



PSHE Policy

Killamarsh Infant and Nursery School

In teaching PSHE we aim to:

Intent

We are committed to providing a high quality educational experience for all pupils. The PSHE programme of study brings together citizenship with personal well-being, while promoting a British values based education. It is intended to support the school in developing a cohesive whole-school approach to personal, social, health and economic well-being (PSHE). The P.S.H.E curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The school follows the Jigsaw scheme of work across both EYFS and Key Stage 1.

Although PSHE is a non- statutory subject, at Killamarsh Infant and Nursery School we feel it is integral that children are exposed to PSHE in both discrete and cross-curricular learning.

This curriculum provides a context for the school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils.
- Provide sex and relationships education (SRE).
- Promote British values.
- Provide a safe place for discussion of current, relevant social issues.
- Protect our children from radicalisation.

Implementation

Children are taught to:

- Develop their self-esteem, confidence and self-awareness to make the right choices.
- Develop their social skills and social awareness.
- Make sense of their personal and social experiences.
- Maintain responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- Develop effective interpersonal relationships and a caring attitude towards others.

- Develop a caring attitude and sense of responsibility about the environment.
- Manage and understand their feelings.
- Understand how society works and the rights and responsibilities involved.
- Use technology safely and responsibly.

In EYFS:

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice. We also follow the Jigsaw curriculum completing weekly lessons.

In KS1:

We use the Jigsaw curriculum, as well as a continued focus on British Values in each half term.

Impact

Pupil voice is used in forming the curriculum. We have many areas of PSHE that occur in our school regularly. These include (but are not limited to): school trips, sports events, PSHE lessons, exposing children to a wide variety of literature and asking them to see things from different perspectives, various classroom visitors, well-being warriors, mini-leaders and our School Council. We are confident our children are developing their PSHE skills both in and out of lessons at every possible opportunity as was highlighted in our last Ofsted – July '19.

Statutory Requirements:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

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.

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.

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.

How PSHE is structured through the school

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 an 'end product', for example, The School Learning Charter. Each Piece has 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 SEAL 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 at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group including Nursery and Reception.

Teaching and Learning Style

We believe that establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise/adapt their own Jigsaw Charter at the beginning of the year so that they have ownership of it.)

We have agreed it needs to include the following aspects:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Planning and Implementation

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

At Killamarsh Infant and Nursery School we allocate 1 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 and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Class teachers deliver the weekly lessons to their own classes.

Early Years

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice. Children also have weekly Jigsaw lessons on the same theme as KS1.

Cross-Curricular PSHE Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practice and apply the skills, knowledge and understanding acquired through PSHE lessons to other areas of the curriculum. For example:

English: we teach skills in enquiry and communication; stories that illustrate aspects of personal and social development;

Mathematics: aspects of money management; counting and sharing;

Science: sex; health; safety and the environment; drugs;

Design and technology: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology;

ICT: communicating with others via e-mail; finding information on the internet and checking its relevance;

History: use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people from the past;

Geography: topical issues concerning environment, sustainable development, land use; study of pupils' own locality and places in different parts of the world, including less economically developed countries;

Art and design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;

Music: making the most of abilities playing or singing; issues of cultural diversity, their value and their expression;

Physical Education: teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports;

RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues, and relationships.

Drama: Debating, problem solving, speaking and listening skills.

Inclusion

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each 'Piece' to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Assessment and Target Setting

We use assessment to inform and develop our teaching.

- We assess for learning. Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they

could improve. Activities during, and at the end of each topic record achievement and celebrate success.

- Reports to parents are written once a year, describing each child's attainment in PSHE.

Role of the PSHE Co-ordinator

The PSHE Co-ordinator undertakes the following tasks:

- Monitoring and evaluating pupil progress
- Monitoring individual PSHE plans made by staff and the provision of PSHE.
- Monitoring the quality of the learning environment
- Taking the lead in policy development
- Providing support and advice on PSHE education within the school.
- Informing staff of current developments in PSHE education and supporting colleagues in their CPD
- Overseeing the provision of resources

Equal Opportunities

Killamarsh Infant and Nursery School has universal ambitions for every child whatever their background or circumstances. PSHE is taught within the guidelines of the school's equal-opportunities policy:

- We ensure that all our children have the opportunity to gain PSHE knowledge and understanding regardless of gender, race, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, and linguistic or gender bias.
- We aim to teach PSHE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value PSHE as a vehicle for the development of language skills, and we encourage our children to talk constructively about PSHE.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties and ensure tasks are differentiated to support all learners.

Monitoring and Review

Monitoring of the standard of children's work and the quality of teaching in PSHE is the responsibility of the Head teacher who is assisted by the subject co-ordinator. The work of the co-ordinator also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Confidentiality and Child Protection Issues

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, Child Protection procedures and policies must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (DSL) who acts, in accordance with the Child Protection Policy.

Parental Involvement

We aim to involve parents directly in the life of the school, and therefore in the development of children's skills, knowledge and understanding in PSHE. There are opportunities each term where parents can discuss their children's progress with their teacher. Curriculum letters provide information about the PSHE curriculum.

Review

This policy will be reviewed every three years or in the light of changes to legal requirements.

To be reviewed: Summer 2027