

# PINNER WOOD SCHOOL



## PSHE POLICY

**Approval Authority**

**Effective From:** September 2023

**Date Ratified by GB:**

**Next Review Date:** September 2025

**Signed by Chair of GB:**

# **Pinner Wood School Policy for Personal, Social, Health and Economic Education**

***‘Learning as we grow, Growing as we learn!’***

**At Pinner Wood we are committed to providing our children with a high quality education through which every child has the opportunity to dream big and achieve to the very best of their ability.**

**Our staff have high expectations of all children regarding their academic, social, emotional and spiritual development reflected in our mission: ‘Growing as we learn, learning as we grow’**



**Our School is based on a set of clear and explicitly taught values:**

**Choose Kind  
Heart of our Community  
Enjoy Learning  
Dream Big  
Step up  
Strength through positivity**

## **Introduction**

At Pinner Wood School, we recognise that Personal, Social, Health and Economic Education (PSHE) is central to the emotional health, well-being and welfare of our children. PSHE enables children to become effective learners and supports their development from childhood, through adolescence, to become independent young people and effective, responsible citizens.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in
- acquire knowledge and understanding of personal safety and risk
- acquire knowledge and understanding of the requirements for healthy living
- reflect on their aspirations and achievements
- contribute to their community
- develop skills for independent living
- understand and manage their emotions
- become morally and socially responsible
- take on a range of roles and relationships
- value themselves and respect others
- appreciate difference and diversity
- participate actively in democracy
- safeguard the environment

At Pinner Wood School we aim to:

- develop self-confidence and a sense of responsibility
- promote good relationships with others
- promote good attitudes towards others and an understanding of different points of view
- develop safe and healthy lifestyles, both physically and mentally
- prepare the children to become active citizens
- promote the spiritual, moral, cultural, mental and physical development of our children and of society.

## **Statutory requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance

We must teach health education under the same statutory guidance.

## **What we teach**

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships, health and sex education policy for details about what we teach, and how we decide on what to teach.

For other aspects of PSHE, including health education, see the attached curriculum map in Appendix 1 for more details about what we teach in each year group.

## **Curriculum content**

The Pinner Wood School PSHE curriculum is designed to develop our pupil's confidence and responsibility, to help them live a healthy and safe lifestyle, and prepare them to play an active role as citizens at school and after they leave.

## **Jigsaw**

Pinner Wood uses the highly approved Jigsaw program for all aspects of PSHE.

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Every Piece has two learning intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills.

Puzzles are launched in a school assembly and may link to a PW Value 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.

## **Autumn 1 – Being Me in My World**

This theme focuses on understanding my place in the class, school and global community as well as devising Learning Charters.

## **Autumn 2 – Celebrating Difference**

This theme involves anti-bullying (cyber and homophobic bullying included) and diversity work.

## **Spring 1 – Dreams and Goals**

In this theme we look at goal-setting, aspirations for yourself and the world and working together.

## **Spring 2 – Healthy Me**

This theme includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

## **Summer 1 – Relationships**

This theme is all about understanding friendship, family and other relationships, conflict resolution and communication skills.

## **Summer 2 – Changing Me**

This theme includes relationships and health education in the context of coping positively with change, along with some age-appropriate sex education for the older children in KS2.

## **How we teach it**

PSHE lessons take place once per week and where possible are delivered by the class teacher. RRHE should only be delivered by the class teacher.

The PSHE curriculum permeates through all other parts of the curriculum, and are covered as part of your wider school offer, such as in assemblies and whole school events.

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves

All pupils are included in lessons, regardless of ability or special educational needs and/or disability.

## **Resources**

All staff have access to the Jigsaw materials through the school computer network. We keep additional resources for PSHE in year groups and in the staff PPA room and use a range of appropriate websites. We also have additional resources in the library.

## **Answering difficult questions**

Sometimes, during the delivery of the PSHE curriculum, a child will ask an explicit or difficult question in the classroom. Such questions do not have to be answered immediately and can be addressed at a later date and/or by a parent. Individual teachers must use their skill and discretion in these circumstances and refer to a senior member of staff if necessary. No teacher or adult supporting the delivery of the PSHE curriculum is obliged to answer personal questions.

## **The use of visitors**

There are various people who are able to resource and support the delivery of the PSHE curriculum. These include parents, religious leaders, the school nurse and other health care professionals whom we invite into school (when appropriate) to talk about their role in creating a positive and supportive local community. All visitors will be checked in line with the school's Child Protection Policy. Visitors will not take sole responsibility for a class in a PSHE lesson. The class teacher, or another permanent member of staff, will always be present.

## **Assessment and reporting**

Class teachers employ a range of assessment strategies, including formative assessment at the beginning of units of work. The planned curriculum may be adapted based on these assessments. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress.

PSHE is included in every child's annual report to parents.

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

The governing board has delegated the approval of this policy to the CCA committee.

## **The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

## **Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Pinner Wood School has a led teacher responsible for PSHE

## **Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **Monitoring arrangements**

The delivery of PSHE is monitored by the PSHE leader.

## **Links with other policies**

This policy links to the following policies and procedures:

This PSHE and citizenship policy should be read in conjunction with the other school policies, such as:

- Teaching and Learning Policy
- Behaviour Policy
- Anti-Bullying Policy
- Child Protection Policy
- Anti-racist Policy
- Inclusion (SEN) Policy
- Gifted and Talented Policy
- Radicalisation guidance
- FGM guidance

APPENDIX 1

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition