



WELLESLEY PRIMARY SCHOOL

Personal, Social, Health & Citizenship Policy

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Change Record Sheet

Issue No	Date	Summary of Change	Amended by:
1	Policy Written:	September 2017	Heather Small
2	Policy Reviewed:	January 2019	Heather Small

Summary

This policy will be reviewed every 3 years.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

Policy Written: September 2017

This policy should be read in conjunction with:

Sex and Relationship Policy

Drug Education and Drug Related Incidents Policy

Inclusion Policy

Anti-Bullying Policy

School Discipline and Rewards

Healthy Eating

Rationale

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, 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 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 existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **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 Keeping Children Safe in Education, 2016)) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Guidelines

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 their school and 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:

Jigsaw PSHE (programme of study) 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

Jigsaw Content

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 Sex and Relationship Education in the context of looking at change

Delivery

Jigsaw PSHE 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'.
- 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.
- Jigsaw will be delivered through structured lessons, circle time and incidental work (including break times) on a day to day basis. It may also form part of cross-curricular work.
- Teachers will be encouraged to invite visitors into school to enrich the PSHE&C curriculum as well provide expert advice, e.g. the School Nurse, our Road Safety Officer.
- Assemblies will also cover aspects of the PSHE&C curriculum
- All children will be involved in class councils and will vote for class representatives on the School Council.
- Children will be encouraged to join in with whole school initiatives such as fund-raising for charity or Healthy Lifestyle Weeks.
- Children in KS2 will be given the opportunity to act as playtime buddies and children in Year 5 & 6 will be offered the chance to train as peer mediators.

Monitoring and Assessment

Planning for PSHE&C will be monitored each term by the PSHE&C co-ordinator

Observations of teaching and learning will take place as part of the monitoring cycle.

Pupil conferences will be held annually to discuss issues relating to PSHE&C.

The majority of work will be of a practical nature with limited written recording. Staff will be encouraged to keep photographic evidence where appropriate, e.g. role-play.

Parents will receive an annual written assessment of their children's progress in PSHE&C.

There will be opportunities for staff development through staff meetings, INSET and training courses.

Confidentiality and Child Protection

Any concerns raised during PSHE work will be recorded by the member of staff and filed in the class cohort file and a copy given to Headteacher. 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 will be supported by the teacher throughout the process.

Conclusion

Children at Wellesley will be taught the knowledge, skills and understanding which help them to develop personally and socially. This will enable them to tackle many of the issues which are part of growing up and which will help them to become responsible citizens of the future.