**St Peter in Eastgate Infant School**

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**PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) Policy**

**Context**

All schools must provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

• Promotes 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.

PSHE

At St Peter in Eastgate C of E Infant School, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area.

The overview of the programme can be seen on the school website under Curriculum.

PHSE and our other curriculum areas incorporate British Values, Diversity, Safeguarding and SMSC (Spiritual, Moral, Social and Cultural) development.

**Aims of PHSE**

* To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and in society.
* To prepare pupils at the school for the opportunities, responsibilities, and experiences of later life.
* To specifically develop intrapersonal skills required for self-management; inter-personal skills for positive relationships; and skills of enquiry.

**Objectives/Pupil learning intentions:**

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

• Form relationships

• Make and act on informed decisions

• Communicate effectively

• Work with others

• Respond to challenge

• Be an active partner in their own learning

• Be active citizens within the local community

• Explore issues related to living in a democratic society

• Become healthy and fulfilled individuals

**Teaching and Learning styles**

The expectation is that learning, and teaching styles will differ from each lesson and will address the needs and wants of the children and the needs and wants of the subject area being taught. At St Peter in Eastgate Infant School we utilise many learning and teaching styles. These include visual, auditory, tactile, and kinaesthetic and will take place within whole class, small group, paired or individual settings.

**Planning and Coverage of Jigsaw**

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| 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, online safety and diversity work |
| Spring 1 | Dreams and Goals | Includes goal setting, aspirations and working together. |
| Spring 2 | Healthy me | Includes healthy lifestyles, how to be healthy. Self-esteem and confidence. |
| Summer 1 | Relationships | Understanding friendships, family and other relationships. Conflict and resolution and communication skills. |
| Summer 2 | Changing me | Includes relationships and looking at changes that happen to us. |

* PSHE is a non-statutory subject in the National Curriculum 2014, yet an important and necessary part of every child’s education. We believe that each teacher is best placed to recognise the specific needs of their class and their pupils and will seek to build, where appropriate, upon the statutory content (e.g. Science, DT, computing etc.) already outlined in the national curriculum.
* Long term plans come under the headings of **Health and Wellbeing**, **Relationships** and **Living in the Wider World**.
* Teachers will aim to make links with other subjects (e.g. science, computing, PE, DT) where it is relevant, to ensure consistency and continuity in teaching.
* Other PSHE links include collective worship (celebrating the school’s values), school events (links with the community, working together, understanding the role of money), school trips (enriching the curriculum, self-management, relationships) having classroom responsibilities (contributing to life), etc.
* This policy has clear links with other school policies aimed at promoting pupil’s spiritual, moral, social and cultural development including our Behaviour Policy, RSHE policy, Anti-bullying Policy, Equality and Diversity Policy and Sex and Relationships Policy.

**Relationships and Sex Education**

As of Summer 2021, Relationships and Health Education at primary has become statutory (See RHSE policy)

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age appropriate way.

This is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term. There are four main aims of teaching RSE:

• To enable children to understand and respect their bodies

• To help children develop positive and healthy relationships appropriate to their age and development

• To support children to have positive self-esteem and body image

• To empower them to be safe and safeguarded. Each year group will be taught appropriate to their age and developmental stage.

At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information with be shared with you by your child’s class teacher. The question will not be answered to the child or class if it is outside the remit of that year group’s programme.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

• Foundation Stage - Growing up: how we have changed since we were babies

• Year 1 - Boys’ and girls’ bodies; naming body parts

• Year 2 - Boys’ and girls’ bodies; body parts and respecting privacy (which parts of the body are private and why this is)

**Inclusion and Differentiation:**

We provide Quality First Teaching to all, providing learning opportunities matched to the needs of each child. Provision may include different resources, expectations or working within the whole class, a group, pair or as an individual. Support may also be offered by an adult, while pre-teaching may be provided to encourage better access to class teaching. The SENDCo provides advice and support where needed.

**Monitoring and review**

The PSHE subject leader, along with the class teachers, are responsible for the standard of children’s work and for the quality of teaching in PSHE. The subject leader monitors planning gathers work examples and pupil views. They also support colleagues in the teaching of PSHE, being informed about current developments and providing a strategic lead and direction for the subject in the school.

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| Written by: Julia Marshall |
| Shared with Staff: September 2015 |
| Shared with Governors: September 2015 |
| Reviewed: September 2022  Review: September 2024 |
| Subject leader – Esther Mehrik |