

**St Joseph's Catholic Primary School**  
**'To Live, Love and Learn in a caring Christian community'**

**PSHE POLICY**

**Intent**

**PSHE enables children to become healthy, independent and responsible members of society.**  
**Our PSHE Curriculum:**

- Helps children understand how they are developing personally and socially and tackle many of the moral, social and cultural issues that are part of growing up.
- Provides opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- Ensures that children understand how to achieve and maintain a healthy lifestyle, including their mental and emotional wellbeing.
- Develops children's sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Promotes the fundamentals of British Values.

**Implementation**

At St Joseph's we deliver the PSHE curriculum by utilising first-hand experience, sharing good practise and celebrating acts of kindness. It is the responsibility of every staff member to be a role model and have high expectations of the pupils.

We believe that PSHE plays a vital part of primary education. It is taught as a stand-alone lesson but also encompasses many other areas of the curriculum and school life. There are also occasions where teachers may feel it necessary to teach additional PSHE as a result of an issue which has arisen in their own class.

PSHE is integral to our school assemblies and collective worship where children's spiritual, moral, social and cultural curiosity is stimulated, nurtured and challenged.

EYFS, KS1 and KS2 develop a long-term curriculum overview using the Jigsaw programme- a mindful approach to PSHE. The programme support teachers in delivering a well-being curriculum and aims to teach pupils emotional literacy, social and lifelong skills, RSE and resilience in an age appropriate manner. The planning resource contains themes which are relevant, sequential and build upon skills and tools learnt in previous years.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Each new 'Puzzle' starts with an introductory assembly, generating a whole school focus for adults and pupils. There are six 'Puzzles' in Jigsaw that are designed to progress in sequence through the academic year.

The 'Puzzles' are:

Autumn Term: Being Me in my World  
Celebrating Difference

Spring Term: Dreams and Goals  
Healthy Me!

Summer Term: Relationships  
Changing Me!

Each PSHE lesson has two learning objectives; one is based on the specific PSHE learning and the other focuses on developing emotional literacy and social skills. Jigsaw also contributes to the British Values agenda through the direct teaching of information and through the experiential learning children

will enjoy. The five strands of the British Values agenda have been mapped across every 'Puzzle'. These are:  
Democracy  
Rule of Law  
Respect  
Tolerance  
Individual Liberty.

The lesson follows a structured format and sequence.

1. The Jigsaw Charter (This is a set of guidelines to be followed by the pupils during a PSHE lesson to remind them of the expectations)
2. A planned game.
3. The Calm Me Chime (Jigsaw Chime and the Calm Me exercises is an easy introduction to techniques which help pupils relax their bodies and calm their minds, reaching an optimum state for learning)
4. The main tasks and the accompanying PowerPoint slides.
5. Ending the lesson with a reflection.

For pupils to make rapid and sustained progress within each PSHE topic, teachers ensure that:

The Programme is used consistently and sequentially.

Learning objectives are clear and precise.

The lessons follow the recommended lesson format with the specific elements, such as the Jigsaw Charter and the Calm me Chimes.

Teachers' subject knowledge is good and this is imparted with authority;

Teachers use ongoing formative assessment strategies to monitor pupil progress;

Pupils have opportunities to work collaboratively;

Lessons are adapted to ensure that pupils of all abilities are challenged and supported.

Pupils are provided with regular feedback – both oral and written – to ensure that any misconceptions are addressed and opportunities are provided for high order thinking.

Much of the PSHE curriculum is practical and discussion based. Any written work or photographic evidence is filed in the pupils' PSHE Journal.

### **Contribution to other curriculum areas**

Our PSHE curriculum directly supports the pastoral education of our pupils as well as the academic outcomes. Cross-curricular opportunities in **all** subjects can be maximised and linked with the Spiritual, Moral, Social and Cultural development and British Values.

In ICT, pupils are taught to be safe online citizens. Internet safety and the appropriate use of social media is at the core of the PSHE and ICT lessons, recognising the challenges that children face today.

Our History Curriculum aims to link knowledge of Britain's past to the diverse and democratic country in which we live.

Within Geography, our aim is to ensure our pupils have a wide knowledge of the world and the diverse cultures that exist beyond our school gates, linking to environmental issues, which are reinforced in our Science Curriculum.

Through the learning of Modern Foreign Languages, children develop their knowledge and understanding of different cultures and acquire a positive attitude towards others.

### **Inclusion**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers adapt each lesson to meet the needs of the children in their classes. To support adaptation, the Jigsaw programme suggests creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Verbal and written feedback, additional adult input and adapted resources support learners. Effective use of questioning offers challenge and encourages greater depth of thinking.

### **Assessment and recording**

Pupils' attainment isn't formally assessed due to the subjective nature of the subject. However, we believe that pupils achieve well in this area because PSHE is valued in our school as part of a holistic approach to learning. Formative assessment is used at the end of each 'Puzzle' to monitor progress.

### **Health and Safety**

Risk assessments are conducted by staff prior to any external activities or activities which extend beyond usual lessons. (See health & safety policy).

### **Resources**

The Jigsaw Programme provides the teaching resources which include the Lesson Plans, Scripts, PowerPoint presentations and activity templates. The soft toy Puzzle characters and the Chime bar are an integral part of the lesson format. Teachers may also provide their own resources to enhance and support the delivery of their lessons.

### **Impact**

The impact of our PSHE teaching is evident in school life as a whole- the children's positive behaviour, their attitudes to learning and the respect, care and understanding they show to one another.

The quality of teaching and learning of PSHE is monitored by the subject leader and includes lesson observations, journal scrutiny and the monitoring of planning. The subject leader has a detailed action plan which is reviewed termly. Pupil Voice and staff questionnaires are conducted and reviewed in order to improve PSHE teaching and learning across the school. Regular staff updates, CPD and support is offered to staff in order to guide their planning and teaching of PSHE.

The members of the Arts team are responsible for:

- Producing and reviewing the PSHE policy;
- Monitoring the standard of the children's work and the quality of teaching using the Jigsaw Programme;
- Supporting colleagues in the teaching of PSHE;
- Keeping informed about current developments in the subject;
- Providing a strategic lead and direction for PSHE in the school;
- Reviewing and updating the subject SEF and action plan; and
- Reporting to the curriculum committee of the governors.

**Date: March 2023**

**Team: Julie McElhinney, Maria Elliott, Sally Ogilvie and Katharine Roper.**