



St. Andrew's C of E (VA) Primary School

Personal, social, health and economic (PSHE) Statement

"I have come that they may have life, and have it to the full." John 10:10

PSHE Intent

We want all the children at St. Andrew's to flourish today and in the future. Our aim is to have a creative PSHE curriculum that is progressive, builds on previous learning and encourages children to be responsible citizens. PSHE is intrinsically linked to our Christian values, Creative Curriculum and whole school approach to well-being. 'Emotional Logic' aims to assist the children in understanding their feelings and create positive and assertive solution focused plans for improvement. With an understanding of ACE (Adverse Childhood Experiences) indicators by all staff, children will be listened to, understood, helped and taught with a holistic and child-centred approach.

Since September 2021, we have been pleased to further enhance our PSHE delivery at St. Andrew's through the use of the Jigsaw materials. This is a comprehensive and completely original scheme of work for the whole primary school from Foundation through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Research has shown that PSHE, when taught well, 'helps keep children and young people safe, physically and emotionally healthy and prepared for life and work.'

PSHE enables our children at St. Andrew's to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

This PSHE policy sits alongside our R.S.E. policy and both complement each other. Many parts of R.S.E are now statutory, and these lessons, through Jigsaw, are provided in a safe and understanding environment. Where there is an option for a parent to withdraw their child, the parent will be notified prior to the lesson taking place. Further information on this can be found on our PSHE web pages.

There are three core themes that provide the backbone of P.S.H.E across KS1 and KS2. These are:

HEALTH AND WELLBEING

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing - to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

LIVING IN THE WIDER WORLD (ECONOMIC WELL BEING AND BEING A RESPONSIBLE CITIZEN)

This core theme focuses on:

1. respect for self and others and the importance of responsible behaviours and actions
2. rights and responsibilities as members of families, other groups and ultimately as citizens
3. different groups and communities
4. respecting diversity and equality and how to be a productive member of a diverse community
5. the importance of respecting and protecting the environment
6. where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people's lives
8. a basic understanding of enterprise

The following 'learning opportunities' are encountered throughout the three core themes and concepts. The skills and attributes can be learned, understood and embedded as the children progress through their time at St. Andrew's. Children will be able to explore their attitudes, values and beliefs about these issues and develop the skills, language and strategies necessary to manage such issues should they encounter them.

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)

9. Career (including enterprise, employability and economic understanding)

These themes are reflected in the 6 puzzle pieces of the Jigsaw programme. They are:

- Being me in my world
- Celebrating differences
- Dreams and Goals
- Healthy me
- Relationships
- Changing me

PSHE Implementation

The delivery of PSHE at St. Andrew's will address the main concepts and themes as set out above. These will be learned through a whole school approach and progression will be evident from the lessons delivered via Jigsaw. Every class will teach discrete Jigsaw lessons as well as lessons that relate to their creative curriculum topic or literacy unit. In maths, whenever money is taught, real life examples (such as debt, overdrafts, savings, etc.) will be discussed and embedded into the lessons.

The objectives and aims will be guided by the lesson and curriculum coverage ideas by Year group, as set out by Jigsaw and with reference to the progression set out in St. Andrew's RSE policy. This will ensure clarity and progression for the children during their time at St. Andrew's.

To assist this further, all children will have a PSHE journal which will 'follow them up' through the school. They will use this for their baseline assessments, to demonstrate their learning and to illustrate their understanding through end of lesson or unit tasks and assessment. This will include all their learning of e-safety too.

The examples below are not an exhaustive list but provide an insight into how PSHE is further developed and embedded at St. Andrew's beyond the Jigsaw materials.

Our broad and balanced creative curriculum (whole school)

Use and development of PSHE Association planning toolkit for Primary Schools (whole school)

Through our teaching of RE (Outstanding - SIAMS 2019)

Through the embedded use of Oracy within our school

Through daily worship (whole school)

Reflecting on our school values - Character Education - daily prayer(whole school)

Making links to our curriculum, our own values and British values (whole school)

Value assemblies every term(whole school)

Special assemblies (whole school) - E.g. Author / illustrator visits

Through themed days and events (whole school) - E.g. Celebrate an author day / Children in Need

Anti Bullying Week (whole school)

Internet Safety Days (whole school)

Whole school themed competitions - 'It's important to be kind' (whole school)

Courageous Advocacy (whole school)

Our work within the community - Wesley Court (whole school)

Our International Projects - Coptic school in Egypt

Termly Trips (whole school)

Residential (Y3-Y6)

Wake and shake (whole school)

Swimming at the Lifecentre (Y4)

Through literature and our class reads addressing major themes (Diversity / Respect)(whole school)

Widening Horizons (Y5)

Mediator training and its use throughout the school (Y4-Y6)

Reflecting through Emotional Logic (whole school)

The use of Oracy to discuss and present ideas and opinions (whole school)

Red Cross training (Y5/Y6)

Healthy Eating and catering awareness campaigns - Healthy tuckshop / pack lunches (whole school)

School Gardening projects - growing vegetables and salads (whole school)

Bikeability (Y5/6)

Play leaders (Y6)

School Council voting process (whole school)

Elsa's and support workers (whole school)

Dr. Bike (whole school)

Using the outside play equipment (whole school)

Young Carers club (whole school)

Digital Mascots (whole school)

OA days and Junior Life Skills events - Sailing (Y6)

Door of Unity celebrations (Whole School)

Transitions and change to new classes (whole school)

Celebration / reflection during key international days - e.g. Holocaust Memorial Day (whole school)

PSHE Impact

Children will feel safe at school. They will be both physically and emotionally healthy. They will have an understanding of the world of work and have begun to learn and develop key life skills. They will be able to articulate their understanding of these skills and make links to their learning. They will do better at school. They will be more ready to learn and achieve their full potential.

This impact will be measured through self-assessment, teacher assessment and attainment and progress in all areas. This can be compared to baseline assessments depending on the area of learning. As mentioned, some of this evidence will be recorded in the PSHE journals.

Ultimately, it will be seen in the children being able to demonstrate and articulate their understanding of these key themes and utilising them through their daily lives at St. Andrew's, where they have had an opportunity to learn and grow together.