

# Personal, Social, Emotional and Economic Education Policy (PSHEE)

**Keeping Ourselves Happy, Healthy and Safe**



Policy Document Status			
<b>Date of Policy Creation</b>	January 2024	<b>Chair of Governors</b>	Gill Stubbs
<b>Adoption of policy by Governing Board</b>	7 February 2024	<b>Executive Headteacher</b>	Denise Garner
<b>Inception of new Policy</b>	8 February 2024	<b>Staff Member Responsibility</b>	Linzi Garner
<b>Date of policy review</b>	January 2026	<b>Day Care Manager</b>	Shelley Thursfield

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## **The nature of PSHEE**

PSHEE is the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. PSHEE supports and fosters children’s wellbeing and develops resilience and character that we know are fundamental to children being happy, successful, and productive members of society. Central to this is children’s ‘ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. PSHEE represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’, wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

## **Curriculum Intent**

We believe each child should be valued and understood as an individual; academically, socially, emotionally and as a spiritual being. The principal focus of our Relationships, Sex and Health Education (RSHE) teaching is to enable our children to become healthy, independent, and responsible members of society. Our RSHE curriculum aims to help children to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

Through our RSHE curriculum children will have opportunities to get to know and value who they are. They will develop their sense of self-worth by learning how to play a positive role in school life and the wider community. They will learn how to relate to other people in this ever-changing world and to develop positive relationships with themselves and others. They will also appreciate what it means to be a member of a diverse society and to understand that they have rights and responsibilities.

The emotional health and wellbeing of children is important if they are to reach their full potential. Our RSHE curriculum teaches children how to nurture their emotional health tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Our children will also learn about the importance of physical health and how our bodies change and feel as we grow.

Through our RSHE curriculum children will learn about risk so we can equip them with the knowledge and skills necessary to make safe and informed decisions. They will develop their own values as they realise what is important to them.

## **Implementation**

We follow DfE Statutory guidance when delivering RSHE, but we also utilise a number of teaching materials and resources such as a Personal, Social, Health Education (PSHE) and wellbeing programme called Jigsaw. This is a progressive, and effective scheme of work which has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Jigsaw lessons also

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include mindfulness allowing children to advance their emotional awareness, concentration, and focus.

In addition, each year group focuses on a lesson from The Expect Respect Educational Toolkit. It consists of a ‘Core’ lesson for each year group based on age-appropriate themes that have been found to be effective in promoting healthy, positive relationships.

Teaching children to be accepting of each other gives a sense of belonging to any child who feels different and helps them to know it’s okay to be themselves. It’s also important for children to learn that families come in different shapes and sizes, including those with same-sex parents. Our children learn about Lesbian, Bisexual, Gay, Transgender and Questioning sexuality (LGBT+) in an age-appropriate way through the Stonewall lessons and resources. These lessons help children understand the importance of equality and respect.

The programmes we use provide discreet lessons, but RSHE can also be taught through Religious Education, Science, Computing and Physical Education. These cross curricular links enable staff to ensure full coverage of the RSHE curriculum content.

RSHE is also an important part of school assemblies and collective worship where children’s spiritual, moral, social, and cultural curiosity is stimulated, challenged and nurtured. We deliver the RSHE curriculum by utilising first-hand experience, sharing good practice and through our positive behaviour systems.

There are also occasions where staff may feel it necessary to teach RSHE as a result of an issue which has arisen within school or the local community

### **Substantive and disciplinary knowledge in PSHEE**

Substantive knowledge in PSHE is underpinned by 6 key concepts:

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 work.
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:** This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education).

### **Each PSHE lesson is underpinned by the following 6 disciplinary knowledge concepts:**

1. **Connect us:** Developing the ability to take enjoyment from their learning, to be inclusive learners and to build and maximise social skills. Children are encouraged to build positive relationships and take part in collaborative learning.
2. **Calm me:** Children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity.

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3. **Open my mind:** Developing the ability to filter the many stimuli entering the child’s mind at any given time. The aim here is to improve concentration and learning by filtering out activity around them.
4. **Tell me or show me:** Children are encouraged to introduce new information, concepts and skills, using a range of approaches and activities.
5. **Let me learn:** Developing children’s ability to manipulate, use and play with new information in order for it to make sense to them and for them to ‘accommodate’ it into their existing learning.
6. **Help me reflect:** Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning.

