



**PSHE Policy**



# Avonwood Primary School

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## **Avonwood Primary School PSHE Policy**

### **Definition**

PSHE (Personal, Social, Health and Economic) education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. At Avonwood, we aim to develop skills and attributes such as resilience, morality, self-esteem, risk-management, teamworking and critical thinking in the context of some core themes: health and wellbeing, relationships, celebrating cultural differences, and living in the wider world (including economic wellbeing). PSHE learning is essential to personal and spiritual development, behaviour, welfare and safeguarding.

At Avonwood, we use a consistent approach of teaching PSHE. This is through a whole-school approach and scheme of learning called 'Jigsaw'. Jigsaw is a unique, progressive scheme of work written by teachers, which aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world. This is taught through six key projects each year; Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. Through this, we place strong emphasis on emotional literacy, building resilience, nurturing mental and physical health and mindfulness. This allows children to advance their emotional awareness, concentration and focus. The children at Avonwood also engage in enhancing experiences such as the Life Education Bus which provides expert PSHE knowledge and teaching.

### **Government guidelines**

All schools must provide a curriculum that is broadly balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at Avonwood and of society, and
- Prepares pupils at Avonwood for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (September 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

At Avonwood, we ensure we follow Jigsaw PSHE and that our teaching and PSHE policy are up to date with current guidance as well. Therefore, our PSHE teaching is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, September 2021), National Curriculum – Science (2014), Preventing and tackling bullying (Preventing and tackling bullying, July 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools, September 2012), Safeguarding (Working Together to Safeguard Children 2023, revised February 2024) and Equality (Equality Act 2010, revised June 2015).

### **Introduction**

The policy applies to the Headteacher and subject leaders Mrs Short and Miss Wilkes and to all staff employed by Avonwood. This policy should be read in conjunction with our Anti-Bullying, Sex and Relationship, Mental Health, Equal Objectives, Health and Safety, SMSC, Safeguarding and Online Safety Policies and the Avonwood PSHE subject information policy.

At Avonwood, the Jigsaw PSHE Scheme brings together Personal, Social, Health and Economic education, emotional literacy, social skills and cultural development. The Jigsaw programme fosters a mindful approach to PSHE. It is a comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and all aspects of SMSC.

This scheme supports Avonwood's Earth Charter values; past, Earth, future, love, peace, family, inter-connectivity and life. This supports Avonwood in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

Jigsaw provides a comprehensive scheme of learning for Foundation Stage all the way through to Year 6. PSHE also provides us with an opportunity to focus on the delivery of spiritual, moral, social and cultural (SMSC) aspects of learning, such as;

- Managing feelings
- Building positive relationships
- Self-awareness and self-esteem
- Social skills
- Empathy
- Motivation
- Managing feelings
- Celebrating cultural difference
- Community cohesion
- Decision making through a democratic process
- Reflection of one-self and the world around them

Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

## Jigsaw Planning Content

PSHE education at Avonwood is guided by the Jigsaw structure which is split into 6 half termly 'puzzles' (units) with the whole school learning the same 'puzzle' at the same time. The 'puzzles' are sequential and developmental from September to July.

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

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, Academy and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change, as well as change in terms of preparing for moving year groups

## Mental Health

At Avonwood, we believe in developing the whole child. Alongside helping them grow academically, we focus on developing good mental health, which will set the children up to have an optimistic quality of life. Therefore, we follow 'Stormbreak', a charity which sets out to improve children's mental health through movement by equipping them with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life.

By following Stormbreak, staff at Avonwood have resources to allow the children to learn vital skills to positively shape and support their mental health for life. Stormbreak has 5 principles that everything is based around. These are: resilience, relationships, hope and optimism, self-worth, and self-care.

Concept	Definition
Resilience	Children show ability to `bounce back` from adversity and adapt positively from challenges.
Relationships	Children show an ability to know how to have meaningful relationships.
Hope and optimism	Children show an ability to have a positive outlook on life.
Self-worth	Children show an ability to recognise their value and worth and are confident.
Self-care	Children show an ability to use behaviours to take care of their mental and physical health.

Each PSHE lesson begins with a Stormbreak session and each concept is mapped out to be taught alongside a related Jigsaw piece.

Jigsaw piece	Concept
Celebrating Difference	Self-worth
Dreams and Goals	Hope and optimism
Healthy Me	Self-care
Relationships	Relationships
Changing Me	Resilience

Each PSHE lesson follows the same structure. The lesson begins with a review of our current and previous learning. Then breathing to help regulate ourselves and practise this key skills. After that, we teach a Stormbreak from the concept we are focussing on for that half-term. This helps children to understand and develop healthy mental health strategies throughout the year. Additionally, at the end and the beginning of the year to aid with transition, we also teach Stormbreaks focussed solely on managing change and transition.

### **Delivery of PSHE**

### **Differentiation/SEN**

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Careful consideration is given concerning the level of scaffolding needed, and in some cases the content or delivery will have to be

adapted. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. The PSHE and RSE policy reflects and is in line with the schools' equal opportunities beliefs. Teachers will ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their needs, gender, ability, disability, religious beliefs, experiences and family background.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; 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 circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding policy is followed. Additionally, it is vital that any updates in the Keeping Children Safe in Education and subsequently, our own Safeguarding Policy, are addressed where appropriate in PSHE lessons e.g. child-on-child abuse, vaping, criminal exploitation and online safety issues.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be 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.

### **Answering Questions**

Staff are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics will be discussed using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. All pupils' questions will be answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. Where issues are particularly sensitive, children will be given the opportunity to write down and questions anonymously so that teachers can answer them broadly to the class and also check and rehearse what they are going to say before answering.

## **Preventing radicalisation**

The whole Jigsaw philosophy is underpinned by the concept of mindfulness. From the very start and throughout the programme children are encouraged and helped to develop a capacity for observing their own thoughts and feelings within a context of 'calming' and reflectiveness. Mindfulness supports children in regulating their emotions and building emotional resilience and in choosing and managing their responses rather than being caught up in negative and unconsidered thought-flows. Children and adults equipped with this capacity are far less vulnerable to the influence of the narrowly prescribed thinking and unexamined responses that characterise radicalised and extremist ideologies and attitudes.

Jigsaw relies on learning approaches which consistently emphasise enquiry, questioning, critical evaluation. It is significant that 'Open My Mind' is an element in every Jigsaw lesson, and in every lesson plan 'Ask me this...' directs the teacher to the open-ended questions that should stimulate the child's curiosity and encourage reflection on the issues at hand. Working actively to arrive at an understanding and a standpoint that is personal to the individual child always takes precedence over the passive acceptance of prescribed ideas.

Every Jigsaw lesson plan is also explicitly located within the twin frameworks of, on the one hand, emotional literacy with its five domains, and on the other hand the interconnected realms of Spiritual, Moral, Social and Cultural development. Taken together, the attention to these frameworks demonstrates that Jigsaw espouses and promotes a breadth of vision and a level of personal awareness, insight and sensitivity that stand in clear opposition to extremist ideologies. Who would claim that managing Feelings, Empathy, Social Skills – or for that matter broad sympathies in the spheres of spiritual, social and cultural life – could form part of the required toolkit for an extremist world view? Therefore, Jigsaw lessons, in particular those relating to 'Celebrating Differences' challenge any extremist views.

Staff will also be aware of Prevent training (updated regularly) to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it. Staff should follow Avonwood's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submit an inter-agency referral form to MASH or call them directly. Advice and support can also be sought from children's social care at the BCP's Children's First Response Hub.

## **The Learning Environment**

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 – by using The Jigsaw Charter. (Ideally, 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)

### **Staff training**

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on an annual basis and relevant support is provided.

All staff involved in the delivery of PSHE will be trained in:

- a) The legislation applying to the delivery of PSHE
- b) Dealing with sensitive and controversial situations in the classroom
- c) Child Protection Issues (regarding information that pupils may reveal as part of or after a lesson, and indicators of inappropriate sexual behaviour/attitudes)
- d) Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- e) Stormbreak and mental health strategies

### **Appendix A**

Our teaching of PSHE can be seen in detail and broken down for each year group on the PSHE Subject Policy document, where long and medium term plans can also be found. Please see the attached link.

<https://www.avonwoodprimaryschool.org.uk/Portals/0/Avonwood%20Primary%20School%20-%20PSHE.pdf>