

# Broomhill Infant School

## Personal, Social, Health and Economic Education (PSHE) Policy



### Policy for Personal, Social, Health and Economic Education (PSHE)

Last reviewed: October 2021

At Broomhill Infant School our motto 'Nature, Nurture, Knowledge' is an integral part of our PSHE teaching. We believe that PSHE is a core skill and one which will impact the children's learning and lifelong progress, hence we are committed to making sure that this provision is thorough, systematic and reflects the developing needs of our ever changing world. We take seriously the responsibility to provide our children with the knowledge and skills to develop in to confident, caring adults and ones who realise the importance of taking responsibility for their own actions as well as caring for the wider world. We teach this through systematically using the JIGSAW programme, making sure that we are ready for statutory status by engaging in training, research and keeping up to date with the latest legal requirements. By teaching the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs, and by developing a culture where mental wellness is valued and time is provided within the curriculum for children to learn mindful ways to support their own mental wellbeing. It is important for us to ensure young people understand the importance of PSHE and the values it instils, leaving school ready to play their full part in a British society.

#### **Aims:**

At Broomhill Infant School we aim to encourage children to:

- Work well with others regardless of gender, ethnicity, disability, attainment, family circumstances, difficulties in behaviour, attendance or background;
- Participate in a wide range of activities and experiences across and beyond the curriculum, and to begin to contribute to the life of the school and the wider community;
- Feel confident to have a voice and to use this voice to express their beliefs in a positive and appropriate way.
- Prepare children for adulthood by addressing current issues in the wider world and helping them to form their own opinion regarding this.
- Recognise their own worth, work well with others and become increasingly responsible for their own learning;
- Reflect on and talk about their own experiences, and begin to consider a variety of spiritual, moral, social and cultural issues that are part of growing up;
- Have an awareness of their own mental wellness and find ways to support this as well as begin to access support if their mental wellness is being affected.
- Have an understanding of what risk is and make safe decisions.

We aim to:

- Ensure that the school is ready for statutory status and that teaching is systematic, thorough and based on the JIGSAW teaching programme.
- Challenge stereotypes and endeavour to instil in children the belief that anything is possible.
- Maintain our status as a 'Healthy School' and to continue to promote a whole school approach to Health Education and the development of healthy lifestyles.

- Promote fundamental British values
- Provide Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education (RSE) for all children
- Be reflective practitioners who are willing to tackle difficult topics as necessary and are flexible to adapt our teaching to the needs of the children we are teaching.

### **Jigsaw, the mindful approach to PSHE**

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 provides a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) and 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 development to enhance children's emotional and mental health.

### **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
<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

### **Safeguarding**

We are 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. If disclosures occur, school policy is followed.

## Assessment

As a school PSHE will be assessed through evidence collected in books, children's voice evidence, in planning and through anecdotal evidence. To support the teacher in tracking each child's Jigsaw 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 2-6). 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. This sheet gives a quick visual representation of where the child is in each Puzzle.

Where am I with my learning? Colour in the box to show where you think you are. Does your teacher agree with you?						
How am I doing?	Working towards		Working at		Working beyond	
	I can tell you about a challenge that I succeeded in		I can tell you how I felt when I succeeded in a new challenge and how I celebrated it		I can tell you about what helped me to succeed in a new challenge and describe how I felt about my success	
	Me	Teacher	Me	Teacher	Me	Teacher
I can tell you why this made me feel good about myself		I know how to store the feelings of success in my internal treasure chest		I can choose how to celebrate my success and know how to store it in my internal treasure chest		
Me	Teacher	Me	Teacher	Me	Teacher	

## Reporting to Parents/Carers

PSHE progress will be shared throughout the year through discussions with parents, marking and sharing important experiences that have occurred during PSHE sessions through Class Dojo. Parents are encouraged to share important community events, family celebrations or relevant information with staff to ensure that we can adapt PSHE teaching and ensure that any relevant topics will be covered if having an effect on the lives of the children we teach.

## Monitoring and evaluation

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
- Yearly surveys to identify strengths, needs and plan in further support
- Areas identified in the School Improvement Plan

## British values at Broomhill Infant school

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Personal, Social, Health Education and Citizenship (PSHE&C) is at the heart of our school which emphasises the difference between right and wrong and respecting & tolerating differences in a very diverse and modern Britain. We have planned a curriculum that will enable children to make progress towards these aims. Through engaging lessons using our learning model and appropriate activities, we can give them all a better understanding of themselves and others in the 'community of communities' in which they live. We can secure and influence behaviour and attendance and encourage further involvement and commitment to education. This is something that is also covered using the JIGSAW programme and is threaded through each aspect of the planning guidance.