### **PSHE, RSHE, RSE, SMSC and British Values Statement**

The curriculum comprises not just of PSHE (Personal, Social, Health Education) but also includes resilience, mental health, emotional literacy, social and employability skills, British values, and SMSC (spiritual, moral, social, cultural development), as well as an inclusive philosophy including RSHE and Relationship and Sex Education.

### **Role of the PSHEE subject leader**

The role of the subject leader is to:

- develop good working relationships, to instil confidence by sharing expertise and knowledge and to be open to suggestions.
- have an overview of art in the Early Years Foundation Stage and Key Stage 1 and monitor the implementation of the PSHEE Curriculum.
- lead staff professional development so they have the knowledge to teach PSHEE.
- attend professional development and read research articles to keep up to date with developments in teaching of PSHEE in early years and primary.
- review long, medium- and short-term planning to ensure it is relevant.
- update and manage resources.
- Speak with children to measure the impact of the curriculum.
- work with other professionals and establishments.
- Devise an action plan in response to monitoring and keep a PowerPoint portfolio of how art is taught in school and standards.
- keep parents and governors informed about standards in art and design.

The PSHEE subject leader will keep a portfolio of examples of work to show progression in concepts and processes. Records in the form of photographs and samples of work are both records of practice and used as a staff resource.

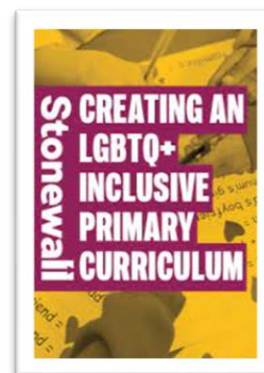
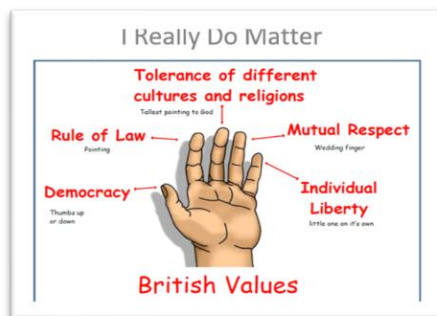
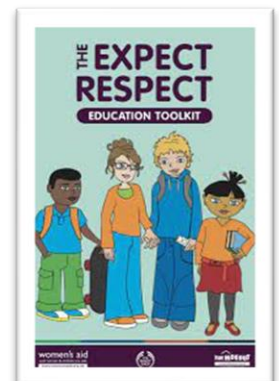
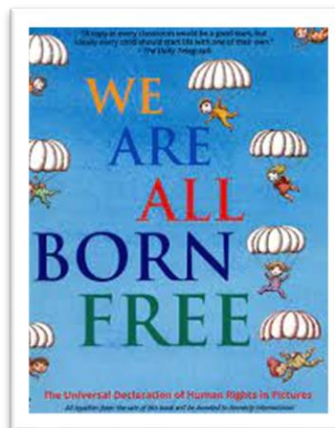
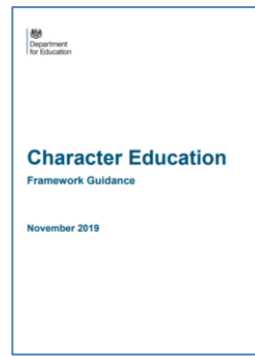
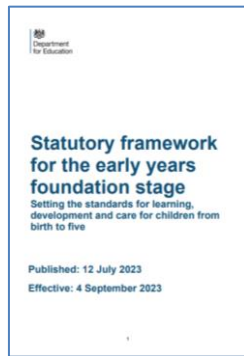
### **Teaching and Learning**

In Nursery and Reception, we teach **Personal, Social and Emotional Development** as one of the seven areas of learning set out in the Statutory Framework for Early Years Foundation Stage.



