

Yorke Mead Primary School

PSHE Policy

September 2020



Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- *Happy, positive individuals*
- *Responsible citizens who make a positive contribution*
- *Confident, resilient, healthy & life-long learners.*

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

Rationale and Ethos

At Yorke Mead 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.

We use the Jigsaw Programme to support teaching and learning as it offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. We supplement this where necessary with guests, assemblies, themed weeks and other additional lessons. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" "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.

Aims of the Curriculum at Yorke Mead

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the arts and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development
- Is equipped with the knowledge and cultural capital they need to succeed in life

Aims of the PSHE Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their **PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.**

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, **the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE)** and the importance of physical activity and diet for a healthy lifestyle.

National Curriculum (Updated 11 Feb 2020)

Curriculum Design

We follow a whole school approach to PSHE and all children take part in the same unit at the same time. This includes the statutory Relationships and Health Education. We use the Jigsaw PSHE programme, but adapt elements to meet the needs of our learners and consider our local context.

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

How the PSHE curriculum meets the needs of children at Yorke Mead

At Yorke Mead School we aim to allocate one lesson 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 including assemblies, external visitors, and some themed weeks. 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. We believe that this is important, as staff are able to tailor and adjust lessons to suit the needs of their class or deal with situations as they arise. We are also flexible in our approach and can adapt the lessons to respond to a situation should it arise.

How the PSHE curriculum supports the development of children’s reading

PSHE supports children’s reading in a range of different ways, through story telling (across all key stages) and reading and analysing different scenarios that are relevant to a topic.

How the PSHE curriculum supports children’s spiritual, moral, cultural, social development

Every Jigsaw lesson from Early Years to upper primary offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).

Appendix A. UK 3-11 SMSC and Emotional Literacy Mapping Document

Spiritual – Supporting children’s ability to reflect on their thinking and the thoughts of others

Moral – How does your subject support children to understand what is right and wrong

Cultural – Developing awareness of other cultures and minority groups

Social – This includes awareness of the wider community, working in collaboration etc.

How the PSHE curriculum supports children’s emotional well being

A brief overview of how the PSHE curriculum supports the development of the whole child. Please read this in conjunction with the school document ‘Personal Development at Yorke Mead’.

SMSC Spiritual, Moral, Social & Cultural Development	British Values	Character Education	Cultural Capital	5 Ways to Wellbeing
The PSHE curriculum provides a structured programme of personal development to nurture the whole child and increase learning capacity, underpinned by mindfulness, philosophy and practice. In every lesson from Early Years to Year 6 there are opportunities for spiritual, moral, social and cultural development. In addition, the PSHE curriculum will cover the five skills associated with emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).	The PSHE and Jigsaw curriculum lends itself well to supporting British Values including, democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Children will encounter many lessons from Early Years up to Year 6 that cover this.	The PSHE curriculum enables children to develop: <ul style="list-style-type: none"> • interpersonal and social effectiveness • self-awareness • values • resilience • effectiveness within a wider community • risk management 	Cultural capital is at the heart of EVERY Jigsaw PSHE lesson helping children to understand and navigate a rapidly changing 21st Century world. Citizenship, at school, community, national and global levels are integral to both programmes. Evidence of this can be found in examples of their learning, Safeguarding British Values Spiritual, moral, social and cultural (SMSC) education Prevent The Equality Duty Anti-bullying	The PSHE curriculum again support the 5 Ways to Wellbeing. Examples of this are: Connect – each lesson starts with an opportunity for the class to reconnect with each other and consider the learning environment and rules of the PSHE lesson. Be active – there is an active part of the lesson, usually at the start where children get the opportunity to move around. Take notice-Learn – the let me learn section allows children to learn new things and consolidate any existing knowledge. Give – many of the aspects focus on social and community life, some in particular have a focus on raising money or awareness for a certain charity.

See appendix B: SMSC in Jigsaw by lesson

See appendix C: British Values in Jigsaw by lesson

Organisation and planning

Organisation

At Yorke Mead we value the team approach and we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation. PSHE is part of the Flourish team along with PE, Mindfulness, Forest Schools, EY and Outdoor learning.

We follow the Jigsaw Scheme of work and allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

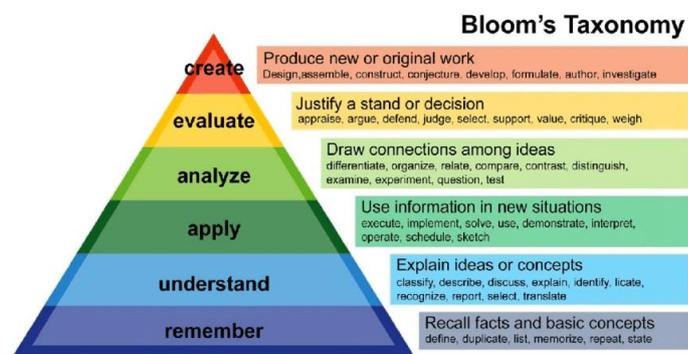
These explicit lessons are reinforced and enhanced in many ways including assemblies, external visitors and some special theme weeks.

