

# King's Hill Primary School



## Personal, Social, Health and Economic Education Policy

**2022 - 2023**

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**RSE: Please refer to the RSE policy**

## **1. Curriculum Statement**

### **Intent**

The national curriculum expects PSHE education to offer learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

Personal, social, health and economic (PSHE) education is a planned programme of school-based learning opportunities and experiences that deal with the real life issues children and young people face as they grow up. It comprises two strands: personal wellbeing and economic well-being.

The personal well-being strand cover issues such as:

- sex and relationships education;
- drug and alcohol education;
- emotional health and well-being;
- diet and healthy lifestyle;
- safety education.

The economic well-being strand cover issues such as:

- careers education;
- work-related learning;
- enterprise education;
- financial capability.

When teaching PSHE at King's Hill, we intend to provide a curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful both in school and in their future working lives. The intention is that pupils who leave Kings Hill Primary, will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our pupils to have high aspirations; a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

## Implementation

At Kings Hill, we strive to provide pupils with learning opportunities across and beyond the curriculum, in specific lessons, through life skill sessions, celebrating national, international events. There are always occasions where teachers may feel it necessary to teach PSHE as a result of an issue arisen in their own class. Our school environment reinforces the PSHE curriculum through questioning, vocabulary and discussion topics on displays throughout school. We use British Values and SMSC displays to provide these opportunities for children. PSHE is an important part of school assemblies where children's spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.

At Kings Hill, PSHE is implemented using the JIGSAW programme this is a comprehensive Scheme of work which brings together PSHE Education, emotional literacy, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. Progression in skills and knowledge in the subject is outlined in the PSHE progression grid. The six topics covered every half term are:

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

Each area is revisited every year to allow children to build on prior learning. The lessons also provide a progressive programme. The sessions also identify links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons. A range of teaching and learning activities are used and are based on good practice in teaching RSE/PSHE education to ensure that all children can access learning and make progress. In each year group, an introductory lesson provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to help create a safe environment. All the lessons include ideas for differentiation to stretch the most able learners and give additional support to those who need it. In many lessons, stories, scenarios, and video clips provide the opportunity for children to engage in real life and current topics in a safe and structured way. Role-play activities are also included to help children play out scenarios that they may find themselves in.

The aims of PSHE and Jigsaw within Kings Hill are to provide pupils with:

- accurate and relevant knowledge
- opportunities to create personal understanding

- opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities
- a range of skills and strategies to live a healthy, safe, fulfilling, responsible and balanced life

Our PSHE programme deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Pupils at Kings Hill also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen.

### **Wider Curriculum**

- We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life.
- PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love. Children are given opportunities to take on responsibility roles such as school councillor and house captain/ vice-captain
- Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school.
- PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

### **Impact**

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility. By the time they leave our school, personal, social and health education (PSHE) enables our learners to become healthy, independent and responsible members of a society. It helps them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. Our curriculum allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The impact of following this programme will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. We continuously assess the implementation and impact of our PSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to achieve. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens.

As of September it is our third year delivering lessons using the JIGSAW scheme.

## **2. Teaching and learning**

A typical PSHE lesson using Jigsaw lasts approximately 45 minutes to 1 hour. PSHE is taught once a week from years 1-6.

Each year group follow the same 6 Puzzles: Autumn 1: Being Me in My World Autumn 2: Celebrating Difference (including anti-bullying) Spring 1: Dreams and Goals Spring 2: Healthy Me Summer 1: Relationships Summer 2: Changing Me (including Sex Education).

Jigsaw is structured to support children's personal development by ensuring each part of the lessons are child-focussed.

The lesson follows the format as below:

- Connect us: during this time, the Jigsaw charter is reinforced to the children in a circle time or similar style activity. The children usually go on to play a game/activity, which maximises social skills, promotes positive relationships and enhances collaborative learning.
- Calm me: This section aims to still the pupil's minds, relaxing them and quietening their emotions to a place of optimum learning capacity. This underpins the mindful approach advocated in Jigsaw. A chime is played to help children focus.
- Open my mind: enables pupils to filter their thoughts and new learning is shared through pictures/social examples. It is important that children are focused on the most important aspects of learning intended for the lesson.
- Tell me or show me: This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and relevant activities.
- Let me learn: after receiving new information/concepts, children are given time to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning. This can be carried out through various activities such as writing, drawing, creative activities or role-play.
- 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.

In each series of lessons, the children's learning builds and develops which contribute towards an end product for example: a dream garden, a presentation, a class charter.

### **3. Assessment**

Teachers ensure children are making progress with their learning throughout the lesson. Therefore, lessons are planned carefully allowing pupils to share ideas, thoughts and concerns. Pupils demonstrate their learning through questioning, role-play, responding to scenarios, presentations, discussions and activities that encourage and promote personal, social, emotional and economic development. Pupils' attributes and skills are assessed, as well as their knowledge and understanding related to the topic.

The learning objective is shared with pupils at the beginning of the lesson and is referred to throughout the lesson. Pupils understand the skill and know how to be successful in their independent work. Moderation of books take place every term by the subject lead to ensure planning/teaching and learning is consistent throughout the school.

Evidence from lessons, pupils' work and feedback given to pupils, enables the teacher to make accurate judgements about pupil's attributes and skills are assessed, as well as their knowledge and understanding related to the topic.

### **4. Planning & Resources**

All staff follow the Jigsaw planning. Each unit of work is fully prepared and ready to teach, teachers adapt materials to cater for pupils in their class. It includes detailed lesson plans, slideshows for the teaching input, and a range of printable worksheets.

Each year group has a 'Jigsaw Friend', which is a jigsaw piece known to have a therapeutic value. It is used in the main as the 'talking object' in circle discussions. Each year group also have access to a Jigsaw Chime and the Calm Me exercises which is an easy introduction to techniques which help children relax their bodies and calm their minds.

### **5. Organisation**

The school largely follows the JIGSAW curriculum whilst also allowing teachers to adapt planning to the needs of their pupils with the support of the Phase leaders. All planning underpins the skills as set out in the school's assessment criteria.

### **6. EYFS**

In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of work materials.

## **7. KS1 and KS2**

In Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, covering the statutory Health Education and Relationships Education guidance.

## **8. Equal Opportunities and Inclusion**

The school is committed to ensuring the active participation and progress of all pupils in their learning. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Differentiation occurs through questioning, the support given and the activity provided to different pupils.

## **9. Role of the PSHE team**

The PSHE team will:

- liaise regularly with pupils and staff to continually review and evaluate the PSHE programme to ensure that it remains current, up-to-date and relevant to our pupils.
- contribute to the school policy and development as appropriate.
- keep abreast of current issues in PSHE and make programme changes as necessary.
- Organise, audit and purchase PSHE resources.
- provide support as required as part of the staff members continued professional development.
- Ensure that all staff have access to year group plans and the relevant resources which accompany them
- Involve the school in 'events' such as 'Anti-bullying week'
- Monitor progression and continuity of PSHE throughout school through observations and regular monitoring of outcomes of work in PSHE books.

## **10. Parental Involvement/Home Links**

At King's Hill we recognise that parents and carers have a valuable role to play in supporting their child's learning.

- Our PSHE/RSE policy are readily available on the school website
- Parents are informed of their child's progress at Parents Evenings and this is also communicated in written school reports at the end of the year.

*To be reviewed July 2024*