



Chater Infant School

**An exceptionally high performing
professional and learning culture creating
excellent achievement for all.**

Remembered for All the Right Reasons

PSHE Policy

*RHE has a separate policy

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Date Ratified: March 2023
Review Date: March 2026

Chater Infant School is a Rights Respecting School

Therefore we adhere to the United Nations Convention on the Rights of the Child. Articles particularly pertinent to this policy are:

Article 13 – Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 24- Every child has the right to the best possible health.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.

Article 28 - Every child has the right to an education.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family.

Article 31 – Every child has the right to play relax, play and take part in a wide range of cultural and artistic activities.

Article 41 – Government must actively work to make sure children and adults know about the convention.

At Chater Infant School we are working towards gaining recognition of our work as a Rights Respecting School. Each class has its own agreement and the school is now working towards a Whole School Agreement that will outline the rights and responsibilities of all pupils.

Definition

The role of Personal, Social and Health Education (PSHE) is to provide planned learning experiences to give pupils the knowledge, skills and understanding they need to make informed choices and to lead confident, healthy and independent lives. It enables pupils to fulfil their individual potential and includes the social, moral and intellectual aspects of growth. PSHE are at the heart of school life and underpin everything that we do.

The role of Relationships and Health Education (RHE) is to provide planned learning experiences to children that promote 'the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life' as outlined by the DfE (SRE Guidance, 2000) * see separate policy

School and Community intake

Pupils at Chater Infant School come from a wide range of cultural and religious backgrounds. We wish to emphasise that as far as possible, the different views and beliefs of their families will be respected within the imposed constraints of the National Curriculum.

The PSHE programme reflects the **school vision** and creates opportunities for children to demonstrate the following values:

- Respect
- Resilience
- Responsibility
- Communication
- Working hard
- Aspiration
- Trust
- Teamwork
- Determination
- Empathy

Key personnel

RHE will be taught in PSHE, for which there is a named teacher as subject leader.

Others involved in the review and development process are **parents/carers** through questionnaires, **teaching staff members** and **governors** who have agreed the policy and the **pupils** through class discussions, individual conversations and questionnaires.

Aim of this policy

PSHE takes place primarily in the home. Our aim is to build on this valuable work and to develop it in partnership with those at home.

At school we aim to

- provide planned learning experiences to promote the personal, social and emotional well-being of our pupils
- enable pupils to develop confidence and self-esteem through learning about their bodies and being aware of their own feelings
- enable children to recognise the effects of their actions on the feelings and well-being of others
- enable children to make informed choices pertaining to their own health, safety and general well-being
- enable children to make informed choices about aspects of their own learning, school life and beyond.

Curriculum Context

PSHE taught at Chater Infant School will:

- provide information which is easy to understand, relevant and appropriate to the age and maturity of the pupils
- include the development of communication and social skills
- encourage the exploration and understanding of values and attitudes
- provide our pupils with guidance and support for keeping them safe and having the stepping stones to identify how to manage their feelings
- will develop the children socially, morally, spiritually and culturally

The Early Years and Key Stage 1 have a long term and medium term overview of planning to ensure that children at Chater Infant School have curriculum coverage of PSHE taught as a discrete lesson or taught across the curriculum through over subjects.

As a school, we follow the **Jigsaw** programme and resources. This is an online programme. The programme builds on a progression of skills throughout the school. Chater Junior School also use the Jigsaw programme so the transition to KS2 is seamless. The Jigsaw programme is taught in 6 puzzle pieces which embraces the following topics:

Each puzzle has six lesson plans accompanied by all the teaching and learning materials needed to deliver them.

Autumn Term 1	Being Me in My World - 'Who am I and how do I fit?'
Autumn Term 2	Celebrating Difference-Respect for similarity and difference. Anti-bullying and being unique
Spring Term 1	Dreams and Goals - Aspirations, how to achieve goals and understanding the emotions that go with this.
Spring Term 2	Healthy Me - Being and keeping safe and healthy. Including Oral Hygiene
Summer Term 1	Relationships - Building positive, healthy relationships
Summer Term 2	Changing me - Coping positively with change

*Jigsaw Content overview PDF Appendix 1

*In addition to the standard Jigsaw Overview map there is an Expanded Overview which includes the Attainment Descriptors (the '**working at**' descriptor) for each Puzzle. PDF Appendix 2

PSHE is taught within the context of relationships with others. Topics and themes are repeated from year to year in greater depth and taking into account the pupil's development and the requirements of the Early Years Framework, Development Matters and National Curriculum.

Where some aspects of PSHE are not covered by Jigsaw, lessons have been identified using the PSHE Association KS1 guidance for teaching PSHE. Furthermore, we have also included lessons on regarding British Values, Growth Mind Set and the Rights Respecting School Agenda (Unicef). Finally, to ensure that we are safeguarding our children effectively, we have also incorporated lessons on Protective Behaviours. Where appropriate, these additional PSHE lessons have been merged into the half-termly PSHE topics to give our PSHE curriculum more depth.

PSHE will be delivered in dedicated PSHE lessons but also through Jigsaw assemblies and across the curriculum through Science, PE, RE, Design and Technology, English and other subjects.

