



## PSHE Subject Policy

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## **Vision**

To inspire pupils to be unique, positive and mindful individuals, where they receive relevant learning experiences to help them to navigate their world and develop positive relationships with themselves and others.

## **Context**

- We teach according to the PSHE Jigsaw scheme of work. Designed as a whole-school approach, Jigsaw establishes consistency that gives all teachers confidence to deliver high-quality lessons, as well as meeting all statutory RSE requirements.
- To ensure progression and a spiral curriculum, Jigsaw offers our pupils a mindful approach to PSHE and through this, our school meets the statutory Relationships and Health Education requirements.
- We recognise that learning PSHE provides our pupils with the opportunity to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, happy, independent lives now and in the future.
- We are committed to the ongoing development of Personal, Social, Health and Economic education (PSHE) in our school which is monitored and evaluated by school and subject leads.

## **Intent**

At Marton Manor Primary School we believe PSHE (personal, social, health and education) plays a vital part in primary education. PSHE enables our children to acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, our aim is to develop the qualities and attributes pupils need to thrive as happy, successful and productive individuals, family members and members of society. We aim to prepare our pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times (and take these management skills into adulthood). Our intention is that PSHE will foster pupils' wellbeing and confidence, helping them to connect their PSHE skills and understanding to all subjects and to practical, real-life situations. We intend that our PSHE teaching and children's ongoing development and understanding in PSHE will help them to feel safe and secure enough to fulfil their academic potential. Furthermore, we aim to 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.

### **Within the agreed syllabus, pupils will be taught to:**

- Develop knowledge and understanding to make informed choices and decisions
- Develop self – awareness, confidence and self- esteem
- Acquire and maintain responsible attitudes towards physical and mental health, supported by a healthy and safe lifestyle.
- Develop skills and positive attitude towards building effective relationships and respect for others

- Manage and express feelings appropriately, using thought provoking discussions and other appropriate strategies
- Understand that they are part of a diverse society and that they have rights and responsibilities
- Prepare for adulthood and independent living
- Further develop their social and communication skills

## **Implementation**

### Time Allocation

At Marton Manor Primary School we allocate one hour to PSHE each week 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 and reward system
- School values
- Learning Charter
- Rights Respecting

We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

### Scheme of Work - Whole-school approach

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

## **Impact**

- The impact of the PSHE curriculum at Marton Manor Primary can be seen through:
- Our children becoming healthy and responsible members of society, equipped with the knowledge and skills to make the right choices in society.
- Our children demonstrating and applying the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Our children displaying a healthy and positive outlook towards school and their learning, having developed the knowledge, skills and attributes they need to succeed at school and in the wider world.
- Our children developing the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and knowing when and how they can seek the support of others.
- Our children applying their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part.
- Our children possessing the skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

## **Assessment**

We view assessment as a major contributor in evidencing the impact and this is tracked following the teaching of lessons to ensure that pupils are building on their skills and knowledge over time. It shows progression and ensures that any in-school gaps or anomalies are monitored and dealt with in a proactive way. Teaching staff use the Jigsaw Agreed Syllabus unit learning outcomes to assess the children against the criteria for working towards, expected and exceeding standard (these terms may change if new assessment system introduced).

## **Monitoring, Evaluation and Review**

We intend that this policy should operate for the next 3 years, and then be fully reviewed by staff and Governors. The subject leader's role includes monitoring and evaluation of this policy in practice.

We maintain a 'self-evaluation' of PSHE in preparation for any scrutiny, including lesson observations/ learning walks throughout the year and monitoring evidence in children's books.

## **Self-Evaluation**

The subject leaders for PSHE will assess and review the subject's strengths and areas for development. This is incorporated into an annual PSHE action plan.