

Greenway Primary  
& Nursery School



# **Greenway Primary and Nursery School**

## **Personal, Social, Health & Economic (PSHE) Education Policy**

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## 1. Introduction

At Greenway Primary & Nursery School ('Greenway'), PSHE (Personal, Social, Health and Economic) education is a distinct curriculum subject that has both statutory (i.e. required by law) and non-statutory elements as defined by the Department for Education (DfE). It is taught in timetabled lessons, but learning is also woven into the school day at every suitable opportunity because we strongly believe that the learning that comes from high quality PSHE is fundamental to so much of Greenway; to our Ethos, to our Golden Values and our school's Aims, which are:

- To have happy, healthy, secure children, who are all developing a life-long love of learning;
- To ensure that each child's contribution is valued and every potential is reached;
- To ensure the safety of the whole school community;
- To develop and celebrate a culture of respect, tolerance and collaboration across our local and global community.

PSHE helps to give pupils the knowledge, skills, strategies and attributes to develop academically, personally and socially, so that they are better able to make informed choices and decisions, and successfully manage the opportunities and challenges that life presents now and in the future.

Pupils will learn about relationships, health and wellbeing, keeping safe, managing their lives (both online and offline), living in the wider world and financial education at an age (and stage) appropriate level. Providing a high quality PSHE curriculum gives

pupils opportunities to explore issues that are, or are likely to become, real and relevant to them in their daily lives in a safe and managed environment.

At Greenway PSHE education involves a combination of sharing information, and exploring issues and values, supported by a well-resourced and carefully planned programme called Jigsaw. The Jigsaw programme provides a mindful approach to PSHE education and has been adopted by us because it compliments and builds so well on our therapeutic approach to learning and on the importance we place on well-being at Greenway.

## **2. Aims**

The purpose of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies about the organisation, content and approach to the teaching and learning of PSHE at Greenway.
- Offer parents and carers a partnership approach for PSHE education so they know what is taught at school and can support their child(ren) to ensure the best possible outcomes for all pupils.
- Demonstrate how school meets its legal requirements with regards to teaching Relationships and Sex Education and Health Education (please see our separate Relationships, Sex and Health Education (RS&HE) Policy).

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at our school;
- Prepare pupils at our school for the opportunities, responsibilities and experiences of later life;
- Promote British values of democracy, the rule of law and individual liberty;
- Develop and celebrate a culture of respect, tolerance and collaboration across our local and global communities; and
- Promote cultural capital by celebrating and embracing the different backgrounds, heritage, language and traditions of children living in this country.

## **3. Statutory requirements**

At Greenway, we teach the statutory elements of PSHE (i.e. Relationships Education and Health Education) through our PSHE curriculum and as detailed in our separate RSHE policy.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils

receiving primary education. They also make Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance issued by the DfE which is available to view on the following website:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

We fulfil statutory safeguarding duties and ensure any safeguarding issues arising from PSHE teaching are identified and followed up in accordance with the school's separate Safeguarding and Child Protection Policies.

At Greenway we teach Sex Education as part of our PSHE curriculum. Whilst Primary Schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the Science curriculum. As Sex Education is not statutory at Primary School, parents and carers have a right to withdraw their child(ren) from designated Sex Education lessons. (Please see our separate RS&HE Policy for further information.) In this matter, we are specifically required to have regard to guidance issued by the Secretary of State as outlined in section 405 of the Education Act 1996.

## **4. PSHE Curriculum**

### **4a Intent**

Our intention is to deliver high quality PSHE education that will enable all of our pupils to cultivate essential skills for life in society now and in the future. We aim to develop the whole child through a curriculum that builds upon and enriches the knowledge, skills and attributes children need to protect and enhance their wellbeing.

We want all children to develop their creativity and enjoyment through these lessons as they learn how to manage change, build resilience and character, make healthy and safe decisions, build and maintain successful relationships and become active citizens responsibly participating in society around them.

Our PSHE provision has been designed to be age and where necessary also stage appropriate (i.e. easily understood, relevant and appropriate to the age and maturity of the pupils, including by adapting the curriculum to meet an individual pupil's 'stage' of development where that is necessary) so that, while sensitive to the needs across our whole school, it gives our pupils an education which will support each of them now and in the future in a safe and managed setting.

We strive for all children to develop an interest in sharing their thoughts, feelings and ideas and in seeing each and everybody's value in society. Children are taught to embrace thinking about and respectfully reason with one another on matters that challenge values and assumptions. We then support them in transferring these skills in a range of subjects right across the curriculum. For example, by engaging in literacy debates in KS2 or in sharing resources fairly in Early Years.

Our PSHE provision is underpinned by the 2010 Equality Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. Our curriculum reflects diversity to ensure that no pupil feels excluded, regardless of their circumstances, and we teach children to understand, respect and celebrate difference and challenge stereotypes and stigma.

