

# HARNHAM INFANT SCHOOL

## PSHE (with reference to P4C and No Outsiders) POLICY



*'Enjoy, Explore and Learn'*

Reviewed by Curriculum Committee.....

Signed on behalf of Governors.....

Signed on behalf of Staff .....

## **Harnham Infant School PSHE Policy**

### **Intent**

Harnham Infant School is committed to providing a high quality educational experience for all pupils. Our curriculum determines and underpins the whole ethos of our school. At Harnham Infant School, our personal, social and health education (PSHE) curriculum brings together citizenship with personal well-being, whilst promoting fundamental British Values. Although PSHE is taught through discreet 'Jigsaw' and 'No Outsiders' lessons, it also underpins all activities, assemblies, educational visits and extra-curricular clubs. It is intended that we will offer a cohesive whole-school approach which enables our children to become healthy, independent, responsible and caring members of society. At Harnham Infant School, PSHE, alongside RE, is known as Values, Beliefs and Relationships education.

### **Implementation**

PSHE is taught across the school continuously through PSHE (Jigsaw) lessons, assemblies, school clubs, school events and play times. In addition, PSHE is integrated into our curriculum through SMSC and linked to our whole school values - Kindness, Independence, Respect, Creativity, Resilience and Being Active.

In addition to this, Harnham Infant School have adopted the No Outsiders approach. By being a No Outsiders school, we frequently celebrate diversity and are committed to the principles of inclusion and equality. It is a primary aim of our school that every member of the school feels valued and respected. We are a caring community where values are built on mutual trust and respect for all regardless of race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender. By becoming a No Outsiders school, we will be fulfilling our duty to promote diversity and preparing our children for life in modern Britain.

No Outsiders proactively supports the Equality Act to ensure that everybody is treated equally and without prejudice. We use strategies to reflect and value the diversity of pupils' experiences and provide our children with a comprehensive understanding of people and communities beyond their immediate experience.

No Outsiders is a key part of our Personal, Social, Health and Emotional (PSHE) curriculum and will be taught through a series of picture books addressing the different areas of the Equality Act. In KS1, children also take part in a weekly, year group No Outsiders assembly where there will be an image, story or video clip to inspire discussions and thought-provoking questions. This part of the curriculum links to British Values and Social, Moral, Spiritual and Cultural learning (SMSC).

Each class also benefits from Philosophy for Children sessions where SMSC can be developed further through the 4Cs; Critical, Creative, Collaborative and Caring

**Critical** – This involves time for reflection which could be analytical in nature and seeks out reasons and criteria to develop higher order thinking skills.

**Creative** – Allows children to search for alternatives, play with ideas, try out different ways of looking and seeing and to experiment and see where ideas can lead us.

**Collaborative** - Children rely on each other to extend and enrich the thinking process. It is during this time that different perspectives are discussed and their reasons can be questioned, reviewed or changed.

**Caring** – This values people where differences and disagreement are helpful influences, improving the understanding of individuals in the group. Caring thinking supports people when they take intellectual risks, allowing them to become more open in their ideas, understandings and beliefs.

It is expected that each class will have a minimum of one discrete Philosophy for Children sessions per term but this approach is encouraged throughout the whole curriculum.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of our pupils by preparing them for life in the wider world. At Harnham Infant School our children are taught:

To develop the knowledge, understanding and skills they need to manage their lives now and in the future:

1. Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
2. The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
3. Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

### **In EYFS:**

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED) happens daily. In Continuous Provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines and empathy. In addition to this children also have a weekly Jigsaw session, a termly P4C session and an introduction to No Outsiders with a termly picture book.

### **In KS1:**

We use Jigsaw to inform our curriculum planning and the topics included in the programme of study are: Healthy Lifestyles, Growing and Changing, Keeping Safe, Feelings and Emotions, Healthy Relationships, Valuing Difference, Rights and Responsibilities, Environment and Money. In KS1 each class has a timetabled session which is focused on a Jigsaw, No Outsiders or P4C theme.

<b>Jigsaw Content</b>	<b>Puzzle Name</b>	<b>Content</b>
<b>Autumn Term 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 Term 2</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring Term 1</b> <b>(Note: Year 1 do Healthy Me in this term.)</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring Term 2</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
<b>Summer Term 1</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education

<b>Summer Term 2</b>	Changing Me	Includes Relationships and Sex Education in the context of looking at change. <b>Please see SRE Policy.</b>
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All the Jigsaw and No Outsiders' units support and embed the Equality Act 2010 and RSE Regulations 2019 which come into legal effect in September 2021 (postponed from September 2020 due to Covid). Parents have, in accordance with the law, been informed of the school's legal requirements particularly in relation to Relationships and Sex Education elements of the Jigsaw Programme of Study.

### **Impact**

Children demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. They demonstrate a healthy outlook towards school and this is evident in the good behaviour seen across the school. As a result of this, children achieve or exceed age-related expectations across the wider curriculum.

Teachers assess pupil's progress throughout their Jigsaw/No Outsiders PSHE sessions and pupil voice is used to measure children's understanding. Further evidence of children's understanding can be found in our individual class Values Book which tracks their journey in PSHE throughout the academic year. In this book there are examples of the children's work, photographs and direct quotes from the children with an emphasis on children having ownership over these books. As each class are on their own 'Jigsaw Journey' it is expected that these floor books look different in each class but that the school values and Jigsaw/No Outsiders themes are represented within them.

The subject leader is responsible for monitoring these books and interviewing children as part of capturing 'Pupil Voice'. It is intended that this happens a minimum of twice per academic year with the subject leader assessing the quality of PSHE against the following criteria for OFSTED 'outstanding' provision of PSHE.

- Pupils demonstrate excellent personal and social skills
- They form open, harmonious and trusting relationships that enable them to express their feelings and opinions.
- Typically, pupils would listen well to each other in PSHE education lessons, ask thoughtful questions of their teacher and each other and use sound evidence to justify their own views.
- All pupils share a sense of pride in the contribution they make in school
- Pupils are keen to express their own views, are analytical and reflective and ask challenging questions

- They have the confidence to discuss and debate sensitive and controversial issues in PSHE education lessons, socially around the school, and with visitors.
- They have the self-assurance to disagree, while respecting the differing views of others
- Pupils are independent learners and take responsibility.

Furthermore, the impact of our PSHE programme can be seen in the children's social interactions, their attendance at after-school clubs and in their behaviour towards each other.