



Statement of intent

Norton CEVC Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Our environment is safe and clean with everyone sharing responsibility for it.
- Our culture is one of continuous improvement, creativity and enthusiasm.

At Norton CEVC Primary school, PSHE enables children to develop the knowledge, skills and attributes they need to be able to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up. They will be aware of their own unique qualities, recognising their positive attributes as well as the difficulties they face; they will also appreciate their place as part of a wider society. We aim to ensure that attributes such as resilience, self-esteem, risk-management, teamworking, self-care and reflective thinking are well-developed, both in the context of learning and in their lives outside the classroom.

As a school we follow the PSHE Scheme Jigsaw and this is closely monitored by our PSHE Lead: Miss Rebecca Miles

Aims of the PSHE Curriculum

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge

- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Be an active partner in their own learning
- Be active citizens within the local community
- Understand the law and consequences of risky behaviours.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Understand democracy.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

Implementation

At Norton CEVC Primary School, we deliver Personal, Social, Health Education using Jigsaw, a mindful approach to PSHE. Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Jigsaw is a whole school approach, with all year groups working on the same theme at the same time, generating a whole school focus for staff and pupils. It 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.

Each lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The scheme 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.

SMSC

Jigsaw lessons contribute to the children's SMSC development and British values. This is balanced across each year group and theme. It provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development.

The Learning Environment

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 lesson.

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)

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE sessions in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson. If disclosures occur, the school's Safeguarding policy will be followed.

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.

Differentiation

Inclusivity is an important part of PSHE within our school. Teachers will tailor each lesson to meet the needs of the children in their class. To support this differentiation, many lessons include creative learning activities that allow children to choose the media with which they work and give them

scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each theme includes a P-level grid with suggested activities for children working at each of those levels.

Assessment

We set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum.

Teachers will ensure children are making progress with their learning.

Each theme has a built-in assessment task. Teachers will use level descriptors to assess whether children are Working towards, Working at or Working at greater depth.

This will be recorded on Insight, our tracking system.

Children are given the time to reflect on their own learning at the end of each lesson.

Responsibilities

The governing body has overall responsibility for:

- the implementation of the school's PSHE Policy.
- ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The headteacher has responsibility for:

- handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE co-ordinator has responsibility for:

- the day-to-day implementation and management of the PSHE Policy.
- reviewing the PSHE Policy bi annually.

Monitoring and review

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- * Pupil and teacher evaluation of the content and learning processes
- * Staff meetings to review and share experiences

This policy will be reviewed by the PSHE co-ordinator on an bi annual basis.

Any changes to this policy will be communicated to all staff and other interested parties.

The next scheduled review date for this policy is September 2025.

R. Miles September 2024