



Personal, Social and Health Education Policy

Sherard Primary School

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. 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).

This PSHE policy is informed by DfE guidance in **Relationships education, relationships and sex education (RSE) and health education** (to become mandatory in September 2020)

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 **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Aim of the PSHE policy

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 school and wider community. 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.

Objectives/Pupil learning intentions:

At Sherard Primary School, 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

Curriculum Content

At Sherard Primary School our school ethos of 'Reach for the Stars' and our LEARN Values (Love for learning, Everyone achieves, Able to learn from our mistakes, Respect for all, Learning from our mistakes) promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives. We will deliver PSHE lessons using the 'Jigsaw, a mindful approach to PSHE' Programme from EYFS through to year 6.

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 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 Relationship and Sex Education in the context of looking at change

Routes to Resilience

Route to Resilience is an exciting whole school initiative. After attending the year-long training by Steve Harris, Wellbeing Education, we developed ways to develop strong character muscles in the children that prepare them well for learning and for life. Here are our thirty character words. This list of words was chosen by pupils, staff and parents.

Determination	Kindness	Curiosity	Creativity	Cooperation	Enthusiasm	Friendship	Focused	Integrity	Self-efficacy
Independence	Motivation	Imitation	Questioning	Respect	Risk Taking	Confidence	Self-control	Empowered	Humour
Reasoning	Problem Solving	Empathy	Gratitude	Optimism	Reflective	Aspirational	Enthusiasm	Responsibility	Inclusiveness

Why are we doing this?

Department for Education

"We can all recognise the attitudes, traits and values that are so sought by employers, parents and educators: persistence, integrity, curiosity, resourcefulness and so on. These character traits not only open doors to employment and social opportunities but tend to underpin academic success and young people's happiness and wellbeing as well. The country's leading state and independent schools demonstrate how a concerted focus on instilling these kinds of character traits throughout school life is the most effective model." -DfE Strategic Plan

DfE Strategy 2015-2020

12 – Build character and resilience

Support schools to develop pupils into well-rounded, confident, happy, and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens.

11 – Support & protect vulnerable children

Support schools to help children and young people build good mental health and access support where they need it.

5 – Embed rigorous standards, curriculum, and assessment

Ensure schools help all pupils progress, particularly stretching the most able pupils and supporting low attainers.

Department for Health

Future in Mind

- Promoting resilience, prevention and early intervention
- Improving access to effective support- a system without tiers
- Developing the workforce

"Many schools are developing whole school approaches to promoting resilience & improving emotional wellbeing, preventing mental health problems from arising and providing early support where they do. Evidence shows that interventions taking a whole school approach to wellbeing have a positive impact in relation to both physical health and mental wellbeing."

Relationships and Sex Education

Definition of Relationships and Sex Education

'Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being. (Sex Education Forum, 2019).

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

We have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum.

Drug and Alcohol Education

Definition of 'Drugs':

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.

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

Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely
		feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs
		identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
		can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
		can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
		make an informed decision about whether I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
		make an informed decision about whether I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart
		be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused
		tell you how I feel about using alcohol when I am older and my reasons for this

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 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.

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 (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw 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.

Online Safety

Every half term the children learn about ESafety as part of their Computing curriculum.

Differentiation/SEN

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.

Safeguarding

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/lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, staff will follow the school's safeguarding procedures.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

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 another opportunity for teacher assessment, but also offers children the chance to assess their own learning.

Monitoring and evaluation

The PSHE subject leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, charity representatives, community police and fire officers, can make a valuable contribution to the Jigsaw PSHE programme. Their input will be carefully planned and monitored to fit into and complement the programme and our school ethos.

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. The class rules (established at the beginning of the school year) will be evident and referred to.

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 RSE and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE 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 can form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE 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 appropriate member of management where needed.

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

British Values

In accordance with The Department for Education we aim to actively promote British values in schools to ensure young people leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

Jigsaw contributes to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across all Year groups.

The Key Values are:

- * democracy
- * rule of law
- * individual liberty
- * mutual respect
- * tolerance of those of different faiths and beliefs

"We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those of different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils, reasonable, practical steps have been taken to offer a balanced presentation of opposing views."

At Sherard, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of lessons and activities to celebrate these. We also recognise that regardless of our individual cultural heritage and background that we all belong to a wider British community with values that are important to us all.

At Sherard these values are reinforced regularly and in the following ways:

❖ Democracy

Democracy is rife within the school. Pupils can have their voices heard through our School Council and pupil questionnaires. The pupils also have the opportunity to vote suitable candidates to represent school in other ways such as Head Boy and Head Girl.

❖ The Rule of Law

The importance of Laws, whether they are those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school collective worship. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

❖ Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices safely through a provision of empowering education in a safe environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to do this through regular interaction with their teacher and PSHE and ESafety lessons. Whether it be through choice of challenge within the lesson, how they record their work, participation in extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

❖ **Mutual Respect**

Part of our school behaviour policy is based upon 'Respect' of one another. This is seen in class rules around the school and we believe at Sherard that we should treat each other as we would like to be treated our self. This respect also extends to understanding and appreciating the differences and challenges that others face, within school and outside.

❖ **Tolerance of those of Different Faiths and Beliefs**

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE.

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:

- * Parent/carer Jigsaw awareness session
- * Parents'/carers' evenings
- * Information leaflets/displays

When the DFE released their most recent guidance in draft (2018), a parent working party was formed in order to review our RSE policy and PSHE curriculum and look at how we move forward with the new guidance. This working party then presented a parent's workshop in order to share with parents, answer questions or respond to concerns.

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
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Behaviour 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.

Confidentiality and Child Protection 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 named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Pastoral Manager

At Sherard we have a Pastoral Manager who works closely with pupils, parents and staff. She provides support, along with other members of the Pastoral team, for a variety of needs including:

- Vulnerable families
- Health and hygiene related issues
- Social care interventions
- Attendance
- Home visit
- SEMH interventions
- Chill Zone lunch club

Awards and recognition

On a Friday afternoon, we hold a special praise assembly. Lunch time supervisors also award pupils for their positive attitudes and lunch time behaviour. In addition, throughout the week the Lunchtime Supervisors, as part of our Happy Lunchtime system, award stickers which are then totalled at the end of the week and the winning class win a prize e.g. 10 minutes extra for playtime, going to lunch 10 minutes earlier.

Gold Star status

If children reach gold on 3 days in the week, then they are awarded *Gold Star* status. They wear a special lanyard for the following week which earns them privileges like staying in at playtime.

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