Our PSHE provision extends beyond the curriculum and includes themed days/weeks, assemblies and fully supports our school's ethos, aims and Golden Values. PSHE is part of Greenway's broad and balanced curriculum supporting spiritual, moral, social and cultural education (SMSC), citizenship, British Values and equalities. The children are also provided with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

Throughout their learning journey, all children are given opportunities to; reflect upon, amend and improve their understanding of this subject. They gain an appreciation of others in learning embedded in Greenway which promotes strong and positive views of self in the social and emotional aspects of learning. This enables children to develop their identity and self-esteem as active, confident, tolerant members of their community.

## 4b Implementation

At Greenway, we teach PSHE education as a whole-school timetabled subject. We have a significant programme of personal wellbeing and development in place for all pupils, believing that this is critical in supporting our children to be happy, healthy and safe. Our programme also supports them in being able to thrive in their relationships and to manage the opportunities and challenges of modern life.

PSHE education is taught throughout the school in every year group, from Nursery to Year 6, using the comprehensive Jigsaw Programme. This is sequentially delivered through a 'spiral' curriculum, which gradually (year on year) builds on skills and knowledge, bringing together mandatory Relationships and Health Education, emotional literacy, social skills and spiritual development.

All year groups work on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of learning) and each year group is taught one lesson per week, summarised as follows (with detail given at Appendix A):

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

<b>Spring 2:</b>	Healthy Me	Includes drugs, alcohol and tobacco education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Greenway, we allocate approximately 1 hour to dedicated PSHE education each week and class teachers deliver these weekly lessons to their own class.

Explicit lessons are supported by general discussion and exploration of related issues as and when they arise in other settings during the course of the school day. They are also more formally reinforced and enhanced in many ways, including through:

- Assemblies and collective worship; The NSPCC, local clergy, the police and emergency service workers, health workers, and visiting speakers etc. - who share their positive and inspiring roles in the community, under-pinning our school values and supporting our teaching of how to keep safe in and outside school.
- Verbal praise and motivators; Star charts, Stickers, House Points, Star of The Week, Head Teacher's Award and PSHE Awards. There is also a certificate of achievement at the end of each theme (Puzzle).
- A Learning Charter; created and displayed in each classroom with the children.
- Anti-bullying Week: Children broaden their learning using resources from; Jigsaw's 'Celebrating Difference' Puzzle (theme), The National Anti-bullying Alliance and 'Just Talk', which encourages Hertfordshire's young people to show strength through talking about their mental health. For example: opportunities to engage in competitions creating anti-bullying raps, poems, comedy and posters.

### **Entitlement and Equality of Opportunity**

All of our pupils have the opportunity to access our PSHE curriculum in a safe and managed environment and in an age and stage appropriate way.

We have due regard to the Equality Act (2010) which requires schools to prevent discrimination, to advance equality of opportunity and to foster good relations between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

Children with special educational needs and disabilities have their teaching and learning adapted, as required, to meet their individual needs. We believe that every

child has talents, skills and abilities to discover. Staff explore, develop and celebrate these, understanding that they are key to establishing quality-learning relationships.

Set within a framework that reflects the school's Golden Values, Greenway is committed to the provision of PSHE education to *all* pupils, responding appropriately to the diversity of their cultures, faith and family backgrounds. This is achieved by:

- Establishing the 'Jigsaw Charter' to provide a trusting and safe environment where questions can be asked and answered appropriately without undue embarrassment.
- Providing information that is easily understood, relevant and appropriate to the age and maturity of the pupils (including by adapting the curriculum to meet an individual pupil's 'stage' of development where necessary).
- Ensuring that PSHE is taught by staff who are confident in the subject area(s).

### **Managing difficult questions, differing beliefs and confidentiality**

Ground rules are essential to provide an agreed structure to answering difficult or sensitive questions and these are established in class Learning Charters at the beginning of each academic year. Children have the opportunity to ask any questions / share any worries or concerns by putting these in an 'Ask It Basket' or 'Worry Box' in each classroom. This also ensures a suitable 'time and place' can be provided to answer and address sensitive questions and concerns. Teachers endeavour to answer questions/worries as honestly as possible but if faced with questions they do not feel comfortable answering in the classroom, provision is made to meet the individual child's needs.

At Greenway School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education within our PSHE curriculum.

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. This includes the 'Right to Pass', which is an important element of the Jigsaw charter, where children understand they do not have to participate in a discussion/activity if they do not wish to. This helps to create a space that feels safe when their wishes are upheld and respected by both staff and peers, which is essential when teaching about safeguarding. Similarly, in circle/discussion times, it is made clear to children that while they may want to continue to think and talk about issues that have been raised outside of class discussion/circle time, they must always respect their peers' confidentiality so are not to share wider the names/s of anyone who has contributed personal information.

Pupils may disclose very personal information within discussions. Staff are aware of the protocols around specific disclosures and will follow the school's established procedures in this respect. Parents and carers should be reassured that children are not encouraged to share family confidences; that staff are experienced in re-directing discussion to maintain privacy should that risk arise; and that they would be advised where a child did disclose something which might be of a sensitive nature.

