



ST PAUL with ST LUKE
CHURCH OF ENGLAND PRIMARY SCHOOL
Leopold Street, Bow, London E3 4LA

PSHE Policy Version Control September 2023

Version no	Amendments	Approval date
1	New policy based on the Jigsaw PSHE programme	May 2016
2	DSL names updated, school vision updated	May 2019
3	A few updates	June 2022
4	Updated staff and vision.	September 2023

The Vision of our school

Jesus said: 'Love one another as I have loved you'. John 15:12

We are the branch, our children the blossom,

We nurture all in our community,

We grow with love, learn, and flourish.

Introduction

This document provides information for everyone who has an interest and concern in the teaching of Personal Health, Social Education at St Paul with St Luke Church of England Primary School. This policy has been written with reference to Our Vision and School Values. (See Appendix 1) . The policy will be made available to parents and carers through our website

Named Lead DSLs: Lauren Sharpe , Lauren Sharpe, . Deputy DSL Mark Ali and Dan French

Aims and Objectives:

We believe that education in PSHE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in our School Council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. The teaching of PSHE helps in many ways to meet the objectives set out in the Children's Act 2004 (Every Child Matters) – 'to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'. At St Paul with St Luke's we strive to develop the children's spiritual, moral, social and cultural development and this policy is linked to the School's Spiritual, Moral, Social and Cultural Policy.

Our objectives in the teaching of PSHE are for all our children:

- ☐ To know and understand what is meant by a healthy lifestyle;
- ☐ To be aware of safety issues;
- ☐ To understand what makes a good relationship with others;
- ☐ To have respect for others;
- ☐ To be thoughtful and responsible members of their community and their school;
- ☐ To become active members of a democratic society in line with British values;

- ☒ To develop self -confidence and self-esteem;
- ☒ To make informed choices regarding personal and social issues;
- ☒ To develop good relationships with other members of the community.

Teaching and Learning Style:

We use a range of teaching and learning styles to teach PSHE. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, eg. charity fundraising, the planning of special school events (such as assemblies and performances) or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police cadets and local clergy, whom we invite into the School to talk about their role in creating a positive and supportive local community.

Set agreed classroom rules of behaviour

At the beginning of the year, teachers work with the children in their class to create a charter for PSHE in line with the Jigsaw curriculum based on guidance;

- we take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving a compliment or being positive.
- We respect each other's privacy (confidentiality)

This will enable staff to establish a safe, open and positive learning environments based on trusting relationships between adults and children.

We take turns to speak: the jigsaw friend is used as the talking object- only used in PSHE or lessons like these. Only the adult or child holding the object is allowed to speak.

We use kind and positive words: circle work should be a positive experience for all. Only when this established can the circle can be used to tackle more difficult sensitive issues.

We listen to each other: the jigsaw circle and the 'connect us' aspects of Jigsaw teach children social skills such as eye contact, positive body language and turn taking. These need to be acknowledge and praised in circle work.

We have the right to pass- the Jigsaw circle necessities children feeling secure and choosing if and when to speak. They must never feel pressure to do so and thus must know they have the right to pass.

We only use names when giving a compliment or when being positive: If the Jigsaw approach is being used to tackle a sensitive issue like trouble in the playground. No names must be used to describe negative behaviours. For example, James pushed me in the playground instead say *someone* pushed me at playtime and this really hurt my feelings. Then the whole class can suggest positive solutions to the problem.

We respect each other's privacy: children are taught to keep what they speak about in these sessions and circles confidential. The teacher must emphasise that they cannot promise complete confidentiality as they must report any information relating to safeguarding concerns.

PSHE Curriculum Planning:

We teach PSHE in a variety of ways following the Jigsaw Framework. Sometimes, for example, when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects making cross curricular links. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study from religious education and the aims of PSHE, we deliver a considerable amount of PSHE through our religious education lessons.

We also develop PSHE through various activities and whole school events, eg. The school council representatives from each class meet regularly to discuss school matters, Online Safety Day, Mental Health Week, Anti-bullying Week.

The personal and social development of young people is the responsibility of all. The school also provides a 'healthy school' climate and culture; and a strong pastoral team who have systems in place to offer extra support to any child who needs it.

SMSC and British Values within PSHE

The Early Years Foundation Stage:

We teach PSHE in our EYFS as an integral part of the current topic., W. Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the EYFS Framework. We also support PSHE in the EYFS, when we teach 'how to develop a child's knowledge and understanding of the world'. PSHE is taught as a stand-alone lesson once a week for 15 minutes in EYFS children are taught from the Jigsaw scheme ; activities are set out on this day to support the children in learning strategies such as team work and sharing.

KS1 and KS2

We teach KS1 and KS2 PSHE through standalone 40 minute lessons on a weekly basis following the Jigsaw curriculum. Each puzzle has 6 pieces (lessons) which work towards an end product. For example, the school learning charter or the garden of dreams and goals.

Each piece has two leaning intentions: one is based on specific PSHE learning one on emotional literacy and social skills The Jigsaw scheme is relevant to the children in our world today and includes body image, cyber and homophobic bullying and internet safety. Each of these is launched in an assembly with the pupil leadership team to encourage student voice. Children learn from 6 puzzles; Being in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me. Children in KS1 and KS2 also follow the statutory Science curriculum, which covers growing older, body changes, exercise, healthy eating, body parts and their functions which links directly to PSHE.

