



## PSHE Policy

At Rokeby Park Primary School, we are committed to providing all children with learning opportunities to engage in PSHE. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

PSHE/SMSC is the heart of the school's ethos and is fundamental to developing young people with positive attitudes and well-rounded members of society. By teaching PSHE/SMSC, we intend to impart pupils with the knowledge, understanding, confidence, attitudes, values and skills they need in order to reach their potential as individuals and within the community as well as knowing how to keep themselves safe. At Rokeby Park Primary School, the teaching of the PSHE/SMSC curriculum has been carefully considered to enable our pupils to become global citizens. At Rokeby Park Primary School we follow the Jigsaw PSHE programme from EYFS to Year 6. A Progressive Skills Document is in place with objectives for each year group which are progressively mapped out to ensure our pupils are given the acquired skills and knowledge to further their education journey into KS3 and life beyond the classroom. The PSHE Progressive Skills Document is fully compliant with the 2020 Statutory Guidance. We believe that the PSHE curriculum is fundamental to all we do at Rokeby to ensure that we are developing resilient, responsible and respectful learners who have a thirst for knowledge and a love of learning. We provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital they need to make life choices about their own futures, overcoming any barriers.

### Aims

The aims of PSHE are:

- Value self and others
- Communicate effectively and work with others
- Be active citizens within the local community
- Be ambitious and respond to challenge
- Become healthy and fulfilled individuals

### Curriculum

At Rokeby Park Primary School we follow the Jigsaw PSHE scheme of work. The children undertake a broad and balanced ambitious programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through PSHE the children learn a range of skills, concepts, attitudes and methods of working. Across KS1 and KS2, a range of key concepts are explored through each PSHE unit and provide lenses through which to consider different aspects of PSHE. These concepts are revisited through progressive jigsaw puzzles which as children move through the school to deepen their understanding. Second order concepts are taught and applied through each unit of PSHE and build progressively as pupils move through the school.

### Early Years

Be able to show some understanding of the skills needed when turn taking and sharing and be able to take account of their peers' ideas within play situations. The children will become more independent and be able to access resources and equipment needed to support their learning and they will become more confident to try new activities. Throughout the EYFS the children will have had plenty of opportunities to develop their



confidence to speak and share their ideas as well as talk about their feelings with adults and their peers. The children will begin to understand how different situations make them feel and begin to talk about ways to deal with these emotions and resolve small conflicts with their peers. The children will understand the behavioural expectations in their class and be able to follow the rules. The children will be able to talk about ways to keep themselves healthy and understand the importance of physical exercise, a healthy diet and keeping themselves safe.

### **Key Stage 1**

Be able to identify and name feelings and talk about why they or others may have these feelings. This includes learning that their behaviours and actions have rewards or consequences and how to deal with and manage these feelings. The children will begin to share their views and opinions and understand that others may not share the same opinion as themselves, and that this is ok. They will be able to identify and respect differences and similarities between people and their families and learn about what it is to be a 'good' friend and have healthy relationships with themselves and others. The children will also understand what bullying is and what to do if someone is being bullied. The children will also learn strategies to help them to persevere and challenge themselves to enable them to begin setting goals and dreams for themselves. Children will also learn about their physical health and know ways to keep themselves healthy and safe.

### **Key Stage 2**

Have a good understanding of healthy relationships and know how to recognise and deal with a range of different emotions appropriately. The children will be able to identify some factors that affect their emotional health and wellbeing and understand how to identify their worries and concerns and where to access support. The children will have a clear understanding of how their behaviour impacts them and others and what to do if someone is being bullied. The children will have lots of opportunities to express their views and opinions on a range of matters and demonstrate an understanding of British values and democracy in society. They will be able to describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from themselves. The children will also be able to talk about some bodily and emotional changes that happen at puberty and how to face new challenges, for example, transitions to secondary school.

### **Teaching and Learning**

Our principal aim is to develop the children's knowledge, skills and understanding in PSHE and we use a variety of teaching and learning styles in our PSHE lessons. We believe in whole-class teaching methods and combine these with discussion-based reflective activities.