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### Early Years Foundation Stage

*‘Children’s personal, social, and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.’*

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## Resourcefulness, Resilience, Reciprocity, Reflectiveness

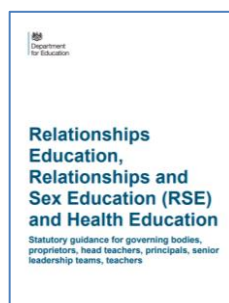
Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul style="list-style-type: none"> <li>Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>Establish their sense of self.</li> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> <li>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>Find ways of managing transitions, for example from their parent to their key person.</li> <li>Thrive as they develop self-assurance.</li> <li>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>Feel strong enough to express a range of emotions.</li> <li>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."</li> <li>Learn to use the toilet with help, and then independently.</li> </ul>	<ul style="list-style-type: none"> <li>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Show more confidence in new social situations.</li> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> <li>Personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul>
<h3 style="background-color: #e91e63; color: white; margin: 0;">Early Learning Goals</h3> <h4 style="background-color: #e91e63; color: white; margin: 0;">Self-Regulation</h4> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <h4 style="background-color: #e91e63; color: white; margin: 0;">Managing Self</h4> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <h4 style="background-color: #e91e63; color: white; margin: 0;">Building Relationships</h4> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>		

## Key Stage 1

In both the EYFS and KS1 we teach PSHE through our ‘Keeping Ourselves Happy Healthy and Safe curriculum’ which includes:

- Jigsaw a PSHE Scheme.
- RSHE Statutory guidance.
- Character Education guidance.
- Expect Respect resources.
- Stone Wall resources.
- NSPCC resources.
- British Values guidance.
- Protected Characteristics guidance.
- Human Rights guidance and resources.
- Big Questions.
- A range of well-chosen PSHE stories.

**RSHE Curriculum aims for Relationships Education (Primary) and Physical Health and Mental Wellbeing: (Primary)** are embedded into our ‘Keeping ourselves happy healthy and safe curriculum’.



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**Spiritual, Moral, Social, and Cultural (SMSC) development**

The teaching of PSHEE offers opportunities to support the personal development of our children. Groupings allow children to work together and discuss their ideas and feelings about their own work and the work of others in a sensitive way. They are given opportunities to collaborate and co-operate across a range of activities and experiences. Working collaboratively helps children to gain an understanding of themselves and others. They also develop an understanding of different times, cultures, and religions through learning about different families and points of view.

Teachers and other adults in school promote the following attitudes during lessons:

- co-operation with others.
- caring for materials and themselves.
- respect for other people’s work and opinions.
- self-respect and confidence in their own ideas.
- willingness to ‘have a go’.
- Perseverance.
- open mindedness.
- Curiosity.
- critical reflection.

**Learning Environment and Resources**

The school’s expectations for behaviour are displayed to help children understand what is expected. Children are taught about ‘how’ to learn and ‘learning power’ characters are displayed as visual aids to help children remember the characteristics for learning. Classrooms also have visual aids to remind them of good skills for learning.

Our expectations for behaviour

<p><b>We are kind to one another.</b></p> 	<p><b>10 top tips for Communication</b></p> <ol style="list-style-type: none"> <li>1. Say name first</li> <li>2. Repeat what is said</li> <li>3. Use simple language (language)</li> <li>4. Extend what they have said</li> <li>5. Work, give time to respond</li> <li>6. Model rather than correct</li> <li>7. Use all senses</li> <li>8. Use gesture, tone of voice, facial expression</li> <li>9. Be careful with questions</li> <li>10. Have fun!</li> </ol>
<p><b>We are honest with each other.</b></p> 	<p><b>Restorative Conversation Prompts</b></p> <ol style="list-style-type: none"> <li>1. Can you tell me what happened?</li> <li>2. What were you thinking/feeling at the time?</li> <li>3. How have you been thinking/feeling since it happened?</li> <li>4. Who do you think has been affected by your actions? How were they affected?</li> <li>5. What could you do now to help make things right?</li> <li>6. How can we prevent this from happening again in the future?</li> <li>7. What can I do to help you?</li> </ol>
<p><b>We work hard together.</b></p> 	<p><b>Remember</b></p> <ol style="list-style-type: none"> <li>1. Developing relationships</li> <li>2. Responding and calming</li> <li>3. Repairing and restoring</li> </ol>

