



Kingsway Junior School

'Developing Confident, Enthusiastic and Happy Learners!'

PSHE Policy

(Personal, Social and Health Education)

Responsible committee	Full Governing Body
Date Reviewed	Summer 2024
Next Review	Summer 2025
Signed on behalf of the Governing Body	<i>Nicola Santamaria</i>
Print Name	Nicola Santamaria

Dignity Statement

Kingsway Junior School is committed to providing a learning environment where all children are treated with dignity and respect. As stated in the UN Convention on the Rights of the Child, all children are born with dignity, which cannot be taken away, regardless of behaviour, ability, disability, race, economic background, gender, sexuality or beliefs. Duty Bearers' protection of children's rights affords them this dignity and enables them to access education free from barriers.

Introduction, Content and Rationale

All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils. According to the National Curriculum (2021) 'Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils as stated in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' DFE 2021.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy is supported by the school's Child Protection policy, Positive Relationship's policy and the Online Safety policy.

Aims and Values

At Kingsway Junior School we are committed to promoting the development of the whole child and we aim to provide opportunities for all pupils to:

- Learn and achieve,
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils,
- Prepare pupils for the opportunities, responsibilities and experiences of life
- Understand about mental health and wellbeing including learning a range of coping strategies

Every child should feel that they are known, understood, cared for and valued and should feel safe in sharing their thoughts, feelings and opinions. As a school, every effort is made to meet individual needs and to recognise individual abilities and talents. Every child has equal regard and equal opportunity.

At Kingsway Junior, we take pride in the confidence, resilience, independence and self-regulation that our pupils develop from learning and playing in a community where adults and children are all familiar to them. The pupils 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.

Teaching of PSHE

Our PSHE curriculum is underpinned by the school's values as well as the schools' mission statement. The aims of the school, through PSHE, will be to reduce or remove barriers to learning through teaching children skills and strategies to live healthy, safe, productive, capable, responsible and balanced lives. This will further enable enterprising, effective transitions, positive learning, career choices and how to achieve economic wellbeing. The children can clarify their values and attitudes to deal with a complex and conflicting range of real-life scenarios.

This will be taught through 6 puzzle pieces: Being me in my world, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me (including Relationships and Sexual and Health Education- RSHE). These puzzle pieces are structured with clear progression throughout the year groups, with clear assessment points and grids as well as key discussion topics.

These topics are key stage appropriate and will enable spiritual, moral, social and cultural development, behaviour and safety and deliver the school's statutory responsibility to promote pupil's mental health and wellbeing. Equally, it will teach children and staff the importance of safeguarding.

Regardless of where it is delivered, we aim to teach our 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,
- Understand healthy relationships,
- Become healthy and fulfilled individuals.

Teaching and Learning

Each class have a PSHE timetabled slot weekly. Further PSHE sessions are focused on through themed assemblies and additional pupil leader roles in the school such as School Council, Rights Respecting leaders and our Peer Mediators. We also provide themed days or weeks where we continue to discuss key themes linked to the PSHE curriculum. In creating our PSHE curriculum, we recognise that not all teaching of the skills is done through discrete PSHE lessons and, in actual fact, much of it is covered through class-based discussions, in assemblies and through other areas of the curriculum such as extra-curricular workshops or visitors.

According to the National Curriculum 2021, "PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions."

The teaching of PSHE is strongly supported by the award-winning JIGSAW PSHE - the mindful approach to PSHE. Jigsaw provides a spiral and progressive comprehensive PSHE Programme in which the statutory elements sit and are embraced.

The key weekly topics are introduced through assemblies on a Monday and followed up in sessions in class. Where the assembly theme differs to that of PSHE, coverage occurs in afternoon lessons. These themes reoccur with pupils experiencing them every year. As the children progress through the school, although the themes are repeated, the topics and discussions are developed and extended showing clear progression.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. These will include opportunities to explore, clarify and if necessary challenge their own/ others values, attitudes, beliefs, rights and responsibilities. These skills will provide the strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. The importance of PSHE is down to children being able to 'know about, know how to and be able to.'

As a staff, we will determine pupils' prior knowledge / starting points through initial class or group discussions. Each child will have a PSHE book to record their ideas, thoughts and tasks from lessons. Not all lessons will require written work, as the mindful approach is structured around sharing and discussing. Teachers will monitor progress with formative assessment sheets that children annotate each lesson. At the end of each topic, teachers use JIGSAW assessments to highlight and annotate how the children have progressed and identify future improvements. There are clearly scripted JIGSAW plans which allow our staff to teach high-quality PSHE session with confidence, clarity and clear progression targets through learning objectives. Teachers are aware of how PSHE feeds in to all other areas of the curriculum, regularly making this link. Planned enrichment days are used to develop and extend the schools' planned PSHE programme.

A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

We will help pupils to make connections between their learning and 'real life' behaviours by drawing on 'real life' scenarios and current or topical issues. It is essential that lessons are sensitive to a range of views whilst ensuring that pupils understand and are taught skills with regards to staying safe and healthy and protecting and enforcing their human rights. The JIGSAW charter reflects these views through their JIGSAW charter which is shared with children. This provides children with a safe environment to share their thoughts and feelings with the class remaining confidential with the other children in the room. Teachers are not required to keep information confidential if it conflicts with safeguarding issues: these concerns must be recorded and passed to a DSP and this is reflected in the JIGSAW plans and shared with the children at each session.

As a school, we have members of staff trained and experienced in delivering a range of interventions to support pupils in developing their PSHE skills. This is managed by the INCO and pastoral lead, with support from Learning Mentors and may include sessions to develop pupils' resilience or conflict resolution skills.

Creating and supporting the learning environment

We will create a safe and stimulating environment by ensuring that all pupils' views are heard and that, through the teaching of PSHE, children understand how to act in situations as well as knowing when they may be vulnerable or at risk, they will get appropriate support from adults within the school in order to feel safe and secure. It is important that pupils feel able to ask any questions that they wish and that their questions are valued. Staff are aware that sometimes disclosures may be made. If a disclosure is made, staff will alert the DSP.

Involving parents and carers

PSHE is at its strongest when there is ongoing communication and collaboration between school and home. At Kingsway Junior we are committed to working with parents and carers. Our curriculum is posted on our website for parents to read and a full intent statement is also published.

Pupil Voice

We aim for every one of our pupils to be active citizens within the school community. To this end, informing pupils within our decision-making processes is of high importance. The School Council and Pupil Leadership Team meets regularly to discuss key issues from around the school, with a view of developing the ability to speak with members of the Senior Leadership Team to develop action plans.

Entitlement and Equal opportunity

Our PSHE Curriculum has been written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each opportunity to meet the needs of the children in their classes. To support this, many sessions will require creative learning activities that allow children to guide their pathway and to work to their full potential.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring each individual feels valued and listened to. As a school we promote diversity and inclusion through the PSHE curriculum and school values, ensuring no pupil is excluded access to PSHE. We expect our pupils' to consider others needs too.

Please refer to the school's SEND and Inclusion policy and the Equality Information and objectives.

Intended Outcomes

As a result of our PSHE curriculum and programme of study, pupils will:

- Know and understand how to keep themselves and others safe
- Have a sense of purpose and value themselves and others
- Understand that they have the right to become healthy and fulfilled individuals
- Understand that they have a responsibility to be active in their own learning