

Personal Social and Health Education Policy (PSHE)

St Margaret's CEVA Primary School



Approved by:

Learning and
Standards Committee

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Context and 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.

All pupils are entitled to a broad and balanced curriculum regardless of race, background, gender, religion or ability. PSHE is a non-statutory subject within the National Curriculum. However, here at St Margaret's CEVA Primary School we are committed to the development of the whole child and as a consequence we place Personal, Social, Health and Economic Education (PSHE), well-being and mental health at the heart of all that we do. We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that St Margaret's takes pride in, and assumes with integrity and purpose.

At St Margaret's CEVA Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. Please see our RSE policy for full details of this.

To ensure progression and a spiral curriculum, we use *Jigsaw*, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: *Jigsaw 3-11* and statutory Relationships and Health Education, shows exactly how *Jigsaw* and therefore our school, meets the statutory Relationships and Health Education requirements. This document can be found on our school website.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

1. Aims

Through our curriculum, our school environment, our Christian ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice is very viewed as paramount in our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in the wider school community.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at St Margaret's develop their personalities and behaviour through the specific focus on our Christian values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

At St Margaret's CEVA Primary School, the emphasis placed on pupil well-being, PSHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the PSHE framework receive appropriate focus and emphasis:

Whole School Christian Values:

- Truthfulness
- Thankfulness
- Perseverance
- Justice
- Respect
- Trust
- Courage
- Generosity
- Compassion
- Forgiveness
- Service
- Friendship

Our regular collective worship focusses on these values, teaching them, exploring them, celebrating them and modelling them in our everyday practice.

As stated above in section 2, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

Refer to our RSE policy for details about what we teach, and how we decide on what to teach, in this subject. This can be found on our school website or requested via the school office.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. 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.

Term	Puzzle (Unit)	Content
Autumn 1:	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.

Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	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
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

3.2 How we teach it

At St Margaret's CEVA Primary School we allocate 60 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Special consideration is given to the needs of more vulnerable pupils including, SEN, EAL and others and appropriate support is put in place where it is needed to ensure all pupils regardless of ability, special educational needs or disability can fully access the curriculum.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, 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.

Class teachers deliver the weekly lessons to their own classes. Where appropriate outside agencies such as, school nurses or community engagement officers may be invited in to cover parts of the curriculum. All resources required to teach the curriculum are provided as part of the Jigsaw programme.

As PSHE can include subjects which may be sensitive to some pupils and staff the Jigsaw Charter which forms the basis of every PSHE lesson, includes the right to pass. This allows pupils to engage in the learning without fear of having to participate in areas they feel uncomfortable with. Staff are also encouraged to explore their own beliefs and values around topic areas so as to ensure these do not influence their teaching. Support and guidance is always available to staff who wish to discuss any concerns they have about delivering the PSHE curriculum. The school Inclusion Manager/PSHE lead is always available for informal supervision sessions for staff to enable them to explore any issues that may be raised in a non-judgmental and secure and supportive environment.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Debbie Richards, Inclusion Manager through:

- Learning walks
- Monitoring the pupils' Jigsaw journals
- Pupil perception interviews and surveys
- Governor focus mornings
- Assessment is through the use of Target Tracker and ongoing assessment throughout the school

This policy will be reviewed by Debbie Richards, Inclusion Manager annually. At every review, the policy will be approved by the governing board and the headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

RSE

Safeguarding

Equalities

Mental health and Wellbeing