EYFS, KS1 and KS2

All children take part in Black History Month, Healthy Eating Week, Mental Health Awareness Week, Autism Awareness Week, Anti- bullying Week. This gives all children opportunities to reflect and learn about others' similarities and differences and appreciate them.

Dealing with questions

We will allow pupils to raise anonymous questions by the use of a question box inside the classroom where children can put in their questions, problems or anxieties. Children are also supported by our counselling service learning mentor and SENDCo

PSHE and IT:

IT makes a contribution to the teaching of PSHE, children learn how to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussions on online - safety and other issues related to electronic communication, the children develop their own view about the use and misuse of IT, and they also gain an insight into the interdependence of IT users around the world. Jigsaw covers online bullying in detail inKS2 which allows children to understand what is like to be bullied online and who to tell if this happens to them.

PSHE and Equal Opportunities:

We teach PSHE to all children, regardless of their ability, gender or culture.

Our teachers provide opportunities matched to the individual needs of children with SEND. When teaching PSHE teachers take into account the targets set for the children in their APDR and ECHPs, some targets may be directly related to PSHE targets.

Differentiated learning for SEND and children with EAL: there are differentiated outcomes, practical tasks, key words are provided, targeted seating and grouping, /videos etc.

For higher achieving pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community

Responsibilities for delivering the PSHE programme

The programme will be led by: Fahima Begum

External visitors to the school

We will use external contributors in the following circumstances or for the following lessons: RSE, online-safety, NSPCC workshops about dealing with abuse.

Assessment for Learning:

Our teachers assess the children's work in PSHE by getting children complete a reflection sheet at the end of the lesson, to show what they have taken from each session. KS2 also complete a reflection sheet to show what they have understood and they write a few sentences to explain what they have taken away from each session. Using these reflection sheets and by making informal judgements, as they observe them during lessons summative assessments are made.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. This is done , through lesson objectives and success criteria using the Jigsaw resource and half termly reflections. All children complete a pupil's voice sheet at the end of each topic. This also informs the teachers what the children have learnt from each topic. These are then displayed on our schools Jigsaw Display.

The Jigsaw Display serves the purpose of showcasing pupil's voices. This display gives PSHE a high status and shows children how much we value what they have to say regarding their learning and experience in school.

We do not set formal tests or examinations in PSHE. The assessments that we make of pupil achievement are positive and we report on these to parents in annual School reports and at Parent Evenings. Jigsaw uses the Working Towards, Working At and Working Beyond statements in relation to expected outcomes that can be used in school report.

Monitoring and Review:

The planning and co-ordination of the teaching in PSHE are the responsibility of the subject leader, who also:

☑ Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE:

☑ Evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. This is carried out through the half termly assessments at the end of each puzzle where children express their views.

☑ Uses leadership time to do reviews of the work in the learning journey books

The quality of teaching and learning in PSHE is monitored and evaluated through lesson drop ins, book looks and pupil voice activities

In the summer term parents and carers are invited to a parents' meeting regarding the teaching of RSE where they can find out what the content of the lessons in the Changing Me unit will cover.

This policy will be reviewed every two years.

Policies Linked to this Policy:

Child Protection Policy

Anti- Bullying Policy

Spiritual, Moral, Social, Cultural Policy

Drug Policy

RSE Policy

Equality policy

Behaviour Policy?

Appendix 1

Our Mission Statement

We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith; to promote Christian values through the experience we offer to all our pupils; to provide a safe and welcoming place to all God's children.

Our Vision

Jesus said: 'Love each other as I have loved you.' John 15:12

The following six values helps us to achieve our vision

Spiritual and reflective

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development (see www.doing-smisc.org.uk). We can do this by:

- providing teaching opportunities to learn about themselves, others and the world around them, including the intangible
- appreciating and taking into account other people's preferences enabling
- children to use their creativity and imagination in their learning
- supporting children to reflect on their experiences

Caring and respectful

Some of our values are about how we treat each other. You can give people respect by:

- listening actively to what they say
- showing respect for differences and opinions
- being honest
- respecting confidentiality
- taking an active stance against bullying and discrimination

Life long learning

As a school we want to encourage everyone to keep developing and learning. We can show our commitment by:

- offering high quality learning experiences in all areas of the curriculum for all pupils
- offering additional support to enable pupils with special needs to reach their potential
- giving consistent messages of high expectations to all in the school community
- enabling and supporting staff in their continued professional development
- sharing facilities with the local community especially parents and carers

Working together

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems by:

- working as a team
- sharing good practice with each other and the local networks/partnerships
- finding ways to involve parents/carers and the wider community
- making positive changes and being innovative

Taking responsibility

We acknowledge our responsibilities and acknowledge the responsibilities of others by:

- being honest
- respecting confidentiality
- including everyone at the earliest stage possible in the decision making process
- subscribing to the school's vision and the part we play in realising that vision
- being excellent role models

Celebrating individuality

Inspiring, engaging and motivating our pupils is something we value highly at SPSL. We do this by:

- giving praise and encouragement when deserved
- using activities that inspire, challenge and extend pupils
- offering an engaging curriculum which enables individuals to develop their unique potential
- developing a willingness to participate in artistic, musical, sporting, mathematical, technological scientific and cultural opportunities.