



Personal, Social and Health Education (PSHE) Policy

Personal, social and health Education (PSHE) is a planned programme of learning opportunities and experiences that help young people grow and develop as individuals and as members of families and communities. PSHE gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain and to manage their lives, now and in the future. High quality PSHE helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

Teaching and Learning for PSHE

Teachers follow the teaching and learning policy when delivering PSHE lessons. The principal aim of teaching and learning for PSHE is to develop children's knowledge, skills and understanding in the subject so that this knowledge and understanding can be applied and progressed upon as they move through year groups. During PSHE lessons, there is a mixture of whole-class teaching and individual or group activities. Within lessons, children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

PSHE Curriculum Planning

The National Curriculum is used as the basis of curriculum planning. Class teachers also use the Jigsaw PSHE scheme of work to plan effectively. Planning for PSHE focuses on 6 different themes across the year (a different theme every half term) that are undertaken at an age appropriate level by each year group. These are:

1. Being Me in My World

Includes understanding my place in the class, school and global community as well as devising Learning Charters.

2. Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity.

3. Dreams and Goals

Includes goal-setting, aspirations for yourself and the world and working together.

4. Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

5. Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

6. Changing Me

Includes sex and relationships education in the context of coping positively with change (including age-appropriate sex education).

PSHE across the school builds upon prior learning and as such intentions for learning and themes of units of work are repeated across year groups; however, a progression is present and this can be found comparatively across each of the six individual Jigsaw units of work.

PSHE assemblies are also planned for the start and the end of each term and the theme of PSHE for the term

is mentioned and celebrated each week, at least once during that week, in another assembly or collective worship.

PSHE in EYFS

Early Years (EYFS) planning is aligned to the National Early Years Framework (England). As such Teaching and learning within PSHE for pupils in the EYFS is delivered and monitored via the 'Understanding the World' strand of the curriculum. This is delivered through a range of topics that let them explore their immediate environment and the wider world. Early Learning Goals focused on are:

- People and communities: They know about similarities and differences between themselves and others, and among families, communities and traditions.
- The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.

Additionally, when developing language across EYFS, teaching and learning relates to the strand of Communication and Language, with a focus on developing listening and attention, understanding and speaking.

EYFS also have access to Jigsaw resources and use these weekly to bolster the teaching of PSHE.

Assessment Practice for PSHE

We use general assessment practices in this subject as outlined at the start of Teaching and Learning Policy under the heading 'Meeting children's learning needs through assessment practice'. Children's progress is recorded in their individual Learning Logs where appropriate.