs.
3. The Home/ School agreement.
4. The St Marys school PTFA.

Time Allocation

Each class teacher will aim to allocate a minimum of 30 minutes each week to PSHE.

Resources

The Jigsaw Scheme is available on the staff drive which staff can access on their laptops. Other resources for PSHE, SEAL and RSE are kept by the PSHE lead and can be accessed upon request.

Monitoring

The Coordinator will carry out a programme of sampling lessons over the year and liaise with the PSHE governor – Mrs L Maisey.

Equal Opportunities

PSHE follows the Equal Opportunities Policy of St Marys School.

Responsibilities

The PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of PSHE.
- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending INSET/training and providing staff with appropriate feedback.

Each class teacher is responsible for delivering the Jigsaw curriculum to their class.

Policy History

First Draft	April 2017
Reviewed	March 2018
Next Review	March 2019

This policy has been agreed by the governing body of St Marys CofE (VA) Primary School onand supersedes all previous policies relating to this area.

Signed (Chair of Governor)

APPENDIX 1

Jigsaw Puzzles Overview

BEING ME IN MY WORLD

A sense of belonging; Welcoming others; Building the positive and nurturing ethos of the class/school; Being part of a school community, a wider community, a global community; Rights (UNCRC) and responsibilities; Working and socialising with others; School Council and pupil voice; The Learning Charter: rights, responsibilities, rewards and consequences.

CELEBRATING DIFFERENCE

Similarities and differences – diversity; Appearance, disability, racism, power, friendships, conflict; Accepting everyone's right to 'difference', regardless of their circumstances or choices; What is 'normal'?; Bullying – what it is and what it isn't, including cyber and homophobic bullying.

DREAMS AND GOALS

Hopes and dreams; Goals to success; Learning and personal strengths; Challenges – team-work skills and tasks; Overcoming obstacles; Enterprise and fundraising; Experiencing and managing feelings of pride, ambition, disappointment, success; Aspirations – jobs and careers; Dreams and goals of others in different cultures/countries; Dreams for the world .

HEALTHY ME

Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).

RELATIONSHIPS

Families; Friendships; Love and Loss; Memories; Grief cycle; Pets and animals; Safeguarding and keeping safe; Attraction; Assertiveness; Conflict; Own strengths and self-esteem; Cyber safety and social networking; Roles and responsibilities in families; Stereotypes; Communities; Wider communities.

CHANGING ME

Life cycles; How babies are made; My changing body; Puberty; How babies grow; Growing from young to old; Becoming a teenager; Assertiveness; Self-respect; Safeguarding; Family stereotypes; Self and body image; Attraction; Change; Accepting change; Looking ahead; Moving/transition to secondary.

APPENDIX 2

Jigsaw Assessment Overview

Comprising the 'Working at' descriptor for each Puzzle in every year group (except Being Me in My World)

At the beginning of each Puzzle (after the Puzzle Overview) you will find:
 1) 'My Jigsaw Learning Record.' This shows each child the attainment descriptors for this particular Puzzle and gives the child and the teacher a way of discussing and recording progress.
 2) 'My Learning Progress This Year.' This shows all the attainment descriptors for each Puzzle across the year and provides a record of progress for each child.

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me</p> <p>and express how I feel about them</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>
Year 2	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/girl</p>
Year 3	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>and can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue</p> <p>and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
Year 5	<p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>
Year 6	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>