British Values and related School values		Examples of how these are developed in the school and wider curriculum
Democracy	<ul style="list-style-type: none"> <li>• To understand and respect the democratic process</li> <li>• To understand how they can influence decision making through a democratic process</li> <li>• To understand how to argue and defend a point of view</li> <li>• To understand the importance of team work</li> </ul>	<ul style="list-style-type: none"> <li>• School council whose members are voted on.</li> <li>• Annual parent questionnaire</li> <li>• At the beginning of each topic, children are asked 'What do I know already and what do I want to learn?'</li> <li>• The use of ELLI throughout the school to develop the core values of learning.</li> <li>• Children contribute as a whole class at the beginning of the year to class rules, in addition to the school rules. .</li> <li>• Regular class assemblies in which children are able to discuss collective worship topic and contribute to whole school projects and displays.</li> <li>• The use of the JIGSAW programme.</li> </ul> <p><b><u>Moral strand of our PSHE&amp;C curriculum:</u></b></p> <ol style="list-style-type: none"> <li>1. Begin to exercise choice and the right to decide</li> <li>2. Begin to discuss and debate topical issues in both small and larger groups</li> <li>3. Begin to contribute to the life of the class &amp; school; e.g. classroom representatives</li> <li>4. Become aware of and respect the different opinions of others</li> <li>5. Offer simple ideas or opinions about real school issues.</li> <li>6. Be confident to try new activities, initiate ideas and speak in a familiar group.</li> <li>7. Consider the consequences of their words and actions for others.</li> </ol> <p><b><u>P.E and school sport:</u></b></p> <ol style="list-style-type: none"> <li>1. Team games taught for striking &amp; fielding, net and invasion games</li> <li>2. Team games and working with others developed at playtimes- linked to P.E. lessons</li> <li>3. Athletics</li> <li>4. A range of extra-curricular activities</li> <li>5. Being part of the school choir, supporting the rest of the school in singing and representing the school with the wider community.</li> </ol>
The Rule of law	<ul style="list-style-type: none"> <li>• Ability to recognise the difference between</li> </ul>	<ul style="list-style-type: none"> <li>• H/T assemblies focus upon the School's Rules</li> </ul>

	<p>right &amp; wrong and apply this to their own lives</p> <ul style="list-style-type: none"> <li>• Ability to accept responsibility for their behaviour</li> <li>• To understand the consequences of their behaviour and actions</li> <li>• Ability to resolve conflicts effectively</li> <li>• Understand how they can contribute positively to the lives of those living and working in the locality and society more widely</li> <li>• To understand that living under the rule of law protects them and is essential for their well-being and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Have clear and consistent behaviour systems used in all classrooms/playground/assembly to manage learning behaviours</li> <li>• House tokens to reward behaviour and learning</li> <li>• Yearly police talks / emergency services visits</li> <li>• Celebration assembly, class dojo, H/T awards</li> <li>• Classroom expectations</li> <li>• Circle time discussions</li> <li>• Individual behaviour/management plans</li> <li>• Restorative Justice</li> <li>• PSHE Jigsaw programme in Term 1 develops children's understanding of rules, responsibilities, rewards and consequences. Each class produces a learning charter.</li> <li>• NEST provision, ladybirds lunch time club.</li> </ul> <p><b><u>Moral strand of our PSHE&amp;C curriculum:</u></b></p> <ol style="list-style-type: none"> <li>1. Begin to manage their feelings in a positive way</li> <li>2. Understand how rules help them; e.g. School's Rules, classroom learning rules</li> <li>3. Agree and follow rules for their groups and classroom</li> <li>4. Begin to respect property- personal and public</li> <li>5. Begin to recognise the difference between right and wrong</li> <li>6. Begin to understand behaviours which are helpful and unhelpful to make all children feel safe and happy</li> <li>7. Begin to set personal goals</li> <li>8. Begin to understand the roles of others in society e.g. people in our local community/people who help us.</li> </ol>
Individual Liberty	<ul style="list-style-type: none"> <li>• To understand rights &amp; responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent behaviour system used in all classrooms to manage learning behaviours</li> <li>• Circle time discussions</li> <li>• Classroom rules</li> <li>• Citizenship strand of PSHE&amp;C curriculum:</li> <li>• Begin to know about different groups they belong to and the important people and roles within them.</li> </ul>

