



Hagley Primary School

Personal, Social, Health and Economic Education (PSHE) Policy

Date: May 2019

Date of review: July 2020

Responsible member of staff: Jessica Clements

Signature:

(Chair of governors)

Signature:

(Head Teacher)

Aims and Objectives

At Hagley Primary School we value the importance of our children's Personal, Social, Health and Economic Education (PSHE). We aim to support each child's Spiritual, Moral, Social and Cultural development (SMSC) throughout the teaching of our curriculum. Within the rapidly changing world in which we live, it is vital that these areas are explored in a safe and supportive environment.

PSHE and Citizenship enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make Provision for Personal, Social, Health and Economic Education (PSHE), drawing on good practice'.

Under section 78 of the Education Act 2002 schools should provide a broadly based and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of all pupils. The teaching of PSHE should prepare pupils for the opportunities, responsibilities and experiences of later life.

Curriculum and Planning



The Jigsaw Programme covers all areas of PSHE with different aspects taught in six topics throughout the year. Each year group will work through lesson plans at a level that is age specific – the content will vary and become more detailed as the children move through the key stages.

Term	Puzzle Piece	Content
Autumn 1	Being Me in My World	Understanding my place in the class, school and community. Devising learning charters that enable everyone to learn in a safe and effective way.
Autumn 2	Celebrating Difference	Understanding that people are different and have a variety of talents, skills, likes and dislikes. This topic includes discussing issues of bullying, to correspond with National Anti-Bullying week in November.
Spring 1	Dreams and Goals	Setting personal goals, aspirations, working together to achieve.
Spring 2	Healthy Me	This topic covers self-esteem, emotional and physical confidence, healthy life style choices, peer pressure and drug and alcohol education.
Summer 1	Relationships	Understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2	Changing Me	Understanding that growth and changes occur to animals and human beings. Exploring how to deal with the emotional aspects of change in a positive manner. This topic includes Sex and Relationship Education in the context of looking at change.

Sex and Relationships Education (SRE)

Definition of SRE:

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). Effective

SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

It is important to note that the SRE at our school sits within the school's values framework and that we consider it vital to do this work in partnership with parents and carers.

Jigsaw Content for SRE

The following grid shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Lesson	Learning Objectives 'Pupils will be able to...'
1	Boys' and Girls' Bodies	<ul style="list-style-type: none"> identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect their body and understand which parts are private
2	Boys' and Girls' Bodies	<ul style="list-style-type: none"> recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private explain what they like/don't like about being a boy/girl
3	How Babies Grow	<ul style="list-style-type: none"> understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how they feel when they see babies or baby animals
	Babies	<ul style="list-style-type: none"> understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how they might feel if they had a new baby in their family
	Outside Body Changes	<ul style="list-style-type: none"> understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how they feel about these changes happening to them and know how to cope with those feelings
4	Inside Body Changes	<ul style="list-style-type: none"> identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how they feel about these changes happening to them and how to cope with these feelings
	Having a baby	<ul style="list-style-type: none"> correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how they feel about having children when they are an adult

	Girls and Puberty	<ul style="list-style-type: none"> describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that they have strategies to help them cope with the physical and emotional changes they will experience during puberty
5	Self and Body Image	<ul style="list-style-type: none"> be aware of their own self-image and how their body image fits into that know how to develop their own self esteem
	Puberty for Girls	<ul style="list-style-type: none"> explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be ok for them
	Puberty for Boys	<ul style="list-style-type: none"> explain how boys' and girls' bodies change during puberty express how they feel about the changes that will happen to them during puberty
	Conception	<ul style="list-style-type: none"> understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Self-Image	<ul style="list-style-type: none"> aware of their own self-image and how their body image fits into that know how to develop their own self esteem
	Puberty	<ul style="list-style-type: none"> explain how girls' and boy' bodies change during puberty and understand the importance of looking after themselves physically and emotionally express how they feel about the changes that will happen to them during puberty
	Girl/Boy Talk (recommended to be taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator)	<ul style="list-style-type: none"> ask questions they need answered about changes during puberty reflect on how they feel about asking the questions and about the answers they receive
	Babies – Conception to Birth	<ul style="list-style-type: none"> describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how they feel when they reflect on the development and birth of a baby
	Attraction	<ul style="list-style-type: none"> understand how being physically attracted to someone changes the nature of a relationship express how they feel about the growing independence of becoming a teenager and being confident that they can cope with this

Withdrawal from SRE Lessons

Parents/carers have the right to withdraw their children from some parts of the SRE provided at school, except for those parts included in statutory National Curriculum for Science (See National curriculum - <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>).

Those parents/carers wishing to exercise this right are invited in the first instance to see their class teacher. If concerns need to be discussed further a meeting with the Head Teacher and/or SRE Co-ordinator can be arranged.

Jigsaw Content for Drug and Alcohol Education

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Objectives 'Pupils will be able to...'
2	Medicine Safety	<ul style="list-style-type: none"> understand how medicines work in their body and how important it is to use them safely feel positive about caring for their body and keeping it healthy
3	What Do I Know About Drugs?	<ul style="list-style-type: none"> talk about their knowledge and attitude towards drugs identify how they feel towards drugs
4	Smoking	<ul style="list-style-type: none"> understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke relate to feelings of shame and guilt and know how to act assertively to resist pressure from themselves and others
	Alcohol	<ul style="list-style-type: none"> understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol relate to feelings of shame and guilt and know how to act assertively to resist pressure from themselves and others
5	Smoking	<ul style="list-style-type: none"> know the health risks of smoking and explain how tobacco affects the lungs, liver and heart make an informed decision about whether or not they choose to smoke and know how to resist pressure
	Alcohol	<ul style="list-style-type: none"> know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
6	Drugs	<ul style="list-style-type: none"> understand about different types of drugs and their uses and their effects on the body particularly the liver and heart motivated to find ways to be happy and cope with life's situations without using drugs
	Alcohol	<ul style="list-style-type: none"> evaluate when alcohol is being used responsibly, anti-socially or being misused explain how they feel about using alcohol when they are older and their reasons for this

Organisation

Each class has a timetabled 20 minute weekly PSHE lesson where Jigsaw materials are delivered. On occasion and where necessary, PSHE will be taught for a longer period of time to cover the objectives.

Assessment

Each Puzzle has a set of three level descriptors for each year group:

Emerging, Developing, Secure

At the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. After completion of the assessment task, the

teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor they think they have achieved. The teacher does the same and facilitates a conversation with the child about their learning progress for that Puzzle. Do they agree? They both complete the evaluation boxes on the child's learning record, focusing on how progress could be made in the next Puzzle.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child/class: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

School Council

Representatives from each class are able to meet regularly and discuss particular issues that arise within the school environment. They have an important role in gathering feedback and ideas from their classmates and using this information to inform planning of events and requesting resources.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures 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 disclosures occur, the school's safeguarding policy and procedure is followed.

Monitoring and Review

The PSHE co-ordinator will monitor delivery of the programme through observation, learning walks 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 experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses and community police make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.