

Llangrove CE Academy



'Great oaks from little acorns grow'

Personal, Social and Health Education Policy

*"A tree is known by the kind of fruit it bears." – Matthew 12 v33.
"Keep your roots deep in Him and your lives built on Him." – Colossians 2:7*

Effective Period	2024 - 2025
Reviewers	S Dean, E Fox (Llangrove CE Academy) J McColl (HMFA Pastoral & Safeguarding Lead))
Date of Review	1 st September 2024
Next Review Due	1 st September 2025

Ethos: We nurture each pupil so that they can make the most of their God-given gifts and skills and be fruitful members of the community.

Vision: At Llangrove CE Academy, our **Roots** are in the values of faith and knowledge that enrich life's journey. We value the world we share, working together as a family to achieve our best; learning with confidence to fulfil our dreams.

"Keep your roots deep in Him and your lives built on Him." – Colossians 2:7

As a school and community, we are known and characterised by the children we serve. And just as our school is known by our **Fruit**, the children are known by theirs: expressing who they are as individuals; contributing to society, with dreams of a bright future in modern-day Britain and beyond.

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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

This PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and **Keeping Children Safe in Education, 2018**) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

As a school we have made the decision to follow the Jigsaw Programme which meets all the outcomes in the **PSHE Association Programmes of Study, 2017** and the requirements of the DfE publication **Statutory Guidance for Relationships Education, Relationships and Sex Education and Health Education, 2020**.

Aim of the PSHE policy

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.

To ensure progression via a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs.

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 individual

Jigsaw Content

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

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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
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 and managing change (See SRE Policy)

Health Education including substance education, mental health education and safety education

Effective Health 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 own and others' health and well-being.

Moral and Values Framework

The PSHE programme at our school reflects the school ethos, A.C.O.R.N.S, 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, school and wider community

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, 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 Autumn to June/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 (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, 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.

To meet the needs of our mixed age classes, Jigsaw provides a spiral, progressive approach to a range of key concepts, enabling differentiation to be applied across lower and upper primary phases through a planned rolling programme. At Llangrove CE Academy, PSHE is timetabled weekly in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Lessons are delivered either by the class teacher or the Emotional Literacy Support Assistant (ELSA). These explicit lessons are reinforced and enhanced in many ways:

- Collective worships
- Our praise and reward system
- Through relationships child to child; adult to child and adult to adult across the school.
- Our A.C.O.R.N.S values

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

The Teaching & Learning Environment

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

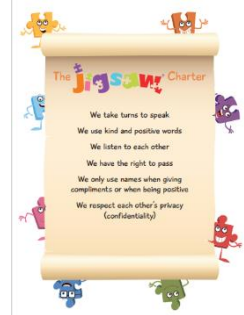
- Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital and key to effective teaching and learning. 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 (lesson) – 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)



Calm Me

Jigsaw PSHE has a mindful approach to PSHE. At the beginning of each lesson, there is a Calm Me time, which is designed to teach children techniques to relax their bodies and calm their minds. This impacts positively on children's ability to concentrate, to connect well with each other and most importantly to be more aware of and better able to manage their feelings and thought processes



Assessment

Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

Equal Opportunities

At Llangrove CE Academy we are committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class.

Inclusion

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Safeguarding

Teachers & staff need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes, children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's child protection policy is followed.

Monitoring and Reviewing

Headteacher, Designated Safeguarding Lead & Mental Health Lead and Deputy Headteacher & Curriculum/PSHE Lead are responsible for ensuring that PSHE is taught consistently across the school. Monitoring arrangements include planning and PSHE book/folder scrutinies, learning walks, pupil conferences and staff discussions.

This policy is reviewed annually by the Headteacher and Curriculum/PSHE Lead.

The policy will be approved annually by Llangrove CE Academy Trustees/Governing Body.

Jigsaw 3 - 11/12 Knowledge Content: Snapshot Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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 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 Healthier 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 Accepting new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting 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 year ahead 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 Materials 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 and vaping 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 SMARTT 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