



### PSHE POLICY

**Created:** April 2021  
**Next Review Date:** September 2024  
**Custodian:** Governing Body/Learning and Achievement Committee

**Signed by the Chair of Governors:**

### THE IMPORTANCE OF PSHE

Our personal, social and health education (PSHE) programme promotes children's personal, social, and economic development, as well as their health and wellbeing. It aims to give children the skills, knowledge and understanding they need to become confident, informed and responsible citizens who are able to live safe, healthy and fulfilling lives, make informed choices, and contribute positively to society in modern Britain.

Whilst PSHE is taught in discrete lessons, it also feeds into collective worship, cross-curricular lessons and other activities, as part of the school's broad and balanced curriculum. Links are made with the school's Christian values and to topic-based work/class discussions to provide clear contextual links (e.g. personal responsibility and environmental issues).

### AIM

The overarching aims of our PSHE curriculum are;

- To promote the spiritual, moral, cultural, mental and physical development of pupils.
- To develop the knowledge, skills and attributes pupils need to manage their lives now and in the future.
- To provide an understanding of the wider world that pupils are a part of.
- To understand the importance of developing healthy and positive relationships.
- To provide information about keeping healthy and safe, emotionally and physically.
- To enable pupils to identify and articulate feelings and emotions, and to develop positive communication skills.
- To encourage pupils to make positive contributions to their school and communities.

### CURRICULUM

Children from Year 1-6 are taught in weekly, timetabled PSHE lessons using the Jigsaw PSHE scheme of work, which is supplemented/modified in some areas to better meet the needs of our pupils.

Through our PSHE curriculum, children are taught the statutory elements of the 'Relationships and Health Education' outlined in the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, as well as the



broader skills and knowledge required for children to become well-rounded, confident and respectful individuals.

Our whole school approach features six half-termly topics which are taught throughout the school:

- Being me in my world
- Celebrating difference
- Dreams and goals
- Healthy me
- Relationships
- Changing me.

Teaching builds upon previous knowledge, ensuring continuity and progression between year groups.

Through the six strands Jigsaw, children;

- develop positive self-confidence and self-esteem.
- learn to be responsible and independent members of our school and wider community.
- learn how to keep themselves and others safe, including who to ask for help.
- learn to respect differences and value diversity.
- learn to make informed choices about their health, lifestyle and environment.
- understand, develop and maintain a variety of healthy relationships within social and cultural contexts.
- gain an insight into money management and career opportunities.
- develop a sense of social justice and moral responsibility.
- begin to understand how their own choices and behaviour can affect local, national or global issues.

Teachers use a range of learning styles to encourage active engagement by all pupils including class discussions, circle time, group work, stories and drama/role-play.

## **RSHE CONTENT**

RSHE forms a key part of our wider PSHE curriculum. Further details of St Alfege's approach to RSHE is outlined in our RSHE policy.

## **ASSESSMENT**

Children in Year 1-6 produce a Jigsaw journal to record their learning. Class teachers use these journals, in conjunction with informal judgements based on class discussions, to assess children's understanding and learning in PSHE. This is gauged against specific learning objectives set out in the whole school PSHE/RSHE progression document. We have clear expectations of what pupils will know and understand at the end of each year.

We also expect children to demonstrate the skills developed in PSHE more widely within school, for example in managing conflict, making decisions and developing positive



relationships with peers. PSHE is an integral part of our school culture and is reflected in how children behave and interact with each other and staff.

### **INCLUSION**

We aim to give all pupils equal opportunity to access the PSHE curriculum, regardless of physical or mental ability, race, gender or social circumstances. Where necessary, teaching and learning opportunities are adapted and differentiated to enable all pupils to demonstrate their learning and make progress.

### **SCHOOL VISITS AND WIDER OPPORTUNITIES**

PSHE is embedded into all aspects of school life. Pupils are encouraged to take part in a range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and wider community. They participate regularly in tasks that promote active citizenship such as charity fundraising. We also work with various external agencies to maximise children's learning within PSHE, including the NSPCC and Help Saves Lives.

Pupils are given opportunities to develop their personal and social skills through roles and responsibilities such as becoming Faith Leaders, Junior Travel Ambassadors and members of the School Council. The School Council encourages children to take an active role in the life of the school and to be involved in decision-making. It also provides them with an understanding of social institutions and processes such as democracy.

A number of curriculum enrichment days/weeks are also scheduled throughout the year including Anti-Bullying Week, Road Safety Week, Internet Safety Day, Career's Day and Children's Mental Health Week.

As part of our wider approach to PSHE, we place a particular emphasis on the importance of promoting active, safe and sustainable travel. Our travel policy outlines the steps we take to encourage children, staff and parents to travel to school more safely and actively.

### **MONITORING AND EVALUATION**

Pupil learning and progression within PSHE is monitored through review of Jigsaw journals (book looks) by the PSHE/RSHE Lead as well as lesson observations and discussions with pupils. Pupil voice is also used to review and tailor our PSHE programme so that it matches the specific needs of our pupils.

Teachers are regularly consulted with and provided with opportunities to reflect on the appropriateness and effectiveness of resources.

### **FOUNDATION STAGE**

PSHE is placed at the heart of the Early Years curriculum and is weaved into all elements of the Early Years experience. From the moment they enter nursery, children are provided with experiences that nurture them and help them develop into respectful, kind and thoughtful individuals. Children learn many key skills through play and exploration, such as to take turns, to build constructive friendships, and to assert themselves.



In Reception, PSHE is also taught as a discrete subject, using the Jigsaw scheme of work. Reception class follow the same six strands as the rest of the school, providing children with a foundation of knowledge that will be built upon in future year groups.

Children's PSHE learning in EYFS, both through specific PSHE lessons and more widely, is aligned with key objectives from the 'Personal, social and emotional development' and 'Understanding the world' elements of the Development Matters guidance. Some of the main aspects of PSHE within the Early Years setting are outlined below.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

- express and manage emotions,
- develop a positive sense of self,
- have confidence in own abilities,
- set themselves simple goals,
- show resilience and perseverance in the face of challenges,
- take responsibility and understand the importance of rules,
- build constructive and respectful relationships, cooperate and resolve conflict.
- know how to look after their bodies, including healthy eating and other aspects of a healthy lifestyle, and be able to manage personal needs independently.

### **UNDERSTANDING THE WORLD**

- understand that there are many different types of families.
- understand that people have different beliefs.
- understand that there are differences between life where we live and life in other countries.
- accept, respect and value the differences between myself and others.

### **PARENTAL INVOLVEMENT**

Parents are given the opportunity to find out about and discuss the schools' PSHE programme through parent information sessions, the school website, and written information, such as class/whole school newsletters. Our RSHE policy provides more detailed information regarding parental involvement.