

HARNHAM INFANT SCHOOL

PSHE (with reference to P4C) 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' 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.

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.

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 2 Philosophy for Children sessions per term.

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.

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 weekly Jigsaw session and a session dedicated to our school values as part of PPA arrangements or through assemblies.

Jigsaw Content	Puzzle Name	Content
Autumn Term 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn Term 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring Term 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring Term 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

Summer Term 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
Summer Term 2	Changing Me	Includes Relationships and Sex Education in the context of looking at change. Please see SRE Policy.

All of the Jigsaw 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 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 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 our Playground Squad.