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. We believe that this is important as staff can tailor and adjust lessons to suit the needs of their class or deal with situations as they arise. Staff are encouraged to differentiate the lessons, considering the needs of their class. Also, to be creative and adapt activities when possible and relevant.

Planning –

Teachers at Yorke Mead are provided with a long-term plan and more detailed 'puzzle' plans. Teachers are encouraged to be familiar with the curriculum content and learning intentions to be covered throughout the year. To support this a Unit overview is given as part of the staff training. Teachers can adapt the resources and amend the planning where they see fit and in relation to their individual class. There is no need for teachers to produce individual lesson plans for subjects other than English and Maths, which again may be paper or power point format. The purpose of this is to manage workload of the teachers and to ensure that time spent on planning is the most purposeful it can be to meet the needs of the teachers and the children.



In planning units of work teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.

Teaching Through the Jigsaw Scheme (Core Teaching)

From September 2019 the core PSHE teaching at Yorke Mead is delivered through the Jigsaw scheme. These units guide the focus for whole school assemblies and for the PSHE teaching.

The Jigsaw Structure: Themes					
Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me

Within each lesson the Jigsaw Scheme follows the same structure as outlined below:

Teachers make sure that their planning reflects the needs and abilities of the learners. Each of the lessons follow a similar format which enables all children to understand what is coming next. The final section of the lesson is a 'help me reflect' activity which allows the learner to revisit the main themes of the lesson and the teacher to check that there have been no misconceptions. In addition children complete a short evaluation (like their purple pen) every lesson and this allows for reflection and consolidation. Each jigsaw



piece is revisited each year, and this again provides opportunity for embedding prior learning and developing it further.

Early Years

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This PSHE curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

Assessment for Learning

Learning is assessed in PSHE because it is important for children to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's identity – their personal qualities, attitudes, skills, attributes, achievements and influences.

Baseline assessment - at the start of each new unit of learning allows the teacher to assess the prior learning for the area. In PSHE we are conscious that the experience of one child could be quite different to that of another in the same class. Baseline assessment could be done through questioning, discussion, mind mapping, responding to a video or scenario or a quiz. Baseline may be done individually or as a full class. A record of this should be kept by the teacher or in the individual learning records of the children.

Assessment for learning – this takes place each lesson or at the end of a series of lessons. Children are given the opportunity to reflect on the learning experience that they have had and complete a grid (jigsaw) identifying what they have learnt and what else they need to know. This could also be done through revising questions and discussing new angles, adding to a mind map in a different colour, repeating a quiz and seeing if there are any new ideas, creating new questions.

Assessment of learning – at the end of a piece of learning, be able to measure progress from the starting point. This could be in a number of different ways, for example: editing a spider diagram that was done at the start of the unit of learning to show development, using the assessment sheets that are provided by Jigsaw, completing a quiz that has been designed to show development, presentations, creating resources to teach younger children.

Appendix D: A Guide to Assessment in Primary Education – the PSHE Association

Work for PSHE is recorded in a variety of ways, depending on the age group. In EYFS often work is collaborative and may be used in a display, this will then be photographed as evidence. At KS1 work is stored in Topic folders and clearly labelled PSHE/Jigsaw. At KS2 children tend to record their work in their folders, again with a clear label for PSHE. In addition, displays will be used, #PSHE on twitter and photographs where relevant. It is agreed that each KS will record work in the same way - to show consistency.

Assessment information is collected in line with other foundation subjects and shared in the same way. Children are identified as 'working towards', 'working at' or 'working beyond' – for each of the units that children cover. This allows the teacher to assess how they are progressing and helps to ensure that any gaps are filled.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Safeguarding and Safe Practise

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such:

- Trips and visits
- External speakers/guests

There are times when children may be more likely to disclose a safeguarding concern, for example as part of Healthy Me, Relationships and Changing Me Units in particular. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

To have a full understanding of the PSHE Policy it is important that it is read in conjunction with the: Relationships Education, Relationships and Sex Education (RSE), Health Education curriculum and Mental Wellbeing Policies.

The role of the PSHE subject leaders

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the PSHE curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for PSHE to support individual teachers in their planning
- The amount of time provided for teaching PSHE is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within the PSHE are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the PSHE curriculum are available and accessible to staff.
- The policy and practise within PSHE is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the PSHE curriculum, and any required training is brought to the attention of the senior leadership team.

- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to PSHE

This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

Policy Review

This policy will be reviewed every three years by the headteacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy
- Health Education Curriculum
- Mental Wellbeing Policy

Appendices

Appendix A. UK 3-11 SMSC and Emotional Literacy Mapping Document

Appendix B: SMSC in Jigsaw by lesson

Appendix C: British Values in Jigsaw by lesson

Appendix D: A Guide to Assessment in Primary Education – the PSHE Association

- Long term plan PSHE curriculum plan
- Jigsaw resources
- Additional Jigsaw Jack – toys needed (so one per class) at £20 each
- Develop PSHE reading resources for the library and to support teachers
- PSHE Association membership