

	<h1>Personal, Social, Health and Economics Policy (PSHE)</h1>			
First Published	September 2010			
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Intent in PSHE				
<p>The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability race or gender.</p>				
<p>Molescroft Primary school believes that:</p>				
<p>“PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.” (Curriculum 2000).</p>				
<p>Molescroft Primary recognises the importance of the two aims:</p>				
<ol style="list-style-type: none"> 1. The School Curriculum should aim to provide opportunities for all children to learn and achieve. 2. The School Curriculum should aim to promote pupils' spiritual, moral and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. 				
<p>These aims can only be fully achieved through a wide range of experiences and opportunities provided through a whole school approach to the PSHE Curriculum. The school acknowledges that PSHE plays a significant role in the pupil's ability to learn and achieve.</p>				
<p>This policy should be read in conjunction with the following school policies:</p>				
<ul style="list-style-type: none"> ➤ Behaviour Management ➤ Anti-Bullying ➤ Equal Opportunities ➤ Relationship, Sex and Health Education ➤ Drug Education ➤ Science ➤ RE 				
<p>Molescroft Primary School believes that the development of PSHE is a lifelong and continuous process. It is concerned with personal growth and human issues. It provides</p>				

opportunities to promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of later life.

It is the responsibility of the whole staff team to implement this policy. The PSHE Co-ordinator will be responsible for providing and resourcing the scheme of work for the curriculum. Time allocation across the school year is 18hours in total. This will primarily focus on the six half termly themes specified in the Jigsaw programme. These lessons will be delivered for 30 minutes on a weekly basis, with time also allocated for Pupil Council class meetings. There are also two special themed weeks across the school year: Health Week and Enterprise Day.

The core themes are as follows:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These themes are explored in Foundation Year, Key Stage 1 and 2 and all teachers have access to the Jigsaw online portal for all the planning and resources. As a school we have an annual subscription to the PSHE Association; and all teachers have access to this to signpost useful resources and CPD opportunities.

Role of the Subject Leader

The subject leader is not expected to know “everything” about a subject but is expected to be fully abreast of how best to teach and organise the subject in addition to being aware of current best practice and research in the subject.

The coordinator will moderate the standards of children’s work and the progression of planning, teaching, and learning across the school. This includes the transition from the Foundation Year; understanding how the subject’s foundations are grounded and developed in the Foundation Year.

The subject leader will support colleagues in the teaching of the subject, informing them about current developments in the subject, and providing a strategic lead and direction for the subject in the school. This will involve leading teacher meetings as required and producing an annual subject evaluation to feed into the Standards Night and through to the new School Improvement Plan.

The coordinator should advise the Headteacher, staff and governors of current practice in the subject and any new initiatives put forward by the government or LA.

Role of the Governing Body

The governing body should, in cooperation with the Head teacher, determine the school's general policy and approach to the subject at the school. This will include the priority given to the subject within the context of the whole curriculum.

Implementation - Entitlement, Curriculum Organisation & Planning

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Jigsaw covers all areas 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 bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE and adheres to the following ten principles:

1. Start where children and young people are: find out what they already know, understand, are able to do and able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach in which children and young people can keep themselves and others healthy and safe and lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles with an emphasis on interactive learning and teacher as facilitator.
5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

<https://www.pshe-association.org.uk/>

Monitoring the Impact (Assessment, Reporting and Recording)

Coordinators conduct their own Learning Walks and analyse the impact of teaching and learning in PSHE by conducting deep dives, which include sampling the pupil voice.

Coordinators also produce a Self-Evaluation analysis for governors through the Annual Standards Report and Standards Evening.

PSHE in the Foundation Stage

In the EYFS the PSED element of the curriculum is one of the three prime areas linked to good level of development.

This involves helping children to:

- develop a positive sense of themselves and others.
- form positive relationships and develop respect for others.
- develop social skills and learn how to manage their feelings.
- understand appropriate behaviour in groups.
- have confidence in their own abilities.

Relationship with the rest of the curriculum and Cross Curricular Opportunities

The PSHE Curriculum is closely linked to the PE curriculum when focusing on the Healthy Me jigsaw piece, and also the curriculum which is considered during the Health week in the Autumn term.

Children participate in an enterprise day in the Autumn term when the children investigate the process of working as a business and all skills required.

Links with the computing curriculum are also clear when considering internet safety within the celebrating difference and healthy me jigsaw pieces.

Promoting Equality & Inclusion

PSHE has relevance for all pupils regardless of age, gender, ethnicity or ability. The school's PSHE programme will be subject to the guidance and recommendations set out in the appropriate county and school policy documents.

SEN/D

All pupils will take part in the PSHE programme subject to differentiation according to their individual needs and in accordance with the school's SEN Policy.

Talented Pupils

All pupils will take part in the PSHE programme subject to differentiation according to their individual needs and in accordance with the school's Gifted and Talented Policy.

Resources

Teacher accessing the following website through their individual login details:

<https://www.pshe-association.org.uk/>

<https://www.jigawspshe.com/login/>

Ten Principles of PSHE Education Document

Extended Curricular Opportunities, Wider Opportunities and Liaisons with Other Organisations

PSHE is a subject supported by many outside agencies who offer their services to support specialist advice. These include:

- The school nurse supporting children with discussions about puberty in upper key stage 2.
- NHS agencies supporting the younger children with health related topics such as healthy lifestyles, teeth, hand washing and mini-medic training.
- Volunteers from business coming to work with the children on enterprise day.