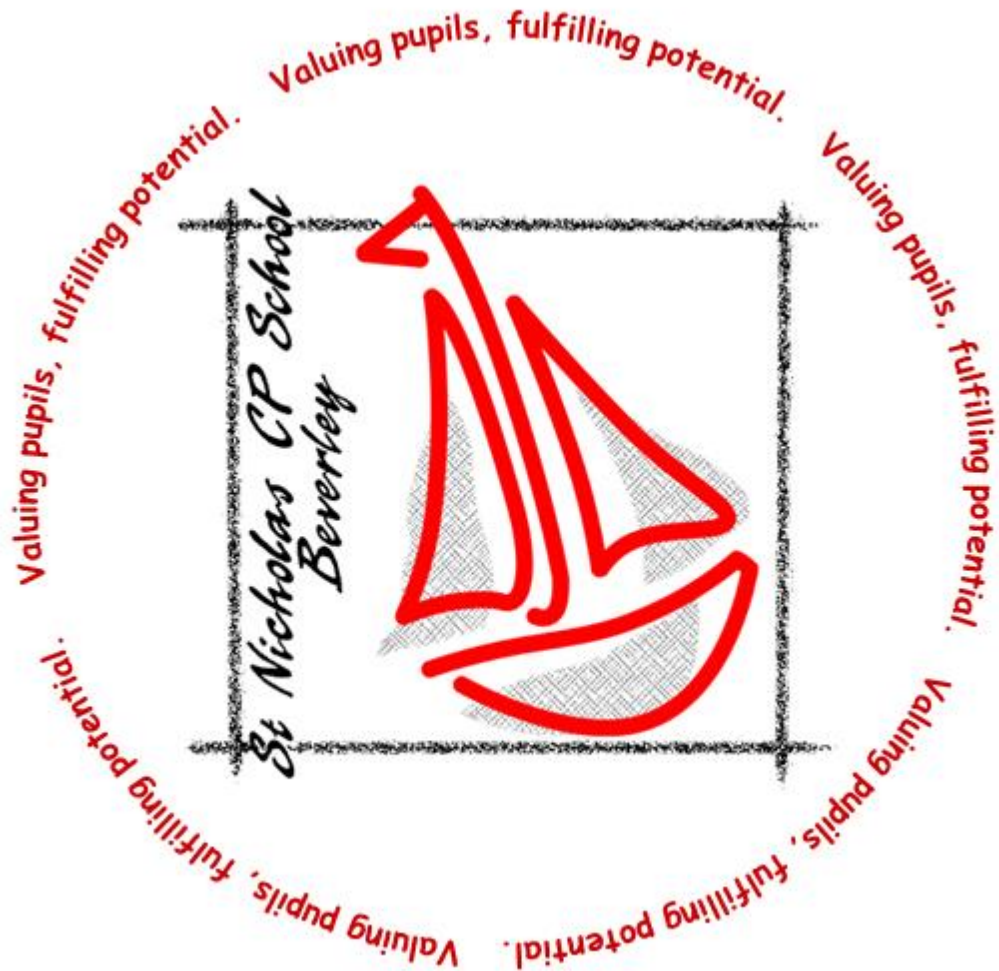


# PSHCE Policy

Beverley St Nicholas Primary School



**Reviewed November 2022**

## **1. Curriculum Intent Statement**

It is our intent at Beverley St Nicholas Primary to deliver a PSHCE (personal, social and health and citizenship education) curriculum which enables our children to become healthy, respectful, independent and responsible members of a society. It aims to help them understand how they are developing personally, physically and socially, and tackles many of the spiritual, moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At Beverley St Nicholas we deliver PSHCE lessons in line with the national curriculum, school curriculum and statutory guidance on: i.e. drug education, financial education, citizenship, personal safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

As a school we need to ensure our PSHCE curriculum not only follows the statutory requirements but that it also reflects the needs of our pupils. We use a PSHCE scheme called 'Jigsaw', a mindful approach, to help pupils learn the skills to become diverse and responsible individuals. Through Jigsaw lessons, children learn to make safe, informed decisions and develop their vocabulary and understanding around a variety of topics. We follow the Jigsaw Charter which encourages pupils to take turns and listen to each other in a respectful and safe environment. We believe the purpose of PSHCE is not only to follow the statutory content, but to build upon it and make it relevant and accessible to all pupils. The Jigsaw lessons are adapted where teachers feel necessary, focussing more on class discussions, role play and practical activities to enhance confidence and participation. PSHCE is built into daily conversations and assemblies as well as weekly timetabled lessons. EYFSP build Jigsaw objectives into small group sessions and plan for opportunities to develop PSED throughout opportunities within their learning environment.

PSHCE is integral to the development of children's values in order for them to become responsible citizens in a forever changing community. We value the importance of children's mental health, spiritual, moral, social and cultural curiosity and provide them with engaging ways in which this can be challenged and nurtured.

