



PSHE Policy

Summer Term 2021

Review Summer Term 2023

Intent

At Holtsmere End Junior School, we believe our PSHE teaching should give our children the skills and understanding to enable them to become healthy, secure, independent and responsible members of society.

The PSHE curriculum has been planned to be mastery of a body of subject- specific knowledge designed specifically to meet the needs of our children.

At Holtsmere End Junior School we believe that the skills are the by-product of the knowledge, not its purpose.

Learning is defined as an alteration of the long-term memory. If nothing has altered in long term memory, nothing has been learned. Therefore, the PSHE curriculum has been planned accordingly to 'make knowledge stick'.

At Holtsmere End Junior School we know that vocabulary size is related to academic success, and schooling is crucial for increasing the breadth of vocabulary. Skills and knowledge for the subject have been identified and are lesson specific. Skills start with an imperative verb e.g., Explore, consider, investigate...

Knowledge is 'to learn' and will be key facts.

Hooks to engage children will be planned for and should be varied with a focus on real artefacts where possible. Challenge and Choice should be included in most lessons, or some form of differentiation clearly identified. Differentiation will always focus on how children can demonstrate their subject specific ability and not have a barrier to this, for example their ability to write. Planned opportunities for cross curricular writing will be included, where appropriate.

Our aim is to promote the spiritual, moral, cultural, mental, and physical development of all our pupils. It is our intent to prepare our students for the opportunities, responsibilities and experiences of later life. The PSHE curriculum should;

- Ensure the school is meeting statutory responsibilities with regard to preparing pupils for life and providing for their spiritual, moral, social, cultural, mental and physical development.
- Support the Prevent strategy, by instilling in children a sense of identity and belonging.
- Ensure the delivery and teaching of the PSHE/Citizenship key skills and learning objectives, outlined by the National Curriculum and the Jigsaw programme.
- Make explicit the school's commitment to delivering PSHE/Citizenship, through formally identifying the range of existing good practice and using this as a base for implementation of the PSHE/Citizenship Framework in a whole-school approach.
- Provide guidance and support for staff.
- Inform parents/carers to enable the whole school community to work as part of a collaborative team.
- Create a variety of meaningful and enjoyable activities to promote well-being and health in pupils, both in and out of school.
- Develop the knowledge, skills and attributes needed by pupils to manage their lives and maximize the opportunities afforded them.

Teaching and Learning objectives:

- Develop pupils' confidence, self-esteem and responsibility and make the most of their abilities
- Prepare pupils to play an active role as citizens and encourage them to contribute positively to the school and the wider community
- Develop healthy safer lifestyles
- Develop good relationships and respect the differences between people.
- Encourage a respect for democracy and British laws, instil a strong sense of what is right and wrong
- Promote British values as part of pupil's SMSC development. These will be achieved through the curriculum, through contributing to school life and through community links.

Implementation

A range of teaching strategies will be used to provide effective learning opportunities for all pupils. These will include an emphasis on active learning, enquiry, discussion and participation in citizenship activities. Pupils develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting

on their experiences. The teacher will need to establish working arrangements and rules for discussion, and ways of resolving conflict, particularly when potentially sensitive issues are addressed.

The PSHE/Citizenship Scheme of work will be delivered throughout the school year, using the Jigsaw Scheme of Work.

Overview of Jigsaw Content

<u>Term</u>	<u>Puzzle name</u>	<u>Content</u>
Autumn 1	Being Me in My World	Includes 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	Includes Sex and Relationship Education in the context of looking at change

Links to other curriculum areas

- **English:** skills in enquiry and communication; stories that illustrate aspects of personal and social development;
- **Maths:** counting, sharing and economics
- **Science:** Drugs, including medicine, sex, health, safety and the environment;
- **Design and Technology:** health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology;
- **Computing:** communicating with others via e-mail; finding information on the internet and checking its relevance; e-safety

- **History:** reasons for and results of historical events, situations and changes, events, ideas and experiences of people from the past;
- **Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries;
- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
- **Music:** making the most of abilities in playing or singing; issues of cultural diversity, their value and their expression;
- **P.E:** teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports; importance of keeping healthy through physical activity
- **R.E:** religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

PSHE/ Citizenship activities and school events:

Pupils are given opportunities to participate in class outings at least once a term. Other activities/events include:

- School Journey for Year Six
- Visitors to the school e.g Fire Brigade, Police, NSPCC and Child Line
- Celebrating diversity e.g. Around the World Day, Black History
- Special school events involving the community when possible, for example raising money for charities. (Comic Relief/Children in Need)

PSHE in relation to the school ethos, organisation, structures and daily practices of school life:

Pupil participation includes:

- School Council, Eco Council and Digital Leaders
- Monitors elected in class
- PALS – play leaders
- Drawing up class rules
- Participation in assemblies
- Fruit monitors
- Pupils taking responsibility for tasks around the school, e.g. recycling paper bins and checking classroom lights are turned off when the classroom is empty.

PSHE curriculum links to the values and moral framework outlined in the following policies:

PSHE/Citizenship should reflect and be reflected in the values and ethos of Holtsmere End Junior School. This policy relates to the school;

- Sex and Relationships Policy
- Drugs Education Policy

- Behaviour Policies
- SEN Policy
- Safeguarding (Child Protection) Policy,
- Equal Opportunities Policy
- Disability Equality Scheme,
- Health and Safety Policy
- Staff Code of Conduct.

Impact

To be successful independent learners, students need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. Teachers and other professionals also need to be clear about the progress and achievements of the students they teach and how their learning might be improved. The PSHE Co-ordinator will be responsible for ensuring the policy and programmes are implemented as agreed.

Assessment of Jigsaw

Each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

- *Working towards*
- *Working at*
- *Working beyond*

It is envisaged that, at the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a conversation with the child about his learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

Monitoring

- A record of whole school assemblies will be kept.
- Monitoring planning, with focus on PSHE /Citizenship activities
- Monitoring of displays - there should be a PSHE board that reflects current themes in every classroom.
- Monitoring of children's books
- Monitoring teacher, parent/carer and child questionnaires
- Review in PSHE staff meetings and discussions with staff - monitor themes completed/in progress (how it has been received, what has gone well, how the staff feel about it, resources issues, training needs).

- PSHE learning intention.
- Social and emotional development learning intention.

Progression of skills and knowledge in PSHE – KS2 – Being Me in My World:

Year 3 -	Year 4	Year 5	Year 6 -
<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>

Progression of skills and knowledge in PSHE – KS2 – Celebrating Difference:

<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p>
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<p>kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</p>	<p>myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
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Progression of skills and knowledge in PSHE - KS2 - Dreams & Goals:

<p>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.</p>
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Progression of skills and knowledge in PSHE - KS2 - Healthy Me:

<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>
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Progression of skills and knowledge in PSHE - KS2 - Relationships:

<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family,</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends,</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p>
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friendships and people around the world who I don't know.	animal.	including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.
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Progression of skills and knowledge in PSHE - KS2 - Changing Me:

I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty. I accept	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
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some ideas to cope with these feelings.	about how I might manage my feelings when changes happen.	these changes might happen at different times to my friends.	
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