



VALENCE PRIMARY SCHOOL

PSHE Policy

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| Date: | July 2024 |
| Date for review: | July 2025 |



Rationale and Ethos

At Valence, personal, social, health and economic (PSHE) education is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral, social and cultural (SMSC) development is at the heart of our school ethos. This policy reflects Valence Primary's overarching aims and objectives in supporting our children to become healthy, responsible, active and independent members of society, preparing them for life and work in modern Britain. We promote and encourage children to see themselves as 'global citizens', taking care of the planet and finding solutions to the planet's ever-growing needs.

We wish to develop a school community where differences are celebrated, and all members of the community demonstrate respect, compassion and consideration for others. This is fostered through the teaching and application of the core British Values of democracy, rule of law, respect and tolerance, individual liberty as well as our rights respecting ethos.

PSHE Curriculum

PSHE is timetabled for 40 minutes per week. We use Jigsaw, which is a spiral, progressive scheme of work covering all key stages from EYFS to Year 6. It is used for planning structured lessons that enable age-appropriate discussion and debate. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

Jigsaw is 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-termly units of work) and each year group is taught one lesson per week. The music and stories in Jigsaw help pupils make connections between their learning and 'real life'.

| Term | Puzzle name | Content |
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| Autumn 1 | Being Me in My World | Understanding my place in the class, school and global community as well as devising Learning Charters |
| Autumn 2 | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Spring 1 | Dreams and Goals | Includes goal setting, aspirations, working together to design and organise fund-raising events |
| Spring 2 | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices |
| Summer 1 | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2 | Changing Me | Sex and Relationship Education in the context of looking at change |

Early Years

We teach PSHE in the foundation stage as an integral part of the topic work covered during the year. We relate the PSHE element of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. We focus on teaching pupils how to identify their own emotions and express how they are feeling, to be self-confident and self-aware, to manage feelings and behaviour, to make relationships with peers and familiar adults and support pupils to develop good health and self-care.

Key Stage 1

Pupils in Key Stage 1 learn to manage their feelings and understand how to be a good friend. They learn how to keep safe inside and outside of school. Pupils learn about the importance of hygiene. They are taught to be proud of themselves and respect differences. They learn how to manage conflict. By the end of Key Stage 1, pupils name body parts.

Key Stage 2

Pupils in Key Stage 2 develop their knowledge and understanding in greater detail, building upon what they have learnt in Key Stage 1. They learn about different forms of prejudice and discrimination and about empathy and compassion. They learn how to stay safe online and out of school. Pupils learn about managing money responsibly. By the end of Key stage 2 pupils learn about puberty, pregnancy and changes.

Our provision is further enriched by visitors and trips.

Links with the wider curriculum

PSHE is also taught within:

- Assemblies. Our weekly Headteacher's assembly is linked to the Jigsaw scheme, British Values, SMSC and covers any additional subjects that would benefit the whole school.
- Literacy (thematic discussions around stories).
- Science (Healthy lifestyles, reproduction).
- RE (identity, respect and tolerance of different faiths).
- Zones of Regulation. Using shared language to talk to children about identifying and managing their feelings.

Planning

Due to our ever-expanding wider provision of PSHE, along with our broad and balanced curriculum, there are overlaps with other subjects, for example Computing (E-safety), Science (recycling), PE (leading healthy active lives). Therefore, flexibility in the timetable needs to be accounted for as objectives for PSHE education will be met outside of the allocated timetable slot too. Flexibility in the timetable is also important to allow us to respond to local/national/global events that may occur and allow us to respond to any such event in an age-appropriate way.

The PSHE Lead will meet half termly with teachers to assist them in adapting JIGSAW plans to meet the needs of their class pupils. In planning lessons, teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. Pupils will work individually, in pairs, groups or as a whole class as appropriate. Opportunities will be given for reflection on personal experiences and responsibilities. Teachers consider pupils needs and interests, irrespective of gender, culture, ability or personal circumstance. Adaptive teaching and learning methods will consider the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all pupils can fully access PSHE education provision.

Lesson Delivery

The implementation of our PSHE curriculum ensures that pupils are actively engaged and encouraged to think critically.

The teaching of PSHE is facilitated by knowledgeable staff who possess excellent communication and facilitation skills. They create a safe and inclusive learning environment, where pupils are encouraged to express their thoughts and feelings thoughtfully and sensitively, participate actively, and listen respectfully to others. Our PSHE curriculum uses a variety of teaching strategies that actively involve pupils. This includes roleplays, discussions, stories, music, group work, case studies, practical activities, and the use of appropriate technology. These strategies encourage pupils to apply what they have learned in meaningful contexts, fostering deeper understanding and skill development.

We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence, and confidence; embrace challenges; 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.

We aim to promote a culture of openness, giving children the opportunities to ask and answer questions. Questions raised will be answered with sensitivity, with the age and cognitive ability of the child in mind.

As a UNICEF Rights Respecting School, the children will get opportunities to understand and apply children's rights to everyday situations and real-life scenarios. Our rights respecting values inform our PSHE content and delivery.

Monitoring, reporting and assessment

The monitoring of PSHE lessons is carried out by the PSHE Lead through lesson drop ins, evidence in books and pupil voice.

Whilst we understand that PSHE cannot be assessed in the same way as traditional subjects we still believe it is important to monitor pupil progress. At the end of each half termly unit, teachers use a journaling activity to assess pupil knowledge on the current unit of study. This is an adaptive teaching and learning strategy as all children, irrespective of ability are given ownership and autonomy to showcase their learning through a medium they have chosen.

Key vocabulary is an important aspect of our PSHE teaching and children are expected to understand and use the key words from each unit.

Statutory Regulations and Guidance

Current regulations and guidance from the Department for Education under the Children and Social Work Act 2017 states that from September 2020, all schools must deliver Relationships Education (in primary schools). The Governors have decided that sex and relationship education will be offered to all pupils and will be appropriate to the age and experience of the pupils. Parents are granted the right to withdraw pupils from all or part of sex education outside of the Science Orders.

Parental Involvement

We are committed to working with parents and carers. An updated version of the PSHE policy is available on our school website. Every year, parents are invited to RSE information morning to familiarise themselves with the learning content and resources of the lessons their child will encounter for their RSE lessons. Parents are notified of the RSE learning objectives via class dojo prior to the lesson being delivered. If a parent has questions about our PSHE provision, they should contact the PSHE Lead or the Headteacher.

This policy must be read in conjunction with all Valence Primary Curriculum Policies, Sex and Relationship Education, Drugs, Equal Opportunities and Race Equality and Inclusion, Safeguarding and Anti-Bullying Policies.