Personal, Social, Health Education and Personal Social Educational Development Policy (PSHE/ PSED)

Person responsible	PSHE Coordinator
Last update	Summer 2024
Frequency of Review	Annually
Date of next review by Governors	Summer 2025

Contents:

1. Introduction

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.

At St. Christopher's, we value PSED/ PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Whilst Health Education is not compulsory in the Independent primary sector ,we believe that Health Education is also vital for our children in order to be able to assist with their knowledge of how to be safe and healthy human beings; therefore we include Health Education in our PSHE Curriculum.

PSED is taught in line with the Early Learning Goals for preschool and Reception as outlined in the Government document Development Matters. The overview of the Jigsaw PSHE programme in line with the Government recommendations as to what all children should know before leaving primary school, can be seen in Appendix A.

Our PSHE Curriculum offers consistency and progression to our children's learning in this vital curriculum area as well as supporting the Independent School Standards Regulations Part 1 Paragraph 1b (i):
to take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and
(ii) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. and Paragraphs 2 d personal, social, health and economic education and 56 which:
(ii) encourages respect for other people, paying particular regard to the protected characteristics set our in the Equality Act 2010, which are as follows:

a) Age
b) Disability
c) Gender Reassignment
d) Marriage and Civil Partnership
e) Pregnancy and Maternity
f) Race
g) Religion or Belief

and paragraph 119:
we ensure that we respect, teach and uphold the fundamental British Values of
- ★ democracy
- ★ the rule of law
- ★ individual liberty
- ★ mutual respect and tolerance of those with different faiths and beliefs

This policy should be read in conjunction with our SMSC Policy; Mental Health and Wellbeing Policy, Peer on Peer Abuse Policy, Anti-bullying Policy, E-safety Policy: Child Protection and Safeguarding Policy, RSE Policy

2. Whole School Approach and The Jigsaw Scheme

At St. Christopher's, we teach Personal, Educational Development in Preschool and Reception and Personal, Social, Health, Economic Education from Year 1-6 as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Our PSHE Curriculum reflects the School aims and ethos and, to ensure progression and a spiral curriculum as well as a comprehensive and effective plan, we use *The Jigsaw Mindfulness Programme* as our chosen teaching and learning programme for PSED and PSHE, tailoring this to our children's needs where and when necessary.

An overview of the Jigsaw Scheme can be found in Appendix A

As a 'Jigsaw school', we receive complimentary updates on government policy and ensure that we are always using the most up to date teaching materials with our teachers being well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

3. What do we teach when and who teaches it?

Jigsaw covers all areas of PSED/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 from Preschool to Year 6 ; 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 Health Education in the context of coping positively with change

At St. Christopher's, we allocate at least 15-20 mins PSED in Preschool and Reception and 40 minutes to PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- celebration assemblies and collective worship
- Charity fundraising events
- Visiting companies such as the Fantastic Fred Experience
- praise and reward system of character counters and merits
- Class charters established each September
- Through relationships child to child, adult to child and adult to adult across the school.
- Consistently celebrating Equality, Diversity and Inclusion (EDI) throughout our curriculum and daily lives

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers or the Head of PSHE delivers the weekly lessons to the classes.

4. Health Education

Health Education at St Christopher's will cover:

- ★ Mental Health and Wellbeing
- ★ Physical Health and Fitness

- ★ Healthy Eating
- ★ Internet Safety and Harms',
- ★ Drugs, Alcohol and Tobacco
- ★ Health and Prevention
- ★ Basic First Aid
- ★ Changing Adolescent Body

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g.emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more. (See Appendix A)

5. Working with Parents and Carers

As a school, St Christopher's always wishes to work in partnership with parents and carers and to provide a transparent and comprehensive picture of what we teach in each year group. This is even more important with the PSHE curriculum and, in particular, the sensitive topics that can be held around RSE (Relationships and Sex Education).

Parents also have access to the class scrapbooks that are used for evidencing the PSED/PSHE work that takes place during the lessons.

6. Evidence of lessons

Evidencing of lesson content is in the form of a class scrapbook. Some of the topics covered are highlighted in the weekly newsletter or on our school instagram page.

These books are checked on a regular basis by the Head of PSHE and children are asked to take these scrapbooks to 'Book Looks' with the Head Teacher and Heads of Academic.

In March 2023, this was delivered as part of a Parent Education Session; a recorded video is available on our website under the 'Pastoral' section of this session.

7. Assessment

(i) Assessment Grids

Assessment is carried out in the form of specific learning assessment objectives designed by the Head of PSHE. All teachers of RSE are required to complete the assessment grid with the

levels of WT (Working Towards); WA (Working At); WGD (Working At Greater Depth) in accordance with our School marking policy.

These assessment grids are monitored regularly by the Head of PSHE

(ii) PASS questionnaire

We use the GL Assessment PASS questionnaire as a means of individual assessment. This online survey assesses the 'Pupil's Attitudes to School and Self' from Year 2 (PASS 1) and Year 3 to Year 6 (PASS 2).

This survey is administered by the Head of PSHE and asks the children to respond to a set of 27 (PASS 1) and 50 (PASS 2) questions around 9 key factors that contribute to a child's emotional wellbeing.

The nine factors assessed are:

1) FEELINGS ABOUT SCHOOL
2) PERCEIVED LEARNING CAPABILITY
3) LERNER SELF REGARD
4) PREPAREDNESS FOR LEARNING
5) ATTITUDES TO TEACHERS
6) GENERAL WORK ETHIC
7) CONFIDENCE IN LEARNING
8) ATTITUDES TO ATTENDANCE #
9) RESPONSE TO CURRICULUM DEMANDS

The data of this survey is analysed by the Head of PSHE and children with low scores in some or all of the above factors are brought to the attention of the class teachers and Learning Enrichment team.

These children are targeted during our termly Pupil Progress Meetings and emotional support is put in place for these children. This support is evidenced on the weekly plans in purple text.

In the Summer Term, the Head of PSHE may deem it appropriate to request some or all of these targeted children to retake the survey to ascertain whether their attitudes have changed after the interventions.

A comprehensive guide to intervention strategies are provided for the class teachers by the head of PSHE

8. Monitoring and Review

This policy will be reviewed on an annual basis by the PSHE Coordinator.
The SLT reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Serious consideration has been and will continue to be given to any comments from parents about the PSHE programme, and a record will continue to be made of all such comments.

APPENDIX A- A OVERVIEW CURRICULUM MAP OF THE JIGSAW SCHEME

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition