



**NEWPORT**  
COMMUNITY  
SCHOOL  
PRIMARY  
ACADEMY

# PSHE Policy

<b>Date Adopted:</b>	December 2022
<b>Reviewed due:</b>	December 2025
<b>Author/owner:</b>	School Community Board
<b>Anticipated Review:</b>	Triennial

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## 1. Aims

At Newport Community School Primary Academy, personal, social, health and economic education (PSHE) is an embedded part of our broad and balanced curriculum. Pupils' spiritual, moral and cultural development is at the heart of our school ethos and learning values. This policy reflects Newport's overarching aims to:

- ensure all children enjoy achieving their potential
- support the development of the whole child
- raise aspiration
- develop children's understanding of the world and their contribution to it
- prepare children for their next stage of learning.

The aims of personal, social, health and economic (PSHE) education in our school are 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,
- Allow children to explore their own attitudes and values as well as other people's,
- Ensure that children have strategies to protect themselves and know where to go for help and support,
- Give children access to the learning they need to stay safe, healthy and understand their rights as individuals,
- Encourage children to recognise their own worth, work well with others and become increasingly responsible for their own learning,
- Ensure that children learn 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.

## 2. 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

## 3. Content and delivery

### 3.1 What we teach

Our PSHE is taught and assessed throughout the school using 'Jigsaw PSHE'. Jigsaw consists of **six half-term units of work** (Puzzles), each containing **six lessons** (Pieces) covering each academic year:

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

The developmental stage and maturity of the children are reflected in PSHE planning, drawing on the children's own experiences and existing knowledge.

As stated above, we are 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, Sex and Health Education policy, found on our website, for details about what we teach, and how we decide on what to teach, in this subject.

### **3.2 How we teach it**

The teaching of PSHE will take place through:

Timetabled PSHE lessons (typically delivered weekly)

Resources from the 'Jigsaw PSHE' Scheme of Work, including images and animations.

Whole school assemblies.

Classes will remain mixed for the teaching of PSHE, the majority of sessions taking place in class and delivered by known adults.

A range of teaching strategies will be used to provide a breadth of effective learning opportunities, such as:

- Open discussions/circle time
- Active learning – through enquiry and discussion exercises.

- Draw and Write' activities - where the class teacher can see and act upon any misconceptions the children may have and can also redo the activity at the end of the sequence of work to assess the learning that has taken place.

#### Equal opportunities including differentiation:

As a school, we are committed towards equal opportunities in all aspects of school life, including the inclusion of all people from a range of ethnic and cultural backgrounds, genders, and sexual orientations.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Our scheme of work has been written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. A range of strategies will be employed to ensure that what is being taught and how it is presented is accessible to the children's individual needs and abilities. Teachers tailor each learning activity to meet the needs of the children in their class. Differentiation may be by task, resources, support or content.

#### Ethnic and cultural diversity:

We acknowledge that different ethnic and cultural groups have different attitudes to PSHE, including SRE. The school will consult with parents / carers about children's individual needs, taking into account of their views and promoting respect for the views of different ethnic and cultural groups.

#### Home backgrounds:

We recognise that our children may come from a variety of family situations and home backgrounds. Members of staff consistently ensure that there is no stigmatisation of children based on their home circumstances.

PSHE objectives for each year group are available to parents and carers on request, so that they are aware what their child will be covering in school.

#### Right to withdraw:

Parents / carers have a right to withdraw their child from RSE lessons which fall outside those aspects covered in the compulsory Science curriculum. "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17.

Refer to our Relationships, Sex and Health Education policy, found on our website, for further details.

#### 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 Difficult Questions and Sensitive Issues:

Staff members are aware that views around parts of the PSHE curriculum, such as RSE and Drug and Alcohol Education, are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using 'Jigsaw PSHE'. Topics are presented using various views and beliefs so that pupils can form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In 'Jigsaw PSHE' Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

#### Recording and Assessment, including reporting to parents/carers:

As a school, we think it is important not to assess children purely on the factual knowledge gained but also to consider whether they are able to make healthy, informed choices. With this in mind, assessment will be through:

- Children's self-assessment.

- Teacher assessment - through observation, 'draw and write activities' or discussions. Teachers will also take into account key aspects such as bullying incidents, attendance and behaviour during lessons.

Children will record their learning in various ways including discussion, illustrations, through role play and written work.

In addition to the yearly report and termly parent/carer consultation meetings, parents and carers are made to feel welcome to make an appointment with a class teacher after school if there is a concern or issue.

## **4. Roles and responsibilities**

### **4.1 The School Community Board**

The School Community Board will approve the updated PSHE policy on a three-year rolling cycle.

### **4.2 The headteacher**

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

### **4.3 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

PSHE Leaders: Emma McGuire and Tracey Hooper

### **4.4 Pupils**

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

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by PSHE Leads and other school leaders through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

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

This policy will be reviewed every three years by Emma McGuire and Tracey Hooper (PSHE Leads). At every review, the policy will be approved by the School Community Board.

## **6. Links with other policies**

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

- Science curriculum
- Equality and Diversity & Equal Opportunities Policy
- Child Protection and Safeguarding Policy