

HOLY TRINITY



C.E. PRIMARY ACADEMY
(HANDSWORTH)

Personal, Social, Health
and Economic Education
Policy

Date: February 2021

Date for Review: February 2023

Holy Trinity CE Primary Academy Vision Statement

At Holy Trinity CE Primary Academy our distinctive Christian values are at the heart of all we do. Our children develop independent curiosity, acquire a life-long appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." – Jeremiah 29:11

1. Intent

1.1 Holy Trinity Curriculum

Our curriculum is about **bringing engagement, fun and enthusiasm** to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. Our curriculum starts from the children in our academy and works out.

1.2 PSHE at Holy Trinity

At Holy Trinity we aim to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future. Personal, Social, Health and Economic Education (PSHE) is central to our school's ethos, supporting children in their development, and underpinning learning in the classroom, school and in the wider community. We aim to help prepare pupils for the opportunities, responsibilities and experiences of adult life. We also promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. We aim to give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. PSHE helps our pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

1.3 Jigsaw Intent

At Holy Trinity, PSHE is delivered through the Jigsaw scheme. Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips our school to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

1.4 Aims

Through the teaching and learning of PSHE using the Jigsaw scheme we aim to:

- Promote knowledge and understanding of our diverse society.
- Encourage a spirit of co-operation and mutual respect in a multi-cultural society and develop a sense resilience and reflection.
- Ensure our pupils are aware of their rights and have the language and confidence to stand up for those rights, and the rights of others.
- Ensure our pupils are aware of their emotions and respond accordingly.
- Enable children to understand what makes healthy relationships and understand that these look different for everyone.

1.5 Statutory Requirements

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and how to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

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. A copy of Holy Trinity's Relationships and Sex Education (RSE) Policy can be found on the school website.

Schools are free to determine how to deliver the content in the context of a broad and balanced curriculum. Many schools deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes.

2. Implementation

2.1 Curriculum Delivery

PSHE is taught for 45 minutes each week in Years 1-6.

Pupils in Reception also follow the Jigsaw scheme and they have a Jigsaw input once a week followed by continuous provision activities linked to this.

2.2 Planning

Jigsaw offers a comprehensive programme for PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year. Every lesson has two Learning Intentions, one specific to Relationships and Health Education and the other designed to develop emotional literacy and social skills. Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but children and their teacher can write their own to ensure mutual respect and ownership).

Puzzles are launched with an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

Jigsaw's Units of Work (Puzzles) are:

 <p>1. Being Me in My World Includes understanding my place in the class, school and global community as well as devising Learning Charters.</p>	 <p>2. Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included) and diversity work.</p>
 <p>3. Dreams and Goals Includes goal-setting, aspirations for yourself and the world and working together.</p>	 <p>4. Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.</p>
 <p>5. Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills.</p>	 <p>6. Changing Me This puzzle includes sex and relationships education in the context of coping positively with change. (Includes age-appropriate sex education)</p>

Each lesson follows a clear sequential structure. In addition to this, teachers have the freedom to plan with detail and attention to their individual children. The “Class Teacher” page at the start of every puzzle allows time for practitioners to consider the upcoming content. These support teachers to feel more confident in their own subject knowledge, which in turn allows them to extend the learning of the children.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation. Early years planning is aligned to the Early Years Foundation Stage Framework.

2.3 Teaching and Learning

Lessons are split into different parts, all of which are included in every session to ensure that the learning follows the optimum progression.

1. **Connect us** – This is a game or activity designed to be fun and inclusive and to build and maximise social skills. ‘Connect us’ engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.
2. **Calm me** – This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw.
3. **Open my mind** – The Reticular Activating System of the brain filters the many stimuli entering the child’s mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.
4. **Tell me or show me** – This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.
5. **Let me learn** – Following Piaget’s learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to ‘accommodate’ it into their existing learning.
6. **Help me reflect** -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).
7. **Closure** – Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

3. Impact

3.1 Assessment

- Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.
- **Assessment for learning** is used:
 - daily within class to identify children needing support and adapt teaching.
 - weekly in planning meetings to assess gaps and address these immediately.
 - during marking to highlight misconceptions and identify next steps.

- **Summative assessment** is used:
 - at the end of each unit to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the support that they need.
 - by the Senior Leadership Team and scrutinised through assessment trackers, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Please read this policy in conjunction with our *Assessment Policy*.

3.2 Monitoring

The subject is led by the Subject Champion and supported by the Senior Leadership Team. Each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Monitoring takes place regularly by the Subject Champion and the Senior Leadership Team through sampling children's work, book scrutinies, learning walks, lesson observations and pupil voice.

3:3 Equal Opportunities

This policy firmly supports the equal opportunities philosophy of the school. Every child, regardless of gender, ethnicity or ability is given equal access to all aspects of the curriculum and participates fully in all lessons.

At Holy Trinity we recognise protected characteristics from *The Equality Act 2010*.

The following characteristics are protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.