



PSHE Policy

*Be watchful, stand firm in your faith, be courageous, be strong. The Lord, your God, is with you wherever you go.
(Joshua 1:19)*

Written: September 2022

Date of Review: September 2023

Leader: Mrs Collins

At St Matthew's we believe that our PSHE education permeates the culture of the school and transcends through every aspect of our curriculum. At St Matthew's Catholic Primary School, we strive to enrich the lives of our young pupils by enabling them to achieve their highest potential by accessing outstanding learning opportunities within and beyond the curriculum. PSHE is fully embedded in all aspects of school life and is delivered through a variety of teaching and learning methods. At St Matthew's PSHE provision is sufficiently flexible in order to meet the individual needs of different students and year groups.

We believe that education in PSHE, Citizenship, British Values and SMSC enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We actively promote British Values through direct teaching, discussions, assembly work, guest speakers, events such as mock elections and the ethos of the school. We teach our pupils how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

At St Matthew's we strive to provide a safe and supportive environment in which students not only achieve good grades and high test scores but also practice all of the core values and Gospel truths that will lead to both personal and professional success.

PSHE and RSE are part of the mission of our Catholic school to educate the whole person. At St Matthew's we strive to ensure it is carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life. As a Catholic school we deliver our RSE curriculum in accordance with the teaching of the Church. This approach is compatible with the guidance issued by the DfE and the PSHE programme of study.

To ensure we deliver an outstanding PSHE/RSE curriculum. For them to be fully effective we must strive to:

- Be faithful to the Church's vision of human wholeness whilst recognising the contemporary context in which we live today.
- Involve parents as they are primary educators of their child.
- Provide a positive view of human sexuality and dignity of the human person.
- Equip young people with the ability to make practical judgments about the right thing to do in different circumstances.

- Explore and promote virtues which are essential to promoting respect and dignity.
- Be delivered in an age-appropriate way which reflects the development of the child.
- Be part of the cross-curricular work in both primary and secondary schools.
- Be sensitive to the needs of the individual pupil and recognise the mix of pupils with different sexual orientations, genders and family backgrounds in each class.
- Be taken seriously by governors and teachers as an integrated part of the broad and balanced curriculum that Catholic schools offer.
- Be delivered by competent professionals who understand the Church's teaching.

(Please see RSE policy)

Covid 19

At St Matthew's Catholic Primary School our focus on PSHE (Wellbeing) does NOT mean that the pupils we work with need to 'feel good' all the time. Life is not like that. We understand that sometimes they will be unhappy. Sometimes they will struggle with their work and relationships. That is normal. Overcoming struggles and learning that unhappiness can pass is all part of what we do to help our pupils' experience and learn to understand for themselves. The children are currently juggling many emotions and worries concerned with Covid 19.

The topic of coronavirus might create a variety of feelings, including curiosity, anxiety or fear. Children and young people can show their distress in a variety of ways (some are less obvious than others), so it is important not to make any assumptions about pupils' feelings or reactions.

Teaching about hygiene routines, how bacteria and viruses affect health and how to recognise ill health, is part of the Health Education aspect of PSHE education at all key stages. Pupils may ask about coronavirus (COVID-19) while discussing these topics, or in response to media coverage. We would normally advise that all learning in PSHE education is built into a planned programme, but there are times when we need to respond to unforeseen events to protect pupils' wellbeing. We therefore offer the following advice to help you plan for such discussions and recommend drawing on the NHS website and Public Health England's guidance for educational settings for latest information. **(PLEASE SEE PSHE ADVICE- APPENDIX 1)**

Aim of this policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

A cross curricular approach

PSHE education is not planned in isolation and, where possible, links are made with other relevant subjects to ensure consistency and continuity for pupils. These include, but are not limited to, science, computing, citizenship, physical education and design and technology.

This policy links closely with school policies on:

- Personal Safety
- Drugs Education
- Sex and Relationships Education
- Science
- Collective Worship
- Behaviour
- Bullying
- Equal Opportunities
- Confidentiality Policy

What is PSHE?

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities and those of others. It is very closely linked with Every Child Matters and encompasses our work within Citizenship and towards National Healthy Schools Status.

PSHE Programme of Study

PSHE is based on three 'core themes' within which there will be broad overlap and flexibility:

1. *Health and Wellbeing*
2. *Relationships*
3. *Living in the Wider World*

Core theme 1: Health and Wellbeing

In **Key Stages 1 and 2**, pupils should be taught:

- what is meant by a healthy lifestyle
- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- about managing change, such as puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency

- to identify different influences on health and wellbeing.

