

PSHE POLICY 2022/23



PSHE

At St Mary's School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website (See Appendix 1)

This supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) (in purple) and the other designed to develop emotional literacy and social skills (in green).

Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson. The lessons then split into 6 parts, all of which should be included in every session to ensure that the learning --- follows the optimum progression.

- Connect us - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece.

- Calm me - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw.
- Open my mind - The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each lesson. It will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.
- Tell me or show me - This section of the Piece is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.
- Help me reflect - Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points.
- Closure - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

IMPACT: This can be established through assessment identified in the key learning. Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. It also allows children of 6 and over the opportunity to identify areas for self-improvement.

1. Aims of the policy

The aim of this policy is to encourage the best Personal Development possible from all pupils. We aim to encourage all pupils to use Personal Development as a basis for the choices they make.

The school has a set of core values agreed and understood by the school, governors, parent's and children and these permeate school life. The School core values of Love, Peace and Hope are the vehicle that underpins the personal development at St Mary's:

- Ensuring that all pupils fulfil their potential.

- To be the best that they can be.

We recognise that the development of pupils spiritually, morally, socially and culturally plays a significant part not only in their ability to achieve and learn their best, but also in their ability to relate fully to and access the world they live in.

2. Roles and Responsibilities

2.1 The Governing Board is responsible for approving and monitoring this Personal Development Policy's effectiveness and holding the Head Teacher to account for its implementation.

2.2 The Head Teacher is responsible for implementing this Personal Development policy.

The Subject Lead will ensure that:

The academy environment encourages high quality personal development that impacts positively on pupil outcomes. The subject lead will also monitor the implementation of this policy to ensure the consistency of practice.

2.3 Staff's Personal Development is a professional duty of all staff as stated in the Teacher' Standards. Staff are responsible for:

- Setting high expectations which inspire, motivate and challenge pupils:
- Delivering a suitably planned and structured lesson which meets all individual needs.
- Implementing the Personal Development policy consistently.
- Modelling, promoting and reinforcing personal development in the classroom and around the academy as well as on educational visits and other offsite activities.

Classroom Management

2.4 Teachers and support staff are responsible for setting the ethos and context for positive Personal Development within the classroom and generally around the school.

They will: Develop a positive relationship with pupils, which may include:

- Establishing clear routines
- Communicating expectations
- Highlighting and promoting good Personal Development
- Using positive reinforcement
- Create and maintain a stimulating environment that encourages pupils to be engaged in their learning
- Display Jigsaw values in each classroom.

3. Expectation of pupils

We place an emphasis on active learning by including the children in discussions, role play, investigations and problem solving activities. Children are given regular opportunities to reason, evaluate, enquire, be creative, communicate and process information. Effective and varied age appropriate teaching strategies are employed to deliver the Personal Development Curriculum which includes: Circle Time, use of fiction and poetry books, role play and drama techniques, discussion and feedback. This will further include; a balance of individual/ partner/ small group / year group/class/team and whole school work, appropriate use of outside speakers and visitors who are invited into school to talk about their role in creating a positive and supportive community.

4. 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 year on 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

At St Mary's School we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- Praise and reward systems
- The Learning Charter
- Relationships between adults and children
- Peer on peer support 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. Children who are absent for statutory relationship education will receive the sessions at a later time with other pupils who may have missed sessions where possible.

5. Planning

Planned units of work are provided through the JIGSAW scheme for each year group to ensure total coverage and progression throughout the school. Planned units include learning objectives, outcomes and resource information. Resources will be updated and maintained and audited as required. The scheme is a comprehensive resource and planning aid for the delivery of all aspects of PSHE. It builds on children's prior knowledge and learned skills, including emotional and physical changes, friendships, financial capability, personal safety, diversity and citizenship and healthy lifestyles.

Our PSHE programme consists of six half-term units of work from Jigsaw.

Every unit has two learning intentions; one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills.

The topics included are;

- Understanding my place in the class, school and global community, as well as, devising Learning Charters.
- Anti-bullying (cyber and homophobic bullying included) and diversity work.
- Goalsetting, aspirations for yourself and the world and working together.
- Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
- Understanding friendship, family and other relationships, and conflict resolution and communication skills.
- Sex and relationships education in the context of coping positively with change and includes age appropriate human reproduction.

6. Pupil Support

The School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Where necessary, support and advice will also be sought from specialist teachers, Behaviour Support, and Educational Psychologist, medical practitioners and/or others, to identify or support specific needs with Personal Development.

7. Monitoring Arrangements

This Personal Development policy will be reviewed by Head Teacher- Mrs Booker and full governing board annually. At each review, the policy will be approved by the Head Teacher and shared with staff.

8. The PSHE programme is further developed through:

- Online safety teaching
- Anti-bullying awareness
- Liaison with outside agencies
- Collective Worship

9. Links with other policies

This Personal Development policy is linked to the following policies:

- SRE policy
- Behaviour policy
- Exclusions policy
- Anti-bullying policy
- Safeguarding policy

At St Mary's School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Policy Review

This policy is reviewed annually.

	Signed Head Teacher	Signed Chair of Governors
Date of review:		
Date of next review:		