

James Cook Learning Trust

PSHE Policy



**JAMES COOK
LEARNING TRUST**

Date: December 2021

Review Date: December 2023

Statement of intent

In all four schools of the JCLT, we want our teaching of Personal, Social, Health Education to be a whole-school approach that underpins our children's development as people because we believe that this supports their learning capacity in all areas of the curriculum.

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.*

PSHE also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities we need to provide for our pupils.

Within the JCLT, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme (please see RSE policy). One of the key themes in our PSHE programme is 'Relationships' and we want children to ultimately develop positive relationships, with themselves, others, the environment and the wider world.

The main areas this policy will cover are:

1. Aims
2. Roles and responsibilities
3. Implementation
4. Impact
5. Inclusion
6. Confidentiality and child protection
7. Monitoring and review

1. Aims

Our aims in teaching PSHE are for children to:

- Develop pupils' resilience and self-worth, including their ability to self-reflect on their actions and act mindfully.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
- Improve pupils' understanding of healthy relationships and how they can protect themselves in different situations.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2. Roles and responsibilities

The headteachers of the trust are responsible for:

- Overseeing the implementation and impact of the PSHE curriculum.
- Assisting the subject leader in reviewing and updating this policy biannually.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

The subject leaders of the trust are responsible for:

- Overseeing the implementation and impact of the PSHE curriculum.
- Carrying out monitoring to ensure the school's expectations and aims are being adhered to.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Identifying areas for improvement for the PSHE curriculum and ensuring these are included as part of the SDP.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.
- Working with classroom teachers and TAs to plan lessons and ensure continuity between year groups.
- Working with the SENDCO and other relevant members of staff to ensure the PSHE curriculum is accessible to all pupils.

Classroom teachers of the trust are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the PSHE curriculum.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils based on the Jigsaw scheme.
- Working with the subject leader to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.

3. Implementation

Since September 2020, our trust has used the Jigsaw Programme to plan and deliver our PSHE lessons, tailoring lessons to our children's needs. The Jigsaw Programme, the mindful approach to PSHE, offers us a comprehensive, carefully thought-through scheme of work, using a spiral curriculum model with vertical progression which brings consistency to our children's learning in this vital curriculum area.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards developing pupil's understanding of that theme.

Each Piece has up to two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to look at one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

For children in EYFS, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Every plan has child-initiated and adult-led activity ideas for both the indoor and outdoor learning environment.

Across the trust, PSHE is delivered in a number of different ways to pupils. This includes:

- Focussed assemblies covering particular themes.
- Planned lessons, as outlined in our curriculum document, carried out once per week delivered by class teachers or other cover supervisors e.g. PPA staff etc.
- Integration into other lessons such as Science, English, Geography etc.

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 the differences of others.
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 (non-statutory and only covered in Year 6) in the context of coping positively with change.

Across the JCLT we allocate approximately 3-6 hours to PSHE each half term in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: assemblies, praise, individual school learning charters, through relationships between peers, between adults and children, between colleagues and with parents throughout the schools. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Relationships, Health and Sexual Education

Please refer to the additional JCLT RSE policy for how this is delivered within our schools.

4. Impact

Assessment is an integral part of the teaching process and should be based on teachers' judgements and questioning, and pupils' self-evaluation tools. The JCLT is currently reviewing our approach to formal assessment within PSHE, in line with the techniques offered by the Jigsaw Programme, as we want to develop a consistent, effective approach to PSHE assessment.

Assessment is used to inform planning and facilitate differentiation. Assessment should be ongoing to ensure that children understand lesson concepts and make progress. Verbal feedback should be given to children as soon as possible, and any necessary marking is guided by the individual school's Marking and Feedback Policy.

5. Inclusion

The children have a wide range of abilities and we seek to provide suitable learning opportunities for them all by matching the challenge of the task to the ability of the child. This means that, where appropriate, work will be differentiated according to ability. PSHE is, however, a highly inclusive subject and is crucial in developing children's emotional and communication skills. PSHE is taught to all children, whatever their ability and individual needs. We

strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

Equality

The DfE Guidance 2019 (p. 15) states:

“Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

Across the trust we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

6. Confidentiality / Child Protection

If a member of staff, (teaching or non-teaching) suspects there to be child protection issues involving a child or is faced with a disclosure then she/he has a duty to pass this information on to the designated safeguarding lead (DSL), and use the procedures set out in the JCLT Child Protection policy. Staff need to make pupils aware they cannot legally give complete confidentiality. This can be tackled by revisiting ground rules at the beginning of each session.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

During both formal and informal PSHE and RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

In some lessons, an anonymous question box may be used (upper KS2) to allow children to ask questions about potentially sensitive or embarrassing topics (e.g. puberty).

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate, provision may be made to address the individual child/young person's requirements after the session. The JCLT believes that staff must use their professional skills and discretion in this area and speak to a Designated Safeguarding Lead if they are concerned about any pupil questions from a safeguarding perspective.

Children may also be signposted back to parents/carers who also have a responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

7. Monitoring and review

This policy is reviewed biannually by the subject leaders of the trust and approved by the SLT and governors. Lesson observations, work scrutinies, pupil and staff questionnaires, and staff discussion will take place across the year in order to inform the subject leader of strengths and weaknesses within the curriculum area so that these can be acted upon and improved.

The subject leader will communicate all updates to this policy to the relevant classroom teachers and parents.