Core theme 2: Relationships

In **Key Stages 1 and 2**, pupils should be taught:

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

Core theme 3: Living in the Wider World

In **Key Stages 1 and 2** pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:

- about respect for the self and others and the importance of responsible behaviours and actions
- about rights and responsibilities as members of families, other groups and ultimately as citizens
- about different groups and communities
- to respect equality and to be a productive member of a diverse community
- about the importance of respecting and protecting the environment
- about where money comes from, keeping it safe and the importance of managing it effectively
- how money plays an important part in people's lives
- a basic understanding of enterprise.

These should be taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

At St Matthew's we choose to deliver Personal, Social, Health Education using Jigsaw, the **mindful** approach to PSHE. This policy is informed by DfE guidance on Relationships, [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and [Keeping Children Safe in Education, 2018](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Objectives/Pupil learning intentions:

PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions

- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global well as devising Learning Charters
Autumn 2:	Celebrating Differences	Includes anti-bullying (cyber and homophobic bullying included work
Spring 1:	Dreams and Goals	Includes goal setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confident healthy lifestyle choices (on and offline)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships resolution and communication skills
Summer 2:	Changes	Includes looking at and managing change

There will also be another topic taught during the school year called **Say No to Bullying**.

Our ethos and PSHE curriculum ensure that we meet the 5 strands of Every Child Matters which states that every child has the right to: **Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, and Achieve Economic Well-being.**

In Summer 2 Pupils will explore Changes which differs slightly from the Jigsaw model. RSE is taught through a catholic lense. (Please see **RSE** policy)

Aims of PSHE and Citizenship Education at St Matthew's Catholic Primary School

Our school mission statement reflects what we hope to achieve in PSHE and Citizenship.

We want our children to develop self- awareness, positive self-esteem and confidence, enabling them to,

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and those of others
- behave in a socially and morally acceptable way including towards authority and each other
- to become involved in the life of their community
- to know about democracy and how to be an active citizen
- to know about economic wellbeing.

We want our children to: -

- value the achievements they make, and the achievements of others
- make informed choices about dealing with risks and meeting challenges now and in the future.
- decide on values by which they want to live their lives.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Delivery of Curriculum

A range of teaching strategies will be used as appropriate. These will include:

Circle time, role-play, discussion – whole class, small group, 1:1, visitors e.g. PC , Fire Brigade, School Health Advisor etc., stories e.g. exploring behaviour of characters, creative activities, and pupil initiated activities.

There are weekly timetabled lessons in Reception, KS1 and KS2, and specific events and activities, as well as through other subjects. There will also be opportunities during collective worship e.g. stories and discussion. The whole school ethos promotes our work in PSHE and Citizenship, as set out in our Mission Statement and home-school agreement. In the Foundation Stage, it is taught throughout the whole curriculum and in circle time sessions.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. The PSHE and Citizenship curriculum will be linked to our work towards National Healthy Schools status. **All classes use circle time to promote and discuss issues within PSHE and Citizenship.** The elected school council are actively involved in promoting PSHE and Citizenship issues, as are school Buddies.

Health Education including substance education, mental health education and safety education

- Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; perseverance; goal setting; overcoming obstacles; seeking h activity; healthy food; sleep; keeping clean; being safe; respect growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequ goals; identifying successes and achievements; tackling nev identifying and overcoming obstacles; feelings of success; ke healthy; healthier lifestyle choices (including oral health); ke being safe; medicine safety/safety with household items; road s health and happiness; people who help us; changes in me; c being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving r perseverance; motivation; healthier choices; relaxation; health nutrition; healthier snacks and sharing food.
7-8	Self-identity and worth; positivity in challenges; responsible cl and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and recognising and trying to overcome obstacles; evaluating learni managing feelings; simple budgeting; exercise; fitness chal labelling and healthy swaps; attitudes towards drugs; keeping : it's important online and offline; respect for myself and others: safe choices.
8-9	What motivates behaviour; rewards and consequences; accep others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; acl

resilience; positive attitudes; healthier friendships; group smoking; alcohol; assertiveness; peer pressure; celebrating in jealousy; love and loss; memories of loved ones.

9-10

Being a citizen; rights and responsibilities; rewards and consequences; behaviour affects groups; democracy, having a voice, participation; wealth and happiness; future dreams; the importance of moral careers; dream job and how to get there; goals in different contexts; supporting others (charity); motivation; smoking, including vaping; alcohol and anti-social behaviour; emergency aid; body image; choices with food; healthy and safe choices; motivation and behaviour.

