

LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY



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| Policy name | PSHE |
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| Senior member of staff with oversight | PSHE Lead/ Headteacher |

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 Long Mead Community Primary School we aspire to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, a mindful approach to PSHE. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

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
- 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

There are 6 Puzzles in Jigsaw, outlined in the table below, that are designed to progress in sequence from September to July.

Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw 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. Every piece contributes to one aspect of the children's SMSC (Spiritual, Moral, Social, Cultural) development. This is mapped on each Piece and balanced across each year group.

| 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 fundraising 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 |

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 Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

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)

The Jigsaw Circle

Most Puzzles (units of work) include the use of The Jigsaw Circle in some Pieces (lessons). The Jigsaw Circle is a tried and tested teaching approach, popularised most successfully in recent years by Jenny Mosley. It brings children and adults together to feel equal and valued so that they can share ideas, thoughts and feelings. Sitting in a circle either all on chairs or all on the floor means adults and children are sharing the experience and learning together. If children are not used to the circle approach, it may be necessary to rehearse this with them in small groups before bringing the whole class together. The circle approach is used regularly in Jigsaw. It is important that children understand the circle approach rules so that they feel safe and valued and enjoy these experiences. A structured approach, building up to a full circle time will be introduced gradually. Using the Jigsaw Friend (talking object) is a useful distancing technique and helps children work with potentially sensitive issues without asking them directly. The Jigsaw Circle Charter is central to the creation of a safe and trusted circle environment.

The Jigsaw Charter - as applied to The Jigsaw Circle

We take turns to speak during the Jigsaw Circle, using an age appropriate 'talking object,' replicating the Native American 'talking stick.' The 'talking object' must be held when the person, adult or child, wants to speak, and needs to be treated as a special asset and member of the class. We use kind and positive words. It is vital that the teacher models the use of positive language and praises children for doing so. Circle work should be a positive and enjoyable experience. Only when this is established can the Jigsaw Circle be used to tackle more difficult and sensitive issues.

We listen to each other during the Jigsaw Circle and 'Connect us' aspects of Jigsaw teach children the social skills necessary for active listening, for example, eye contact, open body language, and turn taking. These need to be encouraged and praised in circle work. Children have the right to pass: the Jigsaw Circle necessitates children feeling secure and choosing if and when to speak. They must never feel pressured to do so and thus must know they have the right to pass, that is, not to speak if they do not want to. This approach can raise very personal issues for children and it must always be their choice as to whether they share these in the circle or not.

We only use names when giving compliments or when being positive. If the Jigsaw Circle is being used to tackle a sensitive issue, like trouble in the playground, no names must be used to describe negative behaviours. It is not appropriate for a child to say, "Jamie pushed me in the playground"; instead, children are encouraged to say, "At playtime, someone pushed me and this really hurt my feelings". Then the whole circle can suggest positive solutions to the problem described. We respect each other's privacy (confidentiality). Although, realistically, it is unlikely that complete confidentiality will be observed, it is important that children are taught to respect the privacy of others and to do their best to keep what is said in Jigsaw Pieces (lessons) and Circles confidential. The teacher must emphasise that they cannot promise complete confidentiality as they must report any information relating to safeguarding concerns.

Mindfulness

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement? This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. At Long Mead, mindfulness is developed through the 'Calm Me' time in each lesson, and in whole school assemblies. This consists of breathing techniques, awareness exercises, visualisations etc, all tried, tested and very enjoyable activities for children and teachers alike.

British Values

The Department of Education statement about British Values reads: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'

Jigsaw contributes to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

The 5 strands of the British Values agenda have been mapped across every Puzzle and every Piece (see appendix 1). In addition, students elect representatives to act as their voice at bi-weekly School Council meetings. British Values are promoted through whole school events such as Remembrance and Harvest festival.

Relationships and Sex Education (RSE)

See RSE Policy

Drug and Alcohol Education

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme at Long Mead reflects the school ethos and demonstrates and encourages the following values:

- Respect for self

- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

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 Intentions <i>'Pupils will be able to...'</i> |
|-------------------|--|---|
| 2 | Piece 3 Medicine Safety | understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy |
| | Piece 3 What Do I Know About Drugs? | tell you my knowledge and attitude towards drugs identify how I feel towards drugs |
| 4 | Piece 3 Smoking | understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others |
| | Piece 4 Alcohol | understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others |
| 5 | Piece 1 Smoking | know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure |
| | Piece 2 Alcohol | know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure |
| 6 | Piece 2 Drugs | know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs |
| | Piece 3 Alcohol | evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this |

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

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.

Recording and Assessment

To support the teacher in tracking each child's learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 26). 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.

Monitoring and Evaluating

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 experience

Roles and Responsibilities of Subject Leader

The subject leader is responsible for improving the standards of teaching and learning in PSHE through:

- Monitoring and evaluating pupil attainment
- Taking the lead in policy and action plan development
- Identifying CPD needs and providing the relevant training opportunities
- Purchasing and organising resources
- Keeping up to date with recent PSHE developments
- Collaboration with SLT on progress so far and next steps
- Informing governors on the provision of PSHE
- Sharing good practice