## Assessment

Our PSHE education curriculum encourages assessment for learning opportunities through self-evaluation and reflective learning and allows teachers to evaluate and assess progress. Each lesson begins with a discussion of children's prior/existing knowledge and experience to provide a baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. In each of the PSHE education lessons, dedicated time is given to mindfulness, through developing calming and reflective skills.

We feel it is important for children to have opportunities to reflect on their learning, especially when that learning relates directly to the individual's character – their personal qualities, attitudes, skills, achievements and influences. Pupil Voice (i.e. where pupils' views are gathered via teacher or teacher and governor led small group discussions) plays a large part in assessment.

At Greenway, assessment is key to improving and adapting teaching. Class teachers use the Graduated Approach Model (APDR): Assess, plan, do and review. This enables teachers to feel confident that learning has taken place, to be able to demonstrate progress, and to identify future learning needs.

Assessment enables our children, staff, leadership team, parents, governors and school inspectors to see the impact PSHE education is having for our pupils and for the whole school.

## 4c Impact

Our PSHE education provides pupils with an effective curriculum for wellbeing through sequentially planned and resourced lessons, relevant opportunities and perspectives, to explore and embed new knowledge and skills that can be confidently used in real life situations. As a result of our PSHE education programme of learning, pupils will:

- Feel a sense of belonging, welcoming others and being part of a school community and local and global communities.
- Be enabled to socialise and form healthy, happy relationships with other children and adults as well as identifying and understanding the characteristics of unhealthy relationships and have strategies to challenge anti-social behaviour of others and know how and when to seek help/support when needed.
- Be able to make safe and well-informed choices and recognise the risks they may encounter; through on and offline social networking and from drugs alcohol and tobacco.
- Understand the importance of a balanced diet, keeping clean, relaxation, managing stress and challenging stereotypes.
- Know and understand that they have rights and responsibilities.
- Be enabled to take responsibility for their own actions and understand the implications and consequences of their choices.
- Be prepared for the next steps of their lives, including transition to secondary school and have goals and aspirations for their future and the future of others in their community and the wider world.



- Know and feel confident to use the relevant terms and correct natural body part names (as set out in Appendix 1 – Curriculum Map and language used – in the RSHE Policy)
- Understand the changes they are experiencing and will experience in their bodies and emotions and how to cope positively with those changes.
- Understand and respect everyone’s right to ‘difference’.
- Have the knowledge, skills and qualities to live healthy, happy lives.

## **5. Roles and responsibilities**

The Governing Body will approve the PSHE policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

The PSHE Lead is responsible for leading and managing the subject.

The Headteacher and PSHE lead are responsible for monitoring the standards of children’s progress and achievement, and for quality of the teaching across the whole school. They will ensure that all appropriate elements in each puzzle are being taught and will speak to the children to make sure that they feel safe and confident within their PSHE lessons.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Class teachers are responsible for teaching PSHE in our school.

**Our PSHE/RSE Lead is Lorraine Tritton**

**Our nominated Governor for PSHE/RS&HE is Lou Collins**

Pupils are expected to engage fully with PSHE provision and to treat staff and other pupils with respect.

## **6. Monitoring arrangements**

The delivery of PSHE is monitored by class teachers, the Headteacher, the PSHE Subject Lead and the PSHE nominated Governor through, learning walks, pupil/staff/parent voice and observations, etc.

Children’s development in PSHE is monitored by class teachers as part of our internal assessment systems.

Children's progress will be shared with parents through parent consultations and end of year reports.

This policy will be reviewed by the Governing Body on an annual basis to ensure that it remains up to date and that school practise remains compliant. At every review, the policy will be approved by the Governing Body.

## **7. Links with other policies**

This policy should be read in conjunction with the school's RS&HE (Relationships, Sex & Health Education) Policy. It also links to the following additional policies and procedures:

- Anti-bullying Policy and Behaviour Policy
- Safeguarding Policy and Child Protection Policy
- Online Safety and Data Security Policy
- SEND Policy

Biological aspects of RS&HE are required to be taught within the science curriculum, while other aspects of the PSHE curriculum are included in religious education (RE) through the KAPOW RE Programme; Spiritual, moral, social and cultural development education (SMSC); and Information Communication Technology (ICT).

## Appendix A - PSHE at Greenway using the Jigsaw Curriculum

<b>Age Group</b>	<b>Being Me In My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Ages 3-5 Nursery &amp; Reception</b>	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
<b>Ages 5-6 YR 1</b>	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
<b>Ages 6-7 YR 2</b>	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 Gender 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 Healthy 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
<b>Ages 7-8 YR 3</b>	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
<b>Ages 8-9 YR 4</b>	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 Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on 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
<b>Ages 9-10 YR 5</b>	Planning the forthcoming year 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 Material 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 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 SMARRT 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
<b>Ages 10-11 YR 6</b>	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