In addition the following areas of learning are covered through cross curricular teaching, outside visitors and assemblies

- keeping safe – dangers I may encounter, saying no, how and who to ask for help
- my body and other people's bodies – similarities and differences
- growth in people, plants and animals
- ageing – how we know when things are alive, dead, young and old
- different types of families
- caring for myself – sleep, hygiene, health, exercise, healthy eating, keeping safe in the sun
- inside my body – the function of different parts
- safe use of medicines and drugs – dangers of misuse
- Growth Mind Set values (embracing challenges, perseverance, resilience, curiosity, being reflective, independent learning, working within a team)
- Rights Respecting values
- British values (democracy, rule of law, individual liberty, mutual respect)
- eSafety
- Protective Behaviours is delivered through a four-week programme during Assembly time but is reinforced in the classroom

Visits and visitors

As a school, we support a number of visits and visitors to help us teach PSHE. Visits or visitors may have a particular focus and may be delivered in the form of assemblies, workshops, and focused lessons in class or visits outside of school. The school values these links to ensure that children at Chater Infant School have the opportunities to experience as many visits or visitors as possible to support their personal, social, wellbeing and healthy development. For example, Watford Schools Trust and Electric Umbrella to name just a few.

Linked Policies

This policy should be read in conjunction with the following school policies:

- Behaviour
- RHE Relationship and Health Education

Monitoring and Evaluation

The delivery of this PSHE Policy will be monitored in the following ways:

- Work scrutiny
- Planning scrutiny
- Lesson observations
- End of Foundation Stage profiles in PSED
- Questionnaires to children relating to their attitudes, relationships, self-esteem (end of KS1)
- Children self-assessment (Chater Learning Bricks/Growth Mind Set)
- Key Stage 1 termly assessment
- Questionnaires to parents

The success of delivery of PSHE in this school will also be seen through high quality of relationships within our community; and the growing independence and confidence of our children. The behaviour for learning would be evident through seeing our children embrace challenges, being curious, inquisitive and passionate about their learning. Children will have a good understanding of how to keep themselves safe (in person and online).

Answering difficult questions

It is natural for caring adults to want to protect children from information, attitudes and lifestyles which they themselves find distasteful. However, it is important to recognise the power of informal learning – from TV, magazines, friends' gossip, jokes etc. Sometimes a child may ask an explicit or difficult question in class. This school believes that individual teachers must use their skill and discretion in such a situation and refer to the Designated Safeguarding Lead (Head Teacher) or Deputy Designated Safeguarding Leads (Assistant Headteachers) using CPOMs and/or parents if they are concerned.

Assessment

In Early Years, assessment and progress will be tracked using Jigsaw assessment materials. At the end of the Reception year, children will use the Early Learning Goal (ELG) for PSED. The Statutory framework for the early year's foundation stage 2021 has been broken up into 3 main sections to asses.

- Self regulation
- Managing self
- Building relationships

*This can be found on pg. 12, of the Statutory framework for the early years foundation stage 2021

Teachers with the support of their Learning Support Assistants, will be responsible for making an overall decision if children have met the ELG. 'Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile'. using the Statutory framework for the early years foundation stage. Jigsaw descriptors also support Appendix 2 Each Jigsaw Puzzle piece online indicates a link to the EYFS frame work and highlights what accepts are being achieved withing that lesson.

Commented [h1]: Is this up to date?

example below.

The screenshot shows the Jigsaw online materials website. The page is titled 'Jigsaw / Materials / PSED Primary / Ages 4 - 5 / Healthy Me / 2. We like to move it, move it!'. It features a navigation menu on the left with options like 'Lesson Plan', 'EYFS Framework', and 'Calm Me Script'. The main content area displays a circular diagram with 'Personal', 'Mental', 'Social', and 'Physical' labels. Below this is a table with columns for 'Area of Learning', 'Communication and Language', 'Personal, Social and Emotional Development', and 'Understand the World'. The table lists ELG (s) and their descriptions, with a green checkmark in the 'Personal, Social and Emotional Development' column for the first row.

Area of Learning	Communication and Language	Personal, Social and Emotional Development	Understand the World
ELG (s)	<ul style="list-style-type: none"> • Listening, Attention and Understanding. • Speaking 	<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities
	Understand how to listen carefully and why listening is important.	See themselves as a valuable individual. ✓	Talk about members of their immediate family and community.

In KS1, assessment and progress will be measured using the Chater Infant School PSHE assessment tracker with support from the Jigsaw (Assessment descriptors. Appendix 2.) Assessment will be completed by teachers at the end of each term. The assessment criteria will be broken down to track if children are working at the expected standard, above the expected standard, below the expected standard or significantly below the expected standard. The criteria of how children will be assessed link in the main themes that are taught in the KS1 PSHE Jigsaw programme at Chater Infant School. These themes tie in skills, knowledge and understanding from the Jigsaw programme, Protective Behaviours, Growth Mind Set values and Rights Respecting values.

Special Educational Needs (SEN)

All children will have the opportunity to be taught PSHE in EYFS and KS1. However, some children with Special Educational Needs may need further support to develop specific skills in the PSHE curriculum. Where this is the case and to ensure that the best provision is being provided for children with SEN, guidance may be taken from the Inclusion Leader or from other professionals. Further support for children will be outlined in a child's support plan and/or Educational Health Care Plan (EHCP). These targets will be reviewed with parents, teachers, Inclusion Leader and the Senior Leadership Team.

Interventions

Interventions will be delivered where the class teacher and Inclusion Leader feel that a child or group of children would benefit from a particular intervention to support:

- emotional needs
- social skills
- mental health needs
- wellbeing

Interventions will be set up through discussions with the Inclusion Leader, class teachers, members of the Senior Leadership Team and parents. It will be vital to get the parents' support. For some interventions, it may be necessary to get parents' consent prior to starting the intervention. A record of the interventions will be kept and updated by class teachers and the Inclusion Leader. This are further discuss in pupil progress meetings.

Appendix 1, Content overview



Jigsaw-overview-map.pdf

Appendix 2, Expanded overview with attainment descriptors 'working At'



Jigsaw expanded overview.pdf