

# PSHE (PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION) POLICY

Our school is:

- a safe, **supportive** stimulating learning environment;
- a **team** of respectful, tolerant, open minded citizens;
- a community where everyone **aspires** to be the very best they can be;
- a community of **resilient** lifelong learners;
- a centre of excellence where all achieve **success**.

## PURPOSE

This policy sets out how Arboretum supports the personal, social, health and economic development of their pupils.

Review Date	September 2024
Reviewed By	Sarah Ferguson and Sally Bullock
Next Review Date	June 2027
Summary of changes	Included the use of the Jigsaw curriculum

**Approved By:**

**Head Teacher** ..... **Date** .....

**Chair of Governors** ..... **Date** .....

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### 1. INTRODUCTION

At Arboretum Primary School, we recognise that the personal development of pupils; personal, social, health and economic understanding, plays a significant part in their ability to not only learn and achieve, but to also become successful, contributing citizens in today's society. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

### 2. PURPOSE OF STUDY

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

All adults will model respect for pupils and adults alike and they will promote and reward expected behaviour, treating all people as valued individuals. Pupils will have opportunities to differentiate between right and wrong and to understand that their actions carry consequences. They will be encouraged to value themselves and others.

Pupils will gain an understanding of their rights and responsibilities and the need to respect the rights of others. All curriculum areas will seek to use resources drawn from as wide a range of cultural contexts as possible.

### 3. AIMS

- To ensure a consistent approach to the delivery of PSHE through the curriculum and the general life of the school.
- To ensure that pupils know what is expected of them and why.
- To give each pupil a range of rich opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- To enable pupils to develop an understanding of their individual and group identity.

- To enable pupils to begin to develop an understanding of how they can look after themselves to keep healthy and safe.
- To give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.
- To equip children with monetary understanding so they can better understand economic issues.

#### 4. STATUTORY REQUIREMENTS

Statutory guidance for relationships and health education are laid out in the Department for Education RSE statutory guidance document 2019. Statutory guidance for personal development are laid out in the Ofsted Inspection Handbook (2024) and in the Statutory Framework for the Early Years Foundation Stage (2024) – particularly the aspects of Personal, Social and Emotional development (Prime area) and Understanding the world.

#### 5. SUBJECT ORGANISATION AND MANAGEMENT

Jigsaw covers all aspects of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (unit)	Content
Autumn 1	Being me in my world	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic included) and understanding.
Spring 1	Dreams and Goals	Includes goal setting, aspirations and who do I want to become, what would I like to do for work and how can I contribute to society.
Spring 2	Healthy Me	Includes drugs and alcohol, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Healthy Me	Includes Relationship and Sex Education in the context of coping positively with change.

The PSHE Coordinator is responsible for ensuring that each phase is developing the PSHE curriculum. This is through learning walks, checking that the children's work is being added to the floor books and also reviewing the lesson planning. Lessons may also be included should a recurrent issue be highlighted on CPOMS, an example of this being a negative trend on social media, issues that are highlighted to us about the relationships amongst children.

The teaching of PSHE is taught by both the class teacher and teaching assistant. At least weekly circle times/discussion opportunities will be offered to children. These may be general discussions, or more specific where an issue has arisen in the classroom that needs to be addressed or a wider topical issue that may have come to the children's attention eg: bullying, strangers etc. Where appropriate, days are dedicated to specific whole school PSHE development. This may be in response to an identified need in school or alternatively as part of continued PSHE development for children, examples of these are Eid Picnic, Positive Noticing Day and Diversity Day.

## **6. PLANNING**

A large element of the teaching of PSHE will be addressed through the integration of enrichment opportunities throughout the school year.

The school commits to providing children with an understanding of what is required of a British citizen and in helping children to understand what are 'British values'. Children will understand what it means to make a valid contribution to British society.

The PSHE working wall will be visual in all classrooms and will evolve throughout the year to reflect the ongoing learning and development of the children. The working wall grows progressively, adapting as new topics are covered, learning objectives are achieved, and discussions unfold.

## **7. THE USE OF ICT**

ICT is a powerful tool for all studies. We aim for our children to show significant levels of originality, imagination and creativity in their responses to their learning in PSHE. Children are given opportunities to use ICT equipment if this provides a purposeful learning opportunity in recording their PSHE learning. Children to also be support in understanding the safe use of ICT and what they need to do to keep safe on the internet.

## **8. INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in PSHE according to their individual abilities.

Additional support for Special Educational Needs and/or Disabilities through targeted interventions and individualised targets and plans where needed.

Pupils with Special Educational Needs are supported to help them succeed in their PSHE learning. Staff support less able children, and liaise with the Special Needs Co-ordinator when they are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals. In cases of physical difficulties the school will endeavour to provide appropriate resources.

## **9. EQUAL OPPORTUNITIES**

Arboretum Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all

celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

## **10. PARENTS, CARERS AND COMMUNITY INVOLVEMENT**

We aim to involve parents directly in the life of the school, and thus in the development of children's skills, knowledge and understanding. Parents are invited to take part in, and contribute to celebrations in school such as our Eid and Christmas parties. Parents are invited to performances and assemblies staged by the children including our Foundation Stage Nativity performance. Members of the wider community are invited into school to lead assemblies. Our Community Cohesion project enables our pupils to meet other children from various backgrounds celebrating diversity and encouraging children to respect the values and ideas of others of different backgrounds and faiths.

## **11. LEADERSHIP AND MANAGEMENT & ROLE OF SUBJECT LEADER**

The school's shared vision is that every pupil accesses the elements of PSHE that is rich, relevant and engaging. The school will encourage pupils to be able to accept responsibility for the choices they make and the consequences that arise from those choices. The PSHE Leader with support from the SLT is responsible for improving the standards of teaching and learning in PSHE:

- monitoring and evaluating classroom provision
- pupil progress
- provision of PSHE
- taking the lead in policy development
- CPD
- purchasing and organising resources
- keeping up to date with recent developments in PSHE
- lesson observations
- pupil discussions

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Special Educational Needs Policy
- ICT Policy
- E-safety policy
- Equal Opportunities Policy
- Health and Safety Policy
- Continuing Professional Development Policy
- Anti-bullying policy
- Relationships and Health Education Policy

The Governing Body, in particular the standards committee, receive regular reports on the progress of PSHE provision.

This policy will be reviewed every three years or in the light of changes to legal requirements.