

# **GPS POLICY FOR PSHE (PERSONAL, SOCIAL & HEALTH EDUCATION)**



## **1. Introduction**

At Grangetown Primary School we see Personal, Social and Health Education (PSHE) as being central to our curriculum and ethos. Our children's wellbeing, happiness and safety are our first priority, and PSHE is key to this. PSHE helps children to become healthy, independent and 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. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through (for example) the School Council and they are taught about their rights and responsibilities. They also learn to appreciate what it means to be a positive member of a diverse multicultural society.

## **2. Aims, Objectives and Pupil learning intentions:**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged 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 communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They 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. They 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.

In our school we choose to deliver Personal, Social, Health Education using the Jigsaw scheme. Jigsaw PSHE supports the development of the skills, attitudes, values and behaviours, 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

## **3. Whole School Organisation and Management**

### **(i) Planning**

PSHE and Citizenship in our school will follow the Framework for PSHE and Citizenship, given as non statutory guidance in the National Curriculum. This framework will be delivered through Jigsaw PSHE. The long term plan ensures that there is progression throughout the school and that year on year children are building on previous knowledge. There are 6 themes that will be taught - one per half term. All classes will follow the same theme each half term to allow for links to be made in class assemblies, whole school assemblies and cross phase collaborations. T  
Our curriculum content is as follows:

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in 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	Includes Sex and Relationship Education in the context of looking at change

### **(ii) Assessment**

- Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups.
- Teachers will use floor books alongside the children and will use key quotes and pictures to provide evidence of children's understanding.
- Foundation Stage pupils will be assessed in line with the Development Matters Documents and assessment against the Early Learning Goals (ELGs)
- PSHE provision will have clearly defined learning objectives, shown on the planning sheets, and these are shared with children as part of assessment for learning.
- Children will complete evaluations and TINT tasks at the end of a session/unit of work (*To Improve Next Time...*)

### **(iii) Continuity and Progression**

Careful use of our scheme of work (Jigsaw) ensures that skills learned by pupils are built upon at each subsequent stage. Each class teacher has a copy of the skills appropriate to their age group and these are built upon throughout the school. Discussion between teachers informally and in KS & Staff meetings, and the formal passing on of information at the end of each year, aids the continued development of cohesion, both within year-groups (every skill taught builds upon skills already acquired) and between year-groups.

### **(iv) Cross Curricular Links**

PSHE can be taught as a stand alone subject but where possible it will also be taught through cross-curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits to Derwent Hill, a range of enrichment activities, School Summer Fayre, Health Week, Anti-Bullying week and School Council meetings; all of which are planned to allow the children to work together under different circumstances),

### **(v) Reporting to Parents**

Children's work and achievements for each school year are reported through the end of year report. In addition, teachers will use their own professional judgment to notify parents of any concerns &/or achievements as they see fit.

## **4. Lesson Management and Organisation of Teaching**

### **(i) Planning**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We allow children and staff key time during PSHE lessons to discuss learning and collaborate ideas as a group, using a floor book to actively write down ideas and take photographs.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as the annual summer fayre, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour (in line with our 5 Golden Rules). We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

At Grangetown Primary School we plan annual events such as Health week and Anti-Bullying Week. Throughout these weeks the children, via different experiences, learn about how to keep themselves safe and how to look after their health and well-being. We have a number of visitors into school to help them learn in an experiential, practical way. These visitors include police officers, road safety officers (Walkwise), lifeguards and members of different local sporting associations.

### **(ii) Special Educational Needs**

We respond to arising needs where necessary and a nurturing group has been introduced for small groups of children identified by teachers. The children learn how to manage their feelings and how to improve their behaviour whilst building self-esteem and self-confidence through a range of activities. Intervention may lead to the creation of an Individual Support Plan (ISP) for children with special educational needs. The ISP may include, as appropriate, specific targets relating to PSHE.

### **(iii) Differentiation**

At Grangetown Primary School we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education for all children.

In PSHE differentiation can be by outcome, task or intervention. Strategies include:

- pupil groupings, e.g. ability or mixed ability, or group, paired or individual activities
- resources, e.g. different equipment for different levels of ability
- pupil activity: different group tasks, different roles and responsibilities, breaking work into smaller steps, different allocations of time, variations of pace within the lesson to match ability.

### **(iv) Equal Opportunities**

Provision for PSHE is in line with all of our policies. All children have equal access to the PSHE curriculum and developmentally appropriate materials. Teaching will be differentiated appropriately. Resources are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes, and are monitored annually to ensure that sensitivity.

## **5. The Role of the PSHE Coordinator**

The PSHE co-coordinator is responsible for the monitoring and implementation of the PSHE Curriculum, and the management of resources, as follows:

- take a lead in policy development and the production of a scheme of work designed to ensure progression and continuity throughout the school
- monitor progress in PSHE and advise the Headteacher on any action needed
- Support colleagues in their development of planning and in assessment and record keeping activities
- The purchase and organisation of central resources
- Keep up to date with developments in PSHE and disseminate this information to colleagues.
- To be available to speak to parents/carers about queries they have regarding the terminology used during the 'Changing Me' unit. To be able to offer planning and a discussion on the way this learning is approached.
- To support the development of our new behavior initiative 'Bee kind, Bee respectful, Bee responsible, Bee Ready.

### **(i) Supporting colleagues / Monitoring & Evaluation**

- The subject leader will support colleagues in the teaching of PSHE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.
- The PSHE subject leader, along with the members of our Leadership Team, is responsible for monitoring the standards of children's work and the quality of teaching and Learning in PSHE. The PSHE Coordinator has non-contact time, on a rota, and this can be used for: discussions with children about aspects of PSHE, looking at samples of pupil work, and lesson drop-ins. Discussions with colleagues, in staff and phase meetings, are also used as a means of monitoring and evaluating learning in PSHE.
- \_\_\_\_\_ (to be confirmed) is the link governor responsible for PSHE, and the Deputy Headteacher teacher has responsibility for pastoral matters, behavior and pupil welfare. The PSHE subject leader will work closely with both to ensure that PSHE is maintained as a successful and effective part of our curriculum.

### **(ii) Organisation of Resources**

Each class teacher will be given a file which contains all the Jigsaw resources for their year group. Within the file there will be a copy of each theme and relevant resources. All teachers will be given the progression skills document for their year group. There will be a master copy of the above resources kept in the PSHE Leads File. The PSHE subject leader will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate. Staff in Year 1 and Year 2 are given letters to give to parents regarding the 'Changing Me' unit of work and terminology used in lessons.

Neve Holyoak  
PSHE Coordinator

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