## **2. Implementation**

Beverley St Nicholas school teaches PSHCE through the objectives set out in the Jigsaw scheme. This provides a clear and comprehensive scheme of work in line with the National Curriculum. The Jigsaw curriculum has six core learning themes:

Being me in my world

Celebrating difference

Dreams and goals

Healthy me

Relationships

Changing me

The whole school follow the same unit at the same time which covers different issues at age appropriate levels.

It also incorporates the RSE policy and identifies links to British Values, Cultural Capital,

SMSC and schools Key skills into the curriculum.

The school has a Jigsaw display board in the hall which shows what the current unit being taught is and features key vocabulary covered across the year groups. This is so links can be made with the wider curriculum and that terminology used by staff is consistent.

School assemblies make links to Jigsaw themes including PSHE, British Values and SMSC.

Beverley St Nicholas school teaches RSE through the Jigsaw scheme. This provides a clear and comprehensive RSE scheme of work within PSHE in line with the new recommendations of teaching RSE in National Curriculum (Feb 2019) The teaching and learning of RSE is planned explicitly within each year group so that children know more, remember more and understand more. *Please see separate policy for further information.*

### **3. Impact**

Children will know more and remember more about PSHE.

Children will recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

Children will demonstrate a healthy outlook towards school and behaviour will be good. The large majority of children will achieve age related expectations across the wider curriculum in addition to the core subjects.

Children will develop positive and healthy relationships with their peers both now and in the future.

Children will have respect for themselves and others.

Children will have positive body images.

### **4. Planning and Progression**

We plan using the National Curriculum. We enhance the curriculum using progression grids which map out the skills and knowledge children gain in each year group from EYFS to Year 6. Subject Progression grids are used to develop long term plans. Teachers use the long term planning to plan units of work and deliver individual lessons. Jigsaw planning is all on an online portal which is updated automatically to ensure teachers have the most up to date information to deliver the PSCHE curriculum in line with the statutory requirements.

### **5. Teaching and Learning Pedagogy**

The aim is for our children to become citizens who will remember more, know more and understand more about personal, social, health and citizenship education. In PSHCE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In PSHCE, the following approaches will be used in order to ensure that the PSHCE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their PSHCE experiences in school:

- Direct teacher instruction; modelling of skills and techniques; demonstration
- Teacher modelling; questioning; mix of individual, paired and group instruction
- Pupil-led learning; opportunities to share learning
- Being introduced to the key vocabulary; defining the key vocabulary; high expectations of pupils 'talking' like a global citizen; high expectations of pupils researching, interpreting and presenting like a global citizen.

## **6. Assessment**

At Beverley St Nicholas assessment in PSHCE comprises teacher assessment during the delivery of lessons. Each class (Yr1-6) will record evidence of PSHCE lessons in a class 'big book'. This will include photographs, examples of work, key vocabulary and children's voice. Children are involved in discussions and given tasks linked to the knowledge and skills laid out in the school's progression maps and they are assessed against these. It is the responsibility of each individual class teacher to implement this through planning and following activities linked to the PSHCE National Curriculum through the Jigsaw programme. At the end of each term teachers judge children against these criteria using the school's assessment system Educator. This data is then analysed by the PSHCE subject leader. EYFS will assess PSHCE in line with the EYFS curriculum and under the Early learning goal for PSED. They will record evidence of this in their floor books which, like the class big books, will include photographs and children's voice.

## **7. Resources**

Jigsaw programme

Linked books

## **8. Equal Opportunities and Inclusion**

All pupils are entitled to access the PSHCE curriculum at a level appropriate to their needs.

At Beverley St Nicholas Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

## **9. Co-ordinator Responsibilities**

The PSHCE subject leader is responsible for:

- Monitoring the teaching and learning of PSHCE.

- Overseeing and implementing the PSHCE policy.
- Writing an annual action plan for the School Development Plan and evaluating progress throughout the year.
- Attending training and providing staff with appropriate feedback and CPD.
- Attending courses to keep knowledge up to date and feedback to staff upon return. Each class teacher is responsible for delivering PSHCE to their class.

#### **10. Parental Engagement and Reporting to Parents**

It is the aim of the school to involve parents as much as possible in their children's education. Parents are welcome to help in the classroom and are kept informed regularly of their child's progress, both formally and informally.

In PSHCE parents and other relatives will be informed when the SRE unit starts for Y6, and can view the curriculum if they have any concerns. They can contribute by listening and discussing PSHCE related questions as their children raise them, following lessons in schools. Letters will be sent out during the summer term for parents regarding the Relationship unit and, for those pupils in mixed year group classes, this unit will be taught at the correct and appropriate age.

#### **11. Policy Review**

Policy Reviewed: November 2022

Review Date: November 2023