Lowerhouses CE Primary School

PSHE
POLICY

APPROVED – April 2023
REVIEW – April 2026
PERSON RESPONSIBLE – PSHE coordinator

Intent

At Lowerhouses CE Primary School, our approach to Personal, Social and Health Education is informed by the Jigsaw programme of study as recommended by the Department for Education. The statutory health and mental well-being aspects of PSHE come from the Department for Education document

'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers' (2019)

This policy should be read in conjunction with our RSHE policy in order to see a full picture of our provision, including details of how we address the health topic 'changing adolescent body'.

We are committed to the development of children's social and emotional skills, children's self-esteem, their physical and mental health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. Our PSHE curriculum is broad and encompasses both statutory and non-statutory content. Because of this, the experience of pupils is more holistic and links can be made between different experiences and ideas.

Aims of PSHE

(Physical, Social and Health Education)

- To help all children learn and achieve to the best of their ability;
- To prepare children for the opportunities, responsibilities and experiences of life;
- To raise children's confidence and self-esteem – reminding all members of school the importance of respecting everyone as an individual;
- To offer a supportive learning environment;
- To provide a foundation for acquiring skills for life;
- To increase motivation and provide opportunities for real life learning;
- To encourage children to become responsible for their own learning and actions, including safe use of the internet;
- To provide children with learning opportunities to help them deal with situations which may interrupt their learning – drugs, bullying, etc

How does PSHE support the school aims?

School Aims

Within a Christian Ethos the school aims to:

- Encourage children to take responsibility for their own actions and develop respect for themselves, others and the environment.

- Encourage the development of children's self esteem, self-discipline and organisational skills.

- Encourage the children to gain skills, knowledge and attitudes, which will enable them to continue to succeed as learners.

- Encourage an atmosphere whereby the child feels safe and able to discuss the problems and concerns whilst developing an understanding of drugs and their use and misuse.

- To encourage a healthy and positive attitude about sex and gender issues within a clear and balanced framework

PSHE supports the school aims by:

- Providing learning opportunities which are meaningful, within a sympathetic/caring setting, where children are able to express their opinions and feelings in the knowledge that these opinions will be respected.

- Ensuring all children have a supportive learning environment in which to develop spiritually, socially and educationally.

- Provides children with the skills and knowledge, through activities, discussion with adults, teachers and outside support agencies, to make informed choices about their life as learners.

Implementation

PSHE will be taught through discrete lessons which will be at least 45 minutes in length. These lessons will be based on the Jigsaw programme of study which will inform medium and short-term planning.

PSHE will also be addressed through collective worship themes, with each theme being launched during the first week of each half term.

Teaching and Learning

The Jigsaw programme of study is a comprehensive Programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Jigsaw Content

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

Term	Puzzle name	Content
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

Promoting British Values at Lowerhouses CE Primary School

The DfE have emphasised the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The Government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated (2021). At Lowerhouses these values are reinforced regularly and in the following ways:

Democracy

Each year the children decide upon their class rules and the rights associated with these. All the children contribute to the drawing up of the rules.
We have a school council leadership committee which meets every month to discuss issues raised in class and the school community. This group is democratically elected by their peers. Elections take place as the culmination of work carried out in classes and assemblies throughout the Autumn 1 term

including a dedicated Democracy Week. The council takes responsibility for running a weekly ‘tuck-shop’ and profits from this are used by School Council to fund its own projects. The intention of the school council leadership committee is to bring about appropriate changes to their school.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Lowerhouses.
Pupils are taught from an early age the rules of the school. These rules are focused around our 'God’s Circle of Care' which incorporates looking after and showing respect to one another, ourselves, our school, the Lowerhouses community and the planet. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service help reinforce this message.

Individual Liberty

At Lowerhouses, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make informed choices, through a safe environment and an empowering education. We encourage children to freely express who they are and encourage them to build aspirations.

Mutual Respect

Mutual respect is at the heart of our moral values and Christian Values. Children learn that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

Lowerhouses is a diverse school. We actively promote diversity through our celebrations of different faiths and cultures, whilst teaching about Christian values and the school vision. Religious Education lessons and PSHE lessons reinforce messages of mutual respect for others. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

Informal PSHE

PSHE is not confined to the classroom. At Lowerhouses it is part of the ethos of the school and takes place at all social times of the day including playtimes, collective worship, lunchtimes and Fab Friday, as well as the activities of The School Council. The behaviour policy, the safeguarding policy, the school rules, integration and equal opportunities policies all contribute to informal PSHE.

Recording and Assessment

Class teachers complete a medium-term planning document (MTP) that will act as a termly record of work covered. Children record their learning in Jigsaw journals, beginning in Y1 through to Y6. The children's journals will used on a two-yearly cycle, ensuring that progression and consistency is clear to see. Each unit is called a Puzzle Piece and children will be assessed against the outcomes identified in each puzzle piece.

Reporting to Parents

Reporting to parents will follow the usual channels of parents' meetings and end of year reports.

Links with External Agencies

Lowerhouses School is committed to developing links with outside agencies that will offer the best support for our children. As a need is identified the school will seek advice and employ agencies that will effectively fulfil the terms of the PSHE curriculum. These agencies must also satisfy the requirements of this policy.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Inclusion and Equal Opportunities

All teaching and non-teaching staff at Lowerhouses CE Primary School are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience education at an appropriate and challenging level. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum activities. A wide range of gender specific and cultural images that challenge stereotypes will be used.

Accessibility and Teaching PSHE to pupils with Special Educational Needs

We teach PSHE to all pupils, whatever their ability, in accordance with the information set out in our school curriculum overviews, providing a broad and balanced curriculum to all. Teachers provide learning opportunities matched to the needs of children of all capabilities, setting and reviewing appropriate targets.