



# Personal Social and Health Education and Economic Policy and Citizenship Policy

*Information for Parents: This policy is available on request.*

Our Policy echoes St. John's Gospel: *"I have come that you might have life and have it to the full" (10:10)* and St. Irenaeus who said: *"The glory of God is the human person fully alive"*. To achieve this, we adhere to the following policy:

The Ursuline Preparatory School does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## *COVID-19 Pandemic*

*We have enhanced our exacting standards to a new level across all aspects of school life as necessary. Changes are implemented based on guidance received from HM Government, Public Health England, H&S Executive, the ISA and our Local Authority.*

*We confirm that we have complied with the guidance as detailed in the government's directive to manage the risk of COVID-19 in school. We are receiving the full support of our Trustees, Governing Body, Staff and Parents.*

*As we are managing a Public Health issue, the nature of the guidance and advice is constantly changing. As a result, our internal policies, practices and procedures are continuously being reviewed and immediately updated. Therefore, the information contained in this document may change without notice.*

## Introduction:

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

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

This policy is in line with the statutory guidance published

## **1. Aims and objectives**

1.1 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. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the issues that are part of growing up. They learn to 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. as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

1.2 Objectives/Pupil learning intentions:  
Jigsaw PSHEE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

## **2. PSHEE and citizenship curriculum planning**

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

<i>Term</i>	<i>Puzzle Name</i>	<i>Content</i>
<b>Autumn 1</b>	Being Me in My World	Includes understanding their own identity and how they fit in the class, school and global community. Class Charter established.
<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, deciding who they want to be and how they can bring about change, working together to design and organise fund-raising events
<b>Spring 2</b>	Healthy Me	Includes drug and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
<b>Summer 1</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
<b>Summer 2</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

- 2.1 PSHEE is taught through our weekly lesson using JIGSAW, knowledge and skills in a developmental appropriate way we also introduce PSHEE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography. As there is a large overlap between the programme of study for religious education and the aims of PSHEE and citizenship, we teach a considerable amount of the PSHEE and citizenship through our religious education lessons and assemblies.
- 2.2 We also develop PSHEE and citizenship through charity fundraising and theme weeks including: British Values, antibullying, Wellness, Mental Health, Internet safety weeks, whole school quizzes and other various activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters.
- 2.3 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. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### 3. Relationships Education

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### 4. Sex and Relationships Education

We are created by God in his own image – male and female (Gen. 1:27). Thus, our sexuality is an integral part of our individuality. In order that children may grow healthily towards maturity, they need to be taught the implications of their gender and sexuality (Cf. CCC §1604; §FC37). Successful relationships can only be built when individuals are comfortable with themselves and are developing their self-knowledge.

Our SRE lessons follow the ‘Journey in Love’ curriculum and are supported by the JIGSAW programme.

Definition of SRE:

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

- 4.1 Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. It is important to note that the SRE at our school sits within the school’s values framework and that we consider it vital to do this work in partnership with parents and carers.

#### 4.2 Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### 5. Health Education

As part of our Health Education, we will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Basic First Aid’, ‘Changing adolescent body’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Class Charter.

### 6. Drug and Alcohol Education

Definition of ‘Drugs’:

This policy uses the definition that a drug is: ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). The term ‘Drugs’ includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

6.1 Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

## 6.2 Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## 7. EYFS

7.1 Our teaching in PSHEE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS requirements.

The requirements state that children must be provided with experiences and support which will help them to develop a positive sense of themselves and others, respect for other; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them to know themselves what they can do.

## 8. PSHEE and citizenship and ICT

ICT makes a contribution to the teaching of PSHEE and citizenship in that children in ICT classes learn to work together in a collaborative manner.

They also develop a sense of global citizenship by using the internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, the dangers of peer on peer abuse, and they also gain an insight into the interdependence of ICT users around the world. A dedicated week of awareness for parents, staff and children is prepared annually and advice given by the "2 Johns". Awareness of safe use of ICT is also taught throughout the JIGSAW program.

## 9. Teaching PSHEE and citizenship to children with LDD

9.1 Differentiation/LDD

JIGSAW is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each piece to meet the needs of the children in their classes.

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.

- 9.2 We teach PSHEE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHEE and citizenship we take into account the targets set for the children in their Individual Education Plans (IEP's).

## **10. Safeguarding**

- 10.1 The relationships and Changing Me Puzzles have a strong Safeguarding focus which is obvious to teachers but not to the children. The children are encouraged to grow resilience and positive self esteem and confidence, so they can recognise when they feel uncomfortable in a situation and to know who they can trust and how to speak up when they need help. 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 lesson. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding policy is followed.

### **10.2 Confidentiality and Safeguarding Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **11. Assessment**

Each Puzzle has a self assessment for children from Year1 to Year 6:

It is envisaged that, at the end of each piece of the Puzzle, children will be given the 'My Jigsaw Learning journey' for that Puzzle, so that they can self-assess their understanding. For children in Year 1 and 2, they colour in the Jigsaw character with either their thumbs up or down. For the Juniors they self-assess by colouring in the attainment descriptor they think they have achieved, and an opportunity for them to add a comment if they wish. They stick this into their Jigsaw Journal. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' They both complete the evaluation boxes on the child's learning record, focussing on how progress could be made in the next Puzzle.

## **12. Recording and Tracking Progress**

12.1 Each child has a JIGSAW journal where they can record their thoughts through drawing pictures or writing.

12.2 To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

12.3 The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHEE. The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the



children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

### **13. Monitoring and evaluation**

The PSHEE co-ordinator will monitor delivery of the programme 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

### **14. External contributors**

External contributors from the community, e.g. health promotion specialists, First Aid practitioners, and community fire officers, make a valuable contribution to the Jigsaw PSHEE programme. Their input is planned and monitored so as to fit into and complement the programme.

### **15. The Learning Environment**

15.1 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 Class Charter. 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)

## 15.2 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 faith traditions, values, beliefs which include: family lifestyles, physical and medical issues, financial issues, bullying and bereavement.

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.

## 15.3 Both formal and informal SRE 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 Designated Safeguarding Lead if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. Bullying of any type is dealt with strongly yet sensitively. (see anti-bullying policy).

The school liaises with parents/carers on this issue to reassure them of the content and context.

## 15.4 Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHEE programme. Parents and carers are/will be given the opportunity to find out about and discuss 'Journey in Love' and the Jigsaw PSHEE programme through:

- Parent/carer Jigsaw/ Journey in Love awareness session
- Parents'/carers' evening
- Information leaflets

#### 15.6 Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHEE, Journey in Love and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Religious Education Policy
- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy and Child Protection
- Sex and Relationship Education Policy
- Antbullying Policy

#### 16. Trips

Junior classes attend a spiritual retreat in the Summer Term and following the citizenship work a trip is arranged to Parliament where they visit the House of Commons and the House of Lords.

We offer a non-residential visit for all junior children to Stubbers Activity Centre, where there is a particular focus on team building, developing pupils' self-esteem and the opportunity for them to develop leadership and co-operative skills.

This is developed further when our Lower 2 and Upper 2 children are offered a residential visit in the Summer Term to PGL and France (alternate years).

#### 17. Monitoring and review

The PSHEE and citizenship co-ordinator is responsible for monitoring the subject. They support colleagues and give information to staff on current developments in the subject.

The co-ordinator leader regularly reports to the Headteacher in which the strengths and weaknesses are evaluated and these lead to areas of further improvement.

This policy is reviewed annually. Next review October 2022.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.