

*'Live Fully, Laugh Often, Learn Deeply,  
Love as God Loves You ..... and Let Your Light Shine!'*

**THE BISHOPS' C of E & R C  
PRIMARY SCHOOL  
PSHE**



**1. Aims**

The aims of PSHE at our school are:

- To enable pupils to meet the challenges of the wider world by giving them the knowledge, skills and understanding needed to lead confident, healthy, independent lives. Through our teaching and modelling of the Christian values, they become informed, active, responsible citizens who are outward looking and care for others and the world around them.
- To enable our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To allow pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To provide a curriculum that actively promotes the fundamental British Values of democracy; the rule of law; individual liberty; and mutual respect and tolerance of those with different faiths and beliefs.

**All teaching and learning will be in line with our school ethos and motto  
*'Live fully, laugh often, learn deeply, love as God loves you... and let your  
light shine'.***

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## **2. Statutory requirements**

Under the Education Act 2002/Academies Act 2010 we are committed to providing a PSHE programme which is part of a broad and balanced curriculum. Please see RSE Policy for further guidance on our coverage in this area.

Documents that inform the school's PSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- *Supplementary Guidance SRE for the 21st century (2014)*
- *Keeping children safe in education - Statutory safeguarding guidance (2016)*
- Children and Social Work Act (2017)

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

- RSE
- Science
- RE
- Behaviour
- Anti-Bullying
- Equality and Diversity
- Child Protection
- Safeguarding
- Children in Care
- E -Safety

## **3. Policy development**

1. Review - All staff contribute and review all relevant information including national and local guidance

2. Staff consultation - all school staff were given the opportunity to read through the policy and make recommendations

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3. Pupil consultation - we investigated pupils' views on PSHE via questionnaires and class discussions.

4. Parents-have access to the policy through our website.

5. Ratification -the policy was reviewed with governors and ratified.

#### **4. Definition**

We define PSHE being personal, social, health and economic education, promoting British/Universal Values alongside Christian ethos. PSHE enables The Bishops' children to know and understand what constitutes a healthy lifestyle, be aware of safety issues, including safety in the environment, online safety and safeguarding. It ensures appreciation and respect for their own and other cultures, in order to promote tolerance and harmony between different cultural traditions. The Bishops' children gain a broad knowledge to become independent, positive and active members of our community. Pupils are taught to distinguish right from wrong and respect, resilience and self-belief. Pupils at The Bishops' are supported to develop self-confidence and self-esteem, make informed choices through self-knowledge regarding personal and social issues, and make the most of their abilities.

#### **5. Curriculum**

Our PSHE programme is an integral part of our whole school curriculum. We embed our global dimension aspect within our curriculum to ensure that it is broad and balanced. PSHE is planned and delivered predominantly through our 'Jigsaw' programme and adapted accordingly to ensure it meets the needs of all of our pupils. We ensure at the Bishops' we foster gender equality and acceptance and understanding of those who identify as LGBTQ+. We use additional resources from 'Ten:Ten' to support our overarching Christian faith.

#### PSHE Jigsaw Programme of Study

Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. The Jigsaw programme aims 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

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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 spiritual, moral, social and cultural 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.

There are 6 puzzles in Jigsaw that are designed to progress in sequence from September -July.

Autumn 1	Being Me in My World
Autumn 2	Celebrating Differences
Spring 1	Dreams and Goals
Spring 2	Healthy Me
Summer 1	Relationships
Summer 2	Changing Me replaced by Ten:Ten

### Learning Environment

All classes display the current Jigsaw Puzzle Piece which is being taught alongside 'ground rules' which are drawn up with the class at the beginning of the year and are reinforced during every piece that is taught throughout the year.

All classrooms have an area for pupils to ask questions and share their concerns. In Early Years through to KS1 and this is through a 'Worry Monster'.

### **6. Delivery of PSHE**

PSHE is taught weekly through Jigsaw, a comprehensive spiral programme. However at The Bishops' the staff champion themselves in providing a wide range of opportunities to talk/discuss their views, ideas and concerns. This is always met with an understanding of transparency and in line with our safeguarding policy.

### **Assessment, recording and reporting**

A variety of strategies are used to assess pupils' progress. Teachers could use the half termly Jigsaw assessment pieces, observations, discussions to ensure

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accurate judgements are made throughout the year. Each year group will complete an end of year Jigsaw Learning Goal assessment which is bespoke to our curriculum. These assessments are used as part of pupils' end of year reports to parents. All Jigsaw assessments are reported to the next year's teacher including Year 6 to secondary school.

Early Years - evidence is through conversation and discussion with pupils and circle time activities.

KS1 - have a class book where evidence is shown using photographs, class lists and quotes.

KS2 - use individual class Jigsaw Journal Folders.

Individual achievements are acknowledged in various ways including sticker reward systems, the Head teacher's Award, Certificates/Celebration Assembly. Contributions to school life and other aspects are reported to parents during consultations and in the teachers' comments in the pupils' annual reports.

## **7. Roles and responsibilities**

### **The governing body**

The governing body will approve the PSHE policy, and hold the headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of PSHE.

### **Staff**

Staff are responsible for:

Delivering PSHE curriculum in accordance to the Jigsaw programme together with 'Ten:Ten' resources.

Modelling positive attitudes to PSHE

Monitoring progress

Responding to the needs of individual pupils

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### **Pupils**

Pupils are expected to engage fully in PSHE and treat others with respect and sensitivity in conjunction with our school rules and values.

**Headteacher;                      Greg Waters**

**Chair of Governors;              Rob Higgs**

This policy was reviewed and updated January 2022.

Next renewal date is Spring 2025.

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## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education or the science curriculum teaching about human lifecycles, puberty and reproduction. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found at the end of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

## **9. Training**

Training via staff meetings enable all staff to be consistent with the delivery and expectations of the RSE curriculum. Staff review the curriculum regularly and are able to share any concerns regarding the teaching of the subject with the PSHE and science curriculum leaders.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by the PSHE subject leaders through: planning scrutinies, observations learning walks, observations and pupil perception surveys. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE subject leader and senior leaders on a three-yearly basis. At every review, the policy will be approved by the governing body.