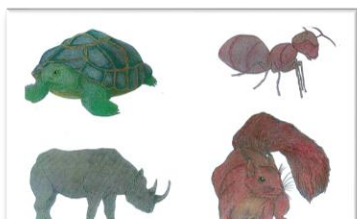
Skills for learning



Jigsaw characters



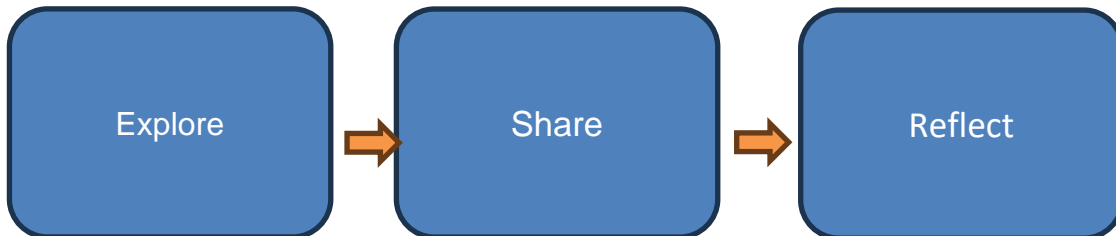
**Learning Powers**  
*Be resilient, be reflective, be resourceful, be reciprocal.*



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## Planning

Teachers follow medium term planning which is reviewed annually by subject leaders and teachers. Lessons include time for children to:



Staff use a variety of teaching and learning styles in PSHEE lessons relating to the theme children’s abilities and experience.

Our planning includes opportunities for children to:

- work individually, in pairs or in larger groups.
- learn through stories. *(Stories are a powerful tool for teaching children about the world around them. When children hear stories, it can help them learn about important values as they are introduced to new ideas and exercise their creative thinking. Storytelling also enriches children's emotional intelligence.)*
- learn about British Values *(The Rule of Law, Democracy, Tolerance of different cultures and religions, Mutual respect, and Individual Liberty).*
- learn about Human Rights.
- learn about LGBT+ through lessons using the Stone wall resources.
- learn about mutual respect through Expect Respect Lessons.
- learn about how to keep themselves safe through the NSPCC Speak out and Pants rules lessons.
- learn about characteristics which are protected by the law e.g.
- gain first-hand experience when working and playing with their peers.
- meet with professional visitors for mental health, healthy eating, medicine safety, road safety etc.
- use of a range of materials (2D and 3D), ICT, artefacts.
- visit other communities in the local area e.g., Church, Mosque, Gurdwara
- reflect about their own emotions and behaviour.
- see their work is valued, celebrated, and displayed around the school.
- lead learning as part of the ‘Safety Squad’ in school and in the local community.



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**Below is an example of the medium-term planning:**

**How Jigsaw /PSHE scheme is organised in our school:**

Jigsaw brings together PSHE Education as part of our *‘Keeping ourselves happy, healthy and safe curriculum’* it teaches, emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. 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.

There are six Puzzles in Jigsaw 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 (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group including Nursery and Reception.

**Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work

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<b>Spring 1:</b>	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

### **The Learning Environment**

We believe that 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/adapt their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) We have agreed it needs to include the following aspects:

### **Relationships and Sex Education (RSE)**

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Our school teaches RSE through Science and through specific learning and teaching using the Jigsaw scheme.

RSE in our school is taught through the Jigsaw puzzles titled ‘Changing Me’.

Our school teaches RSE through Science and through specific learning and teaching using the Jigsaw scheme.

### **RSE through Science:**

The parts of RSE that fall under National Curriculum Science are:

Year Group    Science Unit    Learning Intentions

<b>Year Group</b>	<b>Science Unit</b>	<b>Learning Intentions</b> <b>‘Children will be able to...’</b>
1	Animals including humans	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	Animals including humans	Notice that animals, including humans, have offspring which grow into adults.

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**RSE through Jigsaw**

The grid below shows specific RSE learning intentions for each year group in the ‘Changing Me’ Puzzle.

<i>Year Group</i>	<i>Piece Number and Name</i>	<i>Learning Intentions</i> <i>‘Children will be able to...’</i>
1	Piece 4 Boys’ and Girls’	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina and to respect my body and understand which parts are private bodies.
2	Piece 4 Boys’ and Girls’ Bodies	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 tell you what I like/don’t like about being a boy/girl.

**Drug and Alcohol Education (See Separate Drugs Education Policy)**

Drugs and Alcohol in our school is taught through the JIGSAW puzzles titled ‘Healthy Me’.

Definition of ‘Drugs’:

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.

- illegal drugs
- legal drugs including alcohol, tobacco and volatile substances which can be inhaled (including vaping).
- 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 children 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 our school reflects the school ethos and demonstrates and encourages the following values. For example:

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

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### **Jigsaw Drug and Alcohol Education Content**

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

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions</b> <b>‘Children will be able to...’</b>
1	Piece 4	I understand that medicines can help me if I feel poorly and I know how to use them safely
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.