Each jigsaw lesson begins with the Jigsaw Charter and the rules of the session are shared. We use Connect Us to develop pupil's communication and problem solving. The learning outcome for the session is shared and pupils are asked to think Tell Me/Show Me. A stimulus is shared and the key concept or idea for the session is taught. The children are given an opportunity to apply their learning from the session. Children are asked to reflect on their learning from the session.

In addition to the discrete PSHE lesson, all pupils will be included in a PSHE assembly focusing on celebrating the puzzle piece for that half term, a Safeguarding assembly, a Citizenship assembly and a Calm Me Mindfulness techniques are used to focus minds and prepare for learning. Throughout the school, mindfulness is used as a strategy throughout the day.



## PSHE curriculum planning

Our PSHE curriculum is ambitious for all pupils, especially the disadvantaged and pupils with SEN. PSHE is taught through units which enable pupils to become conscientious and respectful citizens. Jigsaw lessons cover all aspects of personal, social and health education; social, moral, spiritual and cultural education; British values and the rule of law and all aspects of the statutory relationships and sex education. The PSHE curriculum is taught around 6 Key Concepts which are revisited and developed as pupils progress through school. Key vocabulary is explicitly taught every year to ensure pupils develop a depth of vocabulary knowledge.

**Key concepts:** These ideas are explored through each PSHE unit and support pupils' personal development. In addition, every opportunity is given to promote the acquisition of language, vocabulary and to develop their speech and language skills.

- **Being me in your world** (Who am I? Understanding your own identity and how I fit well in the class, school and global community)
- **Celebrating differences** (Understanding diversity, respect, anti-bullying including cyber and homophobic bullying)
- **Dreams and goals** (achievement, goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)
- **Healthy me** (body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest and exercise)
- **Relationships** (Friends, family and other relationships, conflict resolution and communication skills, bereavement and loss)
- **Changing me** (Change, transition, relationships and Sex Education)

Second order concepts are also taught:

- **Emotional literacy** – (Self-awareness, social skills, empathy, motivation, managing feelings)
- **Responsibility** – (Personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)
- **Resilience** – (Developing strategies for resilience, ambition, personal best, managing emotions)
- **Written and oral expression:** (Using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)
- In addition to the Key Concepts and Second Order Concepts, we also promote SMSC, British Values and Protected Characteristics. These are key strands that are embedded across the whole PSHE curriculum and are revisited in most lessons. Therefore, the following concepts are explored through the PSHE curriculum:

Social development  
Being married / Civil partnership  
Moral development  
Spiritual development  
Mutual respect  
Tolerance of those of different faiths and beliefs  
Sex and sexual orientation  
Emotional development  
Democracy

Rule of Law  
Individual liberty  
Being pregnant/ maternity leave  
Disability  
Cultural development  
Age  
Religion  
Gender reassignment



## **Assessment and Recording**

At Rokeby assessment is an integral part of the teaching process. Children record their learning in Jigsaw books as well as in a class theme book which displays their learning. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Reflective questions are used to assess children's understanding at the end of each topic as well as to inform planning. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

## **Monitoring**

Monitoring takes place regularly through sampling children's work, teacher planning, book scrutiny, learning walks and lesson visits.

## **Roles and Responsibilities**

### **The Head teacher will:**

- actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the PSHE Leader) and acquiring resources.

### **The PSHE Leader will:**

- Implement Jigsaw scheme of work across the school
- provide a termly medium term plan where lessons cover key content in line with the progression document;
- advise and support staff in planning, teaching and learning of PSHE;
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice;
- use feedback from monitoring to develop an action plan for PSHE with realistic and developmental targets;
- audit, identify, purchase and organise all PSHE resources, ensuring they are readily available and well maintained;
  
- document and review the agreed ways of working through a written policy document and a knowledge progression document;
- compile a portfolio of children's PSHE work to evidence progression and examples of good practice for staff to refer to;
- keep up to date on new developments in the use of PSHE in the curriculum and inform staff;
- promote PSHE/SMSC throughout the school.

### **The Class Teacher will:**

- be responsible for the planning and teaching of PSHE as set out in the medium term plan and scheme of work
- use 'Key Performance Indicators' to inform teaching and learning as well as assess children's understanding.
- follow the subject MTP and pacing sheets in line with school policy.
- embed key vocabulary set out on the MTP as well as first order and second order concepts within planning and quality first teaching.