



# Pinehurst Primary School

## PSHE Policy 2020

'Experience, Excel and Enjoy'

### **Curriculum Intent**

At Pinehurst Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point. We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

PSHE will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Pinehurst Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of 'Experience, Excel and Enjoy'. We want all of our children at Pinehurst to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential within PSHE.

- Every child will be educated to the highest possible standard, as set by the Department for Education.
- Every child, in every lesson, will be provided with opportunities to: be engaged in, challenged in and process their learning.
- Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every child will be encouraged to be enterprising and entrepreneurial in order that they may succeed in an ever-changing job market.
- Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
- Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Our daily Assessment for Learning and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our clear learning sequence in PSHE is designed to:

- Develop strong characters in order to be resilient and cope with adversity.
- Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
- Develop pupils who can think critically and care about their learning so they always do their best.
- Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
- Ensure all pupils have high aspirations.
- Develop a thirst for learning for all pupils

### **Planning and Teaching in PSHE**

Our offer is underpinned by our vision and ethos of 'Experience, Excel and Enjoy'. We want all of our children at Pinehurst to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Our curriculum is carefully crafted so that our children develop their academic, social and cultural capital.

PSHE uses carefully chosen experiences to enhance the subject taught.

Based on our knowledge of the National Curriculum 2014, we have broken down the programmes of study into a series of skills and knowledge and our long term curriculum plans show how at Pinehurst we intend to cover the fundamental concepts of PSHE. This includes the building of skills and concepts over time.

We recognise children's prior learning, encourage the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children are supported to achieve their potential and progress with confidence to the next phase of their education.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and independent practice. The development of children's knowledge and skills across all primary subjects is key when building on prior learning, this supports pupils for the next stage of their learning.

### **Aims and objectives in PSHE**

At Pinehurst Primary School, we teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. 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 include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, 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. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs. It embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings, as well as building their capacity to learn.

The overview of the programme can be seen on the school website.

### **Health Education**

Health Education at Pinehurst will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a **statutory requirement** which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). This is done during the Summer Term and the scientific vocabulary for body parts will be used during lessons from Year 1 through to Year 6, in an age appropriate way.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

The specific vocabulary that will be used in these sessions can be found on our curriculum map on the website.

## **Relationships and Sex Education (SRE)**

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw, e.g. the Celebrating Difference Puzzle helps 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.

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, '*Sex Education is not compulsory in primary schools*'. (p. 23)

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Therefore, we want to inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this in the Jigsaw 'Changing Me' Puzzle (unit) during Summer 2. These lessons are;

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right through our curriculum newsletters and letters home to the affected classes before the Changing Me Puzzle Piece is taught.

## **Resources**

The majority of Jigsaw resources are online. Any physical resources (Jigsaw friend, chime bar) are kept in individual classes. It is the responsibility of the teachers to keep the resources in good condition and share with relevant colleagues when necessary.

## **Health and Safety**

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reason for safety measures and discuss any implications with the children.

Before undertaking any activity that may pose a hazard to staff or pupils a full risk assessment will be undertaken. It is the responsibility of the class teacher leading the activity to ensure that this is undertaken.

Any off-site visit will be conducted in line with school policy and the relevant risk assessments completed. Risk Assessments for off-site visits are held in the school office. Teachers are required to 'tick' the risks relevant to their trip.

## **Assessment**

Assessment in PSHE is used to inform planning and facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Assessment for learning is used to offer clear feedback and improve a child's involvement and progress.

At the end of each topic the class teacher must plan and undertake an assessment task with the class and complete a tracking assessment sheet stating if each child is working towards the expected standard, at the standard or at greater depth.

## **Monitoring**

The Subject Leader will monitor progress according to the monitoring timetable. Subject leaders are expected to monitor in the following way over the course of the academic year:

- Learning walks
- Pupil interviews
- Book scrutiny
- Planning scrutiny
- Lesson drop ins

Adequate notice should be given and provide a clear focus for any activity that is due to be undertaken. The outcomes of any monitoring activity is feedback to the SLT and Staff through the relevant meetings.

Progress should be clearly evident over the course of each Jigsaw puzzle piece.

## **Staff Development**

Staff CPD within PSHE is linked to the school development plan. If a member of staff asks for support then the subject leader can offer this themselves through coaching and mentoring or will find a suitable course for that teacher to attend (subject to SLT approval and budget). Subject leaders may also lead parts of INSET days and staff meetings to 'cascade' information through the school or to train all staff in a particular area.

## **Equality**

Please refer to the school's equal opportunities policy for further information.

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

- Differentiating lessons (through use of resources, tasks, level of support, outcome);
- Using a range of teaching styles to match the range of learning styles represented in a typical class;
- Ensuring the classroom environment is safe and secure and accessible for all.

**Policy was compiled by Lynsey Platt**

**PSHE Subject Lead**

**Date of Policy: Autumn 2020**

**Date of Review: September 2022**