		<ul style="list-style-type: none"> <li>• Begin to develop a sense of responsibility and set a personal target.</li> <li>• Offer simple ideas or opinions about real school issues.</li> <li>• Begin to understand the rights and responsibilities of children.</li> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>• Consider the consequences of their words and actions for others.</li> <li>• Describe themselves in positive terms and talk about their abilities.</li> </ul>
<p>Mutual Respect and Tolerance of those with different faiths and belief</p>	<ul style="list-style-type: none"> <li>• Reflective about their own beliefs, religious or otherwise that inform their interest in and respect for different people's faiths, feelings and values</li> <li>• Reflective about their own experiences</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others</li> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religions, ethnic and socio-economic backgrounds</li> <li>• Participate in a variety of communities and social settings, cooperating well with others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of</li> </ul>	<ul style="list-style-type: none"> <li>• A range of different resources are used to support the entire curriculum to help pupils understand and welcome diversity</li> <li>• Signs around the school in other languages (classrooms and communal areas)</li> <li>• Equality action plan-updated annually</li> <li>• Children working in all curriculum areas in different groupings</li> <li>• Diversity within the school personnel</li> <li>• Monitoring of bullying and prejudiced based incidents by type</li> <li>• Photos of children from all ethnicities used in classroom displays.</li> <li>• Assemblies throughout the year promote respect and tolerance through a range of stories and a range of visitors to lead them.</li> </ul> <p>Moral strand of our PSHE&amp;C curriculum:</p> <ul style="list-style-type: none"> <li>• Identify and respect similarities and differences between people including physical appearance, culture, family, religion and language</li> <li>• Begin to know what bullying is, that there are different types of teasing and bullying and that bullying is hurtful and wrong</li> <li>• Learn how to respond appropriately to bullying</li> <li>• Respond positively to the diversity and similarity of individuals and groups, including questioning stereotypes</li> <li>• Have a positive self-image and show that they are comfortable with themselves.</li> </ul>

	<p>their preparation for life in modern Britain</p> <ul style="list-style-type: none"> <li>• Understand, accept, respect and celebrate diversity as shown by their tolerance and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Have a developing awareness of their own needs, views and feelings and be sensitive to the needs, views and feelings of others.</li> <li>• Support children in other more needy places of the world</li> </ul> <p><b><u>R.E. curriculum:</u></b></p> <ol style="list-style-type: none"> <li>1. Parent/carers invited in to talk about Diwali, Ramadan, Hannukah, Eid, Christmas and Easter.</li> <li>2. Children sharing experiences of different festivals</li> <li>3. To understand beliefs and teachings</li> <li>4. To understand practices and lifestyles</li> <li>5. To understand how beliefs are conveyed</li> <li>6. To explore family routines and customs</li> <li>7. To reflect</li> <li>8. To understand values</li> <li>9. To talk about similarities and differences between families, communities and traditions</li> <li>10. Visits to different places of worship</li> </ol> <p><b><u>History curriculum:</u></b></p> <ol style="list-style-type: none"> <li>1. To investigate and interpret the past</li> <li>2. To build an overview of world history</li> </ol> <p><b><u>Geography curriculum:</u></b></p> <ol style="list-style-type: none"> <li>1. To map where all families live/come from</li> <li>2. To compare the local area with different countries (usually those of our families who have moved from other countries).</li> </ol>
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### Mental Health Statement of Intent

Broomhill Infant School is committed to promoting and supporting positive mental health for our children, staff and volunteers. Positive mental health is integral to what we do here; underpinning the vital work we do to support children and their families.

Debi Howells is our School Mental Health Lead and is dedicated to the wellbeing and positive Mental Health of both children and staff.

Staff mental health and wellbeing should be, and is, of the utmost importance. We are making continual changes to our systems and processes to help secure positive mental health for our staff.

1. We do this by conducting an annual staff wellbeing survey, creating action plans which incorporate staff suggestions, changing marking/email/communication etc. Including mental health awareness in policies or procedures, encouraging all staff to notice when a colleague's

wellbeing is under threat, encouraging good working practices and self-care to encourage an appropriate work-life balance for example encouraging staff to take breaks and to finish on time, having regular debriefs or supervision from colleagues or line managers when dealing with difficult situations, ensuring there is a school champion for staff wellbeing, ensuring there are good training and development opportunities for staff etc. For children we promote JIGSAW, ELLI and mindfulness as ways of developing children's emotional literacy. We have the NEST provision, ELSA sessions, sand and Lego therapy for children who need it. Each class has a worry pet where worries can be shared with staff who then support the child, The school has an ethos where children's thoughts and ideas are valued, no problem is too small to be shared and adults will offer solutions or to help children share worries with parents if that is appropriate.

If you wish to discuss any of the points above, make suggestions for improvements or discuss your own wellbeing please come and speak to Debi Howells who can advise more on the support offered here at Broomhill Infant School and guidance on additional external support.

The confidential employee assistance programme is freely available to all staff and the contact details are as follows: