

GPS POLICY STATEMENT FOR PSHE (including RSE)



1. Introduction

At Grangetown Primary School we see Personal, Social and Health Education (PSHE) as being the centre of everything that we do and is at the core of our ethos. Our children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. 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. In so doing we help develop their sense of self-worth. 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

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 Jigsaw, the mindful approach to PSHE

Objectives/Pupil learning intentions:

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

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. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy and Race Equality Policy.

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.
- Foundation Stage pupils will be assessed in line with the Development Matters Documents and assessment against the Early Learning Goals (ELGs) and documented through Tapestry making clear links to the EYFS Curriculum
- 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 tasks that teachers can use to assess understanding and provide feedback/further support if necessary
- Children will complete evaluations and TINT tasks at the end of a session/unit of work (*To Improve Next Time I will...*)

(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, Stay Safe, Be Healthy 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 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, those of which are 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 our Health Week and our 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, IMPACT.

(ii) Special Educational Needs

In accordance with the SEN Code of Practice 2014 we aim to provide high quality teaching – that is differentiated and personalised – we strive to ensure accessibility for pupils with Special Educational Needs and Disabilities (SEND). Staff at Grangetown are aware that PSHE is an important subject for some pupils with SEND due to the nature of their needs and vulnerability to exploitation and bullying. Therefore, in preparation for adulthood outcomes, every effort is taken to differentiate PSHE content and deliver it in a personalised way.

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. Relationships and Sex Education

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England.' (Department for Education, Relationships and Sex Education Guidance, 2019)

The Relationships strand of our PSHE programme of study is taught as part of weekly lessons, using a published scheme by Jigsaw. For more details on Jigsaw, please see our curriculum document (Quest Curriculum). Lesson plans and resources for all PSHE lessons can be made available on request.

In addition to the National Curriculum for Science, Computing and Physical Education (PE), the Relationships strand of our programme of study for PSHE ensures that pupils receive their entitlement to compulsory Relationships Education

The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of their pupils so they are prepared for the changes that adolescence brings and how a baby is conceived and born. Therefore, Sex Education – that goes beyond the requirements of Relationships Education and the National Curriculum for Science – is taught at Grangetown Primary School in Year 5 to support pupils' ongoing emotional and physical development and their transition to secondary school. Healthcare professionals are invited to speak with the children during these lessons. However, a teacher is always present during these sessions and they remain responsible for the content and delivery the lesson.

Parents/carers have the right to request that their child be withdrawn from some – or all – of Sex Education. Before a request is granted, however, parents/carers would be invited to discuss this with the class teacher or member of the Senior Leadership Team. The benefits of receiving this important education – and any detrimental effects that withdrawal might have on the child – will also be discussed. If concerns remain, parents/carers have an automatic right to withdraw their child from Sex Education lessons. It must be noted, however, that the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction are covered within the National Curriculum for Science and/or Relationships Education, which there is no right to withdraw from. Lesson plans and resources for all Sex Education lessons can be made available on request. There is no right to withdraw from Relationships Education lessons.

6. 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.

(i) Monitoring

- The PSHE subject leader, along with the Senior Members of management are responsible for monitoring the standards of children's work and the quality of teaching. 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.
- Sharon Boyd is the link governor responsible for PSHE, and the head teacher has responsibility for pupil welfare. The PSHE subject leader will work closely with both to ensure that our aims are being met.

(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.

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- This Policy was developed through a process of staff consultation, and finalised in Autumn 2019, in line with the adoption of Jigsaw.
 - The Policy was discussed and approved by Governors in Autumn 2019.
 - The Policy was updated in July 2021.
 - It will be reviewed in Sep 2022 (or sooner if the Government updates policy or if we change our curriculum).
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Hayley Dolan
PSHE Lead