

**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



# PSHE Policy

## Thakeham Primary School

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Review Date: December 2024

Signed

Headteacher: *S. Norton*

Chair of Governors: *Judith James*

At Thakeham Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible citizens. These are all key elements of our school vision:

“High quality learning and teaching are at the heart of our school. We nurture and celebrate each child’s individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. Through encouraging a strong sense of respect and responsibility, both within our local community and the wider world, we support our children to be co-operative, caring citizens for the future.”

PSHE is connected to all aspects of daily life in our society and consequently has an important part to play in the education of our pupils. Our approach to PSHE incorporates children’s rights, school values, global citizenship, SEAL, SMSC, British values, safeguarding and our Thakeham Values. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

### **Aims and Objectives:**

Our children will be guided, encouraged and taught to:

- Develop confidence and responsibility and make the most of their abilities
- Develop a healthy, safe lifestyle
- Develop good relationships and respect the differences between people
- Develop their own voice and opinions
- Learn to play an active role as citizens of the world
- Make the most of their own and others abilities

We achieve these aims through:

- Discrete curriculum time following the Jigsaw programme
- Teaching PSHE in and through other subject areas (including RE, collective worship, Science and Computing)
- Participation in activities and social events.
- Our school values system- Super Learning Hero characteristics and assemblies.
- Knowing how to stay as healthy as possible
- Knowing how to keep themselves and others safe
- Being able to form worthwhile and fulfilling relationships
- Respecting the differences between people
- Developing independence and responsibility
- Playing an active role as members of our democratic society

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The whole school works on the **same Puzzle (theme)** in the same half-term. Each Puzzle will be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way. In the classroom, each lesson covers two objectives: one is based on specific PSHE learning (purple) and one is based on emotional literacy and social skills development (green).

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education (in upper KS2), self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Our Curriculum Overviews reflect the elements taught in each puzzle (unit) across our two-year rolling programme. Some aspects of the Jigsaw Curriculum are taught in a cross-curricular approach with RE/Computing/Science.

We place an emphasis on active learning by including the children in discussions, investigations, problem solving activities and making decisions.

We encourage children to take responsibility and reflect on experiences, e.g. children organising charity fundraising, planning of special events, involvement in activities to help groups or individuals less fortunate than themselves, e.g. our individual class charity sponsorship, appeals.

We invite visitors to share expertise, skills and experiences. These provide added value to the school's work and link with our Curriculum Driver 'Learning for Life'. These include: Police liaison officer - Authors - Artists - School nurses – Athletes. Other members of the local community, e.g. parent with a new baby or pet, grandparents – how values and life has changed, parents sharing their career or areas of interest.

Children are encouraged to relate positively to their local community by developing links e.g. Ambulance, Library, Fire Station, Village Preschool, local residential homes, through visits and related work. We also attend flower festivals, country dancing, village days, Christmas and Easter services, and Harvest, when food is distributed to the local community.

Residential experiences, visits and special days or weeks in school provide opportunities for children to work and plan together, and develop and maintain relationships under different circumstances, reflecting on new experiences.

## **Classroom organisation and management:**

We teach PSHE as an integral part of topic work covered during each year. To ensure progression, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. This is a whole-school approach, with discrete teaching from EYFS (covering Early Years Learning Goals) through KS1 and KS2 (covering the National Curriculum and RHSE guidelines).

We timetable a weekly Jigsaw lesson in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. These explicit lessons are reinforced and enhanced in many ways: circle time, assemblies, links to our Super Learning Heroes, certificates, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Children with special needs, including the most able, have learning opportunities matched to individual needs. We also take into account targets set for children in ILP's (Individual Learning Plans), e.g. self-esteem, behaviour needs. Opportunities for more able children are provided through activities encouraging higher order thinking skills.

## **Roles and responsibilities:**

The role of the coordinator is to:

- take the lead in policy development and monitor planning, teaching and learning to ensure continuity and progression
- ensure values and ethos are shared by all staff members
- take responsibility for purchase of resources and keep updated on current developments
- represent school at inset courses and meetings and disseminate information to colleagues as appropriate
- liaise with other agencies including advisers, police liaison etc.

