

# THE STOKE POGES SCHOOL

## PSHE Policy

<b>Governors Committee Responsible for the Policy</b>	Finance, Personnel and Resources Committee
<b>Date Approved</b>	September 2022
<b>Recommended Review Period</b>	Annual
<b>Date of Next Review</b>	September 2024
<b>Person Responsible for the Policy</b>	Deputy Headteacher

### 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the school community.
- Encourage children to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. Learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### 2. Statutory requirements

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010. PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach **relationships education** under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach **health education** under the same statutory guidance

At Stoke Poges School, we teach PSHE through the Jigsaw Scheme of Work.



This PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013, revised 2016) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

### 3. Content and delivery

#### 3.1 What we teach

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

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

## 3.2 How we teach it

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an optional introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six 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 Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

### **3.3 Safeguarding**

Teachers are aware that sometimes disclosures may be made; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding Policy will be followed.

### **3.4 Assessment, recording and tracking progress**

Teachers monitor, track and assess progress informally, through observation, questioning and discussion. These tasks provide an opportunity for teacher assessment, but also offer children the chance to assess their own learning and have a conversation with pupils about their opinion.

### **3.5 The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. Class teachers and children devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it. It includes the aspects below:

- The Jigsaw Charter
- 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 compliments or when being positive
- We respect each other's privacy (confidentiality)

### **3.6 Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around PSHE can be varied. However, while personal views are respected, all aspects of PSHE are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to a Safeguarding Lead if they are concerned.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

### **4.2 The headteacher**

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

- Staff are responsible for:
- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

#### 4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

#### 5. Monitoring arrangements

The delivery of RSE is monitored by The PSHE leads through:  
planning scrutinies,

- learning walks
- staff meetings

Pupils' development in PSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Alison Payne and Amanda Benians (PSHE Leads) annually. At every review, the policy will be approved by the Governing Board.

#### 6. Links with other policies

This policy links to the following policies and procedures:

- RSE policy

<b>Headteacher</b>		<b>Date</b>	
<b>Chair of Governing Board</b>		<b>Date</b>	