



## **Subject Policy**

### **PSHE (Personal, Social, Health Education) (including Relationships and Health Education)**

**September 2021**

#### **Contents Page**

1. Abberley Parochial V.C. Primary School vision and values
2. Intent
3. Implementation (including time allocation)
4. Impact (including monitoring of standards)
5. Curriculum content overview
6. Subject skills progression
7. Assessment/inclusion and challenge
8. Cross-curricular and IT links
9. Roles and expectations of staff
10. Staff development and expertise
11. Subject Development

## 1. Vision and values – inspiring hearts and minds

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity

## 2. Intent

At Abberley Parochial V.C. 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 intend for pupils to understand the benefit of being aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement. We believe this is a vital tool for life: not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning.

Pupils will explore our school values and attributes through a whole-school PSHE approach and will be encouraged to ask questions, reflect, and gain an understanding on how these values can contribute to preparing them for life and work in modern Britain. We intend to help pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

## 3. Implementation

At Abberley Parochial V.C. Primary School we follow the Jigsaw 3-11 comprehensive Program for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year. The whole school are learning from the same 'puzzle' each half term with the learning deepening and broadening as it is taught across the school.

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

<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

In Reception (EYFS) and KS1 (years 1 & 2) each puzzle unit is taught in single year groups.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (F1-F2) Yr R	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b> Yr 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b> Yr 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

In KS2 (years 3, 4, 5 & 6) puzzle units are taught through a 2-year rolling program due to mixed age classes. The exception to this is the 'Changing Me' puzzle which is taught in single year groups during the Summer Term. All puzzle units are taught by the class teacher.

Cycle 1	Autumn 1 Being Me in MY World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
<b>Years 3&amp;4</b>	Setting personal goals Self – identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child- centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenge Food labelling and healthy swaps Attitude towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and where to go for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Yr 3 How babies grow Understanding a baby's needs Outside body changes Family stereotypes Challenging my ideas Preparing for transition Yr 4 Being unique Girls and puberty <b>Having a baby</b> Confidence in change Accepting change Preparing for transition Environmental change
<b>Years 5&amp;6</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines and gang culture' Emotions and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Yr 5 Self- and body image Influence of online and me body image Puberty for girls Puberty for boys <b>Conception</b> Growing responsibility Coping with change Preparing for transition Yr 6 Self- image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/ girlfriends <b>Conception to Birth</b> Sexting Transition

Cycle 2						
Years 3&4	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling out Girlfriends and boyfriends Showing appreciation to people and animals	Yr 3 How babies grow Understanding a baby's needs Outside body changes Family stereotypes Challenging my ideas Preparing for transition Yr 4 Being unique Girls and puberty <b>Having a baby</b> Confidence in change Accepting change Preparing for transition Environmental change
Years 5&6	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice	Cultural differences and how they cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Yr 5 Self- and body image Influence of online and media body image Puberty for girls Puberty for boys <b>Conception</b> Growing responsibility Coping with change Preparing for transition Yr 6 Self- image Body image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/ girlfriends <b>Conception to Birth</b> Sexting Transition

At Abberley Parochial V.C. Primary School we allocate 60 minutes to PSHE every 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 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.

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills. Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes. 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 and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

*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 Piece (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 (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

*Let me learn* - Following Piaget's learning model, after receiving new information/concepts, children need 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.

*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.

To enhance learning in PSHE we invite outside agencies to work with our pupils during the school year either to lead an assembly or to work with individual year groups e.g. NSPCC – PANTS workshops, Bike ability, Emergency Service Officers.

#### Allocation

EYFS	1 hour each week
Year 1	1 hour each week
Year 2	1 hour each week
Year 3	1 hour each week
Year 4	1 hour each week
Year 5	1 hour each week
Year 6	1 hour each week

#### Relationships and Health Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'online relationships' and 'Being safe'. The Relationships Puzzle covers most of this statutory content, some objectives are taught in the Celebrating Difference Puzzle such as helping children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid' and 'Changing adolescent body'. The Healthy Me Puzzle covers most of the statutory Health Education, some of the outcomes are taught weekly during the lesson structure e.g. emotional and mental health is nurtured every lesson through the clam me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the jigsaw Charter.