10-11

Choices, consequences and rewards; group dynamics; democracy; voice; emotions in success; making a difference in the world; recognising achievements; compliments; taking personal responsibility; substances affect the body; exploitation, including 'county lines'; culture; emotional and mental health; managing stress; managing identifying mental health worries and sources of support; learning to manage feelings; power and control; assertiveness; technology responsibility with technology use; self-image; body image; impact of media; discernment; reflections at respect and consent.

How is PSHE organised in school?

PSHE 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 is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance 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. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Safeguarding

Teachers are aware that sometimes disclosures may be made during Jigsaw lessons; 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 lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Assessment

Teachers ensure children are making progress with their learning throughout their Jigsaw experience. Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

Recording and tracking progress

At the end of each puzzle, recording and tracking of pupils' progress will be monitored by the PSHE Curriculum Leader to ensure progress is evident. Each teacher completes a Pupil Tracking Grid. This sheet has the three attainment descriptors for each Puzzle. After each Puzzle is completed, 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. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle. All results will inform future planning.

Reporting to Parents/Carers

Each Puzzle's assessment tasks, attainment and children's Jigsaw Journals assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors are used as a starting point when writing children's reports.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised, and their achievements celebrated in every Piece (lesson). It demands a positive relationship between the teacher and the children which values and celebrates each individual. Appropriate time is allocated for this process.

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 based on:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors (Paused during Covid Pandemic)

For example:

External contributors from the community, e.g., health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input is carefully planned and monitored to fit into and complement our PSHE programme.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme.

The Learning Environment

At St Matthew's, we pride ourselves in establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To

enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. Teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

We realise that sensitive and controversial issues can arise in learning from real-life experience. Teachers are prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Involving parents and carers

For example:

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Parents'/carers' evenings
- * Involvement in policy development
- * Involvement in curriculum development
- * Information leaflets/displays

Pupil Consultation:

For example: School Council

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of

person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

For example:

We recognise the clear link between Jigsaw PSHE, and the following policies and staff are aware of the need to refer to these policies when appropriate.

- RSE policy
- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

Training and support for staff

For example:

All staff benefit from PSHE and Mental Health training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

For example:

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who acts as stipulated in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

PSHE GOVERNOR:

Mrs Alison Fair is our governor responsible for PSHE and citizenship, and Mrs Sime (Headteacher) has responsibility for pupil welfare. The PSHE team work closely to ensure that our aims are being met. PSHE and Citizenship provision will have clearly defined learning outcomes, shown on the planning sheets, and these are shared with children as part of assessment for learning.

When budget allows, staff will attend courses etc. to keep up to date with developments. The PSHE lead will pass on to staff any further information as it becomes available and will attend any future training courses for this subject, disseminating information as appropriate. The PSHE lead (Mrs Sime, Mrs Pritchard and Miss Byatt) attend LEA drop-in sessions for co-ordinators (to be arranged).

Equal Opportunities

Provision for PSHE and Citizenship is in line with all of our policies and Every Child Matters guidance. All children have equal access to the PSHE and Citizenship curriculum and developmentally appropriate materials. Delivery will be differentiated appropriately. Resources etc. are sensitive to the needs and backgrounds of the children and will not reflect gender or cultural stereotypes and are monitored annually to ensure that sensitivity.

Parental and Community Involvement (by ZOOM during Covid Pandemic)

Parents are invited to join in events in school, including class activities and workshops on relevant themes. Parents are regularly informed of events and developments on the weekly newsletter and on school website.

Working with parents is a vital part of the whole school approach to PSHE and Citizenship. Aspects of it are included in our home – school agreement. There is also a section of our school website.

There will also be links with local businesses and councillors, as part of the work in Citizenship. We also work closely with the local church, and strong links with the Father Conor (Parish Priest). We involve outside agencies e.g., School Health Advisors, School Police liaison officer, dental health advisors etc. as much as possible to deliver aspects of the curriculum (see visitor policy). These are highlighted in our scheme of work for PSHE and Citizenship.

This school believes that partnership with parents and the community enables us to receive specialist support and information to plan the best possible PSHE and Citizenship curriculum for our children.

Policy Review

This policy is reviewed annually,

	Signed Headteacher	Signed Chair of Governors
Date of review: SEPTEMBER 2022		
Date of next review: SEPTEMBER 2023		

Relationship and Sex Education (Relationships, Sex and Education)

At St Matthew's our RSE curriculum is delivered using a Catholic lens and covers all aspects of the new mandatory requirements set out by the Dfe for Relationships, Sex and Health Education. The RSE policy is available to parents/carers on request and available on the school's website

Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019) (see Policy)

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2018](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

PSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- RSE Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Science Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