Governors

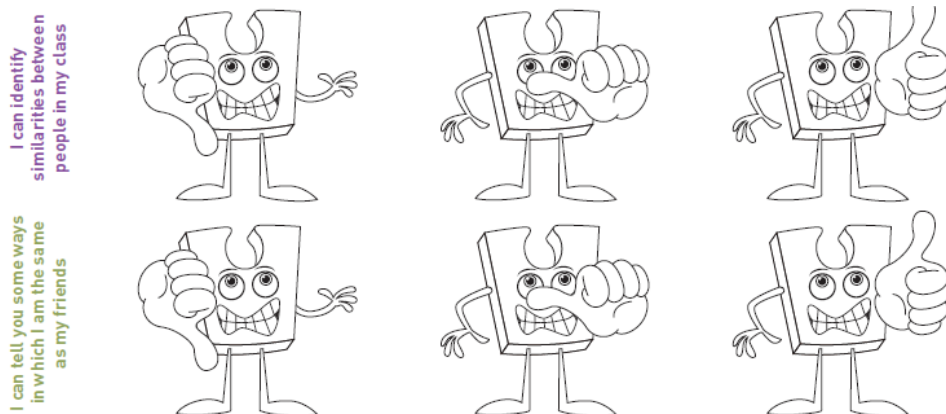
- support business links with PSHE and citizenship where applicable
- ensure curriculum provision is monitored and practice is effective and in line with the policy.

## **Assessment and recording:**

### **Self-Assessment**

Each lesson, children are given time to reflect on their learning. Each Piece (lesson) has a formative assessment activity that children can use to self/peer assess their understanding in that lesson. For younger age groups these recording sheets are called **My Jigsaw Learning** and for older students,

**My Jigsaw Journey.** These are to be completed by the children and can be included in their Jigsaw Journals.



Teachers can show these recording sheets and discuss them with the class prior to completion by using the PowerPoint slides included with each Jigsaw Piece (lesson).

For **My Jigsaw Learning** tasks, children colour in or tick the Jigsaw Friend (thumb up, thumb down, thumb neutral) which corresponds to their personal assessment for the purple and green learning intention for that Piece (lesson).

For ages 6-7 (Year 2) there is also a comments box that can be used for setting formative targets or for children's general TINT (to improve next time) about the Piece (lesson).

**My Jigsaw Journey** tasks for the older children follow the same approach with them ticking or colouring the appropriate box for each learning intention in a Piece (lesson). There is also a box for them to record if they were absent for a particular lesson, and a TINT (to improve next time) to record formative targets or comments.

### Teacher Assessment

Staff assess the children's work in PSHE through observations of their learning, contributions to class discussion, reflections in their Jigsaw Journals and completed activities. Teachers provide feedback to children both verbal and written as per our Assessment Policy, so children understand what they are doing well, know how to improve and feel that their contributions and work are valued.

The last Piece (lesson) in each Puzzle is also identified as an assessment opportunity for the whole Puzzle. At the end of each Puzzle, teachers use work in the children's Jigsaw Journals, their own observations throughout the unit (Puzzle), the children's formative assessments and Piece (lesson) 6 to make a Summative Assessment of the children's progress.

Teachers use a Summative Assessment: tracking pupil progress sheet and assess children using the three attainment descriptors for each Puzzle. Teachers use a 'best-fit' approach to decide whether the child is **working towards, working at or working beyond for that Puzzle**, highlighting one green and one purple descriptor. Teachers can draw on exemplifications in lesson 6 to aid teacher judgement for the working towards/ working at/working beyond attainment descriptors.

The green descriptors also help to highlight children who may need more support with emotional literacy or social skills development and they can be signposted to pastoral support in school.

### Reporting to parents

We report achievements to parents annually in the child's annual reporting on attainment in each of the puzzles across the year.

### **Resources:**

Within the Jigsaw programme we have curriculum overviews, weekly lesson plans and resources, assemblies linked to the unit. There are additional resources for other aspects of PSHE and citizenship in school including the library. Reference material for teaching issues such as health and drug education is held in the staff room.

Other policies to consider in relation to PSHE and citizenship: Behaviour Policy, RSE Policy, Drug Education Policy, Safeguarding and Child Protection Policy, Collective Worship Policy.

### **SMSC & Promoting British Values:**

The DfE reinforce the need *"to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."* The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister. British Values form part of our work on SMSC which are documented in our SMSC/British Values Long term plan. Every Piece (lesson) in the Jigsaw programme contributes to at least one of these aspects of children's development.

### **Specific Issues within PSE:**

- Confidentiality- If a child discloses information that could relate to child protection the adult will inform the Designated Safeguarding Lead for Child Protection. The child concerned will be informed that confidentiality is being breached and reasons why. (See Safeguarding and Child Protection Policy).
- Controversial and Sensitive Issues- Staff are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE 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 others that may have a different opinion.
- Equal opportunities- We will aim to ensure that all children will have an equal opportunity to explore their potential regardless of gender, ability, cultural or religious background with reference to our school's equal opportunities policy.

### **Communication with Parents/Carers**

Each term, teachers outline the key aspects of teaching and learning (pieces) across the unit (puzzle) through our termly Curriculum Letters.

Parents will be invited to workshops or where Covid-19 restrictions are in place, will receive a Powerpoint at appropriate points to share curriculum content and approach.