## Sex Education

At Abberley Parochial V.C. School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this in the Changing Me Puzzle. After consulting with staff, parents and governors, Abberley Primary School will teach sex education at an age-appropriate level, to pupils in years 4, 5 and 6. Parents will be informed of the dates of the lessons via the school newsletters and will have the right to request their child be withdrawn from these selected PSHE lessons. These lessons are Year 4, (Having a baby), Year 5, (Conception) and Year 6, (Conception, birth). In Key Stage 1 Science (animals, including humans) unit of work, pupils will learn that animals, including humans, have offspring which grow into adults. Parents will not have the right to request their child be withdrawn from these lessons as they are part of the compulsory science curriculum.

### 4. Impact (including monitoring of standards)

Each class will create an E-Portfolio to record the learning which has taken place during each puzzle. A page in the E-Portfolio will include the learning objectives for the lesson, date and evidence of the learning. This could be a photograph, comments from discussions, video or images of completed work. The subject lead will ensure the PSHE curriculum is being covered and that the standard of learning enables all pupils to progress, access the learning and be challenged in their thinking by monitoring and reviewing the E-Portfolio books alongside discussions with staff and pupils, carrying out learning walks and lesson observations.

Pupils progress in PSHE is monitored through formative and summative teacher assessments. Summative teacher assessments, at the end of units will flag up children who may need more support with emotional literacy or social skills development.

### 5. Curriculum overview/Planning

The content overview can be found on the school website by following the link below.

<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=781&type=pdf>

### 6. Subject progression

Subject progression is clearly mapped out by using 'I can' assessment statements. Every jigsaw piece has a set of summative assessment statements, which are broken down into individual year groups so progression can be clearly seen across the whole school.

### 7. Assessment/inclusion and challenge

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. Pupils may record these assessments in their personal folder or may be communicated verbally to the teacher.

To support the teacher in tracking each child, there is a 'Summative Assessment: tracking pupil progress' sheet that can be used. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle, highlighting one green and one purple descriptor. The green descriptors will also flag up children who may need more support with emotional literacy or social skills development and they can be signposted to the setting's pastoral support systems as appropriate. In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the 'working towards' / 'working at' / 'working beyond' attainment descriptors.

## 8. Cross curricular and IT links

Our PSHE teaching has links with Collective Worship. Bible stories are used in our Collective Worship which have links with the current jigsaw theme. We have whole school ½ termly Collective Worship where the new jigsaw piece is introduced to pupils. Pupils learn through music/ singing as each theme is accompanied by its own unique song. RSE teaching has strong links with our science curriculum and all pupils are taught to use correct terminology for body parts to allow for learning in both PSHE and Science lessons. An aspect of British Values is taught in every PSHE lesson – click here for more information

<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=782&type=pdf>

Online safety is taught within our PSHE lessons – click here for more information

<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=796&type=pdf>

Every Jigsaw lesson offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. 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). We believe that these opportunities are vital for children’s development, their understanding of themselves and others and in increasing their capacity to learn – click here for more information

<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=783&type=pdf>

IT links – PowerPoints, word processing and digital art.

## 9. Roles and expectations of staff

### - SLT

To ensure that the curriculum is followed and that teachers are suitably trained and equipped to teach the skills and knowledge safely. To allow time for teachers and the subject coordinator to fulfil their role.

### - Subject coordinator

To put in place a curriculum and monitor and evaluate it, ensuring pupils are given opportunities to meet the age related expectations and to provide support and feedback to staff relating to the quality of teaching and learning in line with the school monitoring schedule. To led the ½ termly whole school Collective Worship to introduce the new learning jigsaw piece.

### - Class teachers

To plan and teach the PSHE curriculum effectively by using the Jigsaw resources and adapting where necessary to meet individual pupil’s needs. To monitor the pupils learning and provide feedback and ensure pupils meet age related expectations where possible. To report regularly to parents and the subject coordinator on individual pupil progress.

### - Teaching Assistants

To support the development of skills and knowledge as directed by the class teachers. To help prepare resources and set up materials for lessons as required.

## 10. Staff development and expertise

Staff training is provided before each new unit is taught to ensure all teachers can deliver the lessons and are comfortable with the content. Training materials will be used to launch and deliver each Puzzle successfully to maximise the scheme’s impact. If staff require further training, then the subject coordinator will arrange this depending on the individual’s needs.

## 11. Subject Development

Annual subject development will be conducted by the subject coordinator at which point this policy will also be reviewed. Throughout the year the development planning will be reviewed to monitor progress against key targets and help inform planning for the following year.

Subject coordinator: Claire Shelley

Subject governor: Mrs Charlotte Turner