### **Protected Characteristics**

The Jigsaw PSHE scheme teaching materials help children to understand and promote the protected characteristics in a pupil-centred way. In terms of content, the Puzzle ‘Celebrating Difference’ is the most pertinent of units for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone’s right to ‘difference’, and most year groups explore the concept of ‘normal’. Bullying – what it is and what it isn’t, including cyber and homophobic bullying – is important aspect of this Puzzle.

The ‘Relationships’ Puzzle also has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which can help to deliver the vital messages behind the Equality Act. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children’ needs and can help them understand the wider world.

Throughout our *‘Keeping Ourselves Happy, Healthy and Safe curriculum’* opportunities for teaching the protected characteristics have been mapped out.

### **Local and National Issues**

The school is outward looking and is aware of health issues in their wider sense. Our school is working with local partners and agencies to develop PSHE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating, and physical activity.



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### **Confidentiality and Child Protection Issues**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, Child Protection procedures and policies 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 this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead (DSL) who acts, in accordance with the Child Protection and Safeguarding Policy.

### **Answering Difficult Questions and Sensitive Issues**

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

Both formal and informal SRE and Drug and Alcohol Education arising from children's 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 SRE and Drug and Alcohol Education should meet the needs of all children, answer appropriate questions, and offer support. 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.

### **Assessment and recording**

Teachers use the **Progression in Knowledge and Skills** document for PSHEE, which sets out what each child is expected to learn and by when.

The children's work is assessed through informal judgements, made through observations during each PSHEE lesson and compared against the success criteria. The children are presented with questions to help guide their thinking and to provide them with the opportunity to reflect upon the lesson and the knowledge they have gained from it. These questions are linked to the key elements of art and support teacher judgements and generate next steps for planning.

In KS1 each child has their own PSHEE book. This provides a record of the child's learning and progress in PSHEE and in the EYFS evidence me online profiles is used to capture evidence of children's learning in PSHEE.

### **Formal assessment**

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At the end of EYFS, Profile Scores are used to measure children’s attainment in the Personal, Social and Emotional Development strand of learning.

For assessment purposes and report writing at end of Key Stage 1, class teachers refer to the knowledge and skills document for PSHEE outcomes.

### **Cross Curricular links**

PSHEE play an important part across the whole range of the National Curriculum subjects. The skills that are developed can be applied across the curriculum.

### **Equal Opportunities**

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion, and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

### **Multicultural Dimension**

Cultural diversity is seen as a rich resource by the staff. They use this resource whenever possible to support PSHEE activities.

### **Computing**

Computer programmes, scanners, digital cameras, printers, and websites are used to help children to create and develop their art & design work.

### **Differentiation**

The teaching of PSHEE needs to consider the varied abilities, attitudes, and individual needs of the children. PSHEE lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs. Activities are age and stage appropriate.

### **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

### **Resources**

A range of resources have been collected to assist with supporting and enhancing learning in PHSE. Jigsaw documents and other published materials are used as a basis of teaching PSHE – these are modified and adapted as appropriate. Each class is equipped with PSHE resources and must ensure these are available for PSHE lessons.

### **Shared drive**

Planning and resources and power points for PSHEE lessons are available for teachers to access and use to support their teaching.

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**Central resources**

- PSHEE Books
- Puppets

School entrance:

- Large Learning Powers

**Curricular resources**

Collections of artefacts and other resources can be used as a stimulus for PSHE these are kept in the appropriate places for the subject.

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## Appendix 1

### Long Term Planning

Year Group	Autumn		Spring		Summer	
<b>EYFS</b>	Being Me in My World	Celebrating Differences	Healthy Me	Dreams and Goals	Relationships	Changing Me
<b>Year 1</b>	Being Me in My World	Celebrating Differences	Healthy Me	Dreams and Goals	Relationships	Changing Me
<b>Year 2</b>	Being Me in My World	Celebrating Differences	Healthy Me	Dreams and Goals	Relationships	Changing Me



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## **Appendix 2**

### **Classroom PSHE Resources**

Each classroom should be equipped with the following items:

- Jigsaw Character
- Jerrie the cat
- Chime
- Regulation Zone
- Learning Powers Display
- Behaviour Expectations Displayed
- Celebration Assembly T-Shirts
- Jenny Moseley Circle Time Expectations
- British Values Poster
- *We are all born free* book.

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