



Intent:

At Pound Hill Infant Academy our vision is to make a difference and have a positive impact on every child by supporting them to be happy, confident and prepared for life in an ever-changing world, through quality, inspiring teaching and inclusive learning opportunities within which they are valued and thrive.

It is important to us that we celebrate our diversity and each other's unique qualities, welcoming difference as a way of embracing what each other has to offer. Our aim is for all our children to leave our academy as confident, resilient children who are proud of who they are and have the skillset necessary to become lifelong learners who understand and value the diverse world in which we live. We have high expectations for our children and promote our values with a joint responsibility with children and parents/carers alike.

Wherever possible we make close links between our values and PSHE curriculum.

Personal, social, health and economic education (**PSHE**) are an important and necessary part of all children's education. Through a planned programme of learning, we aim to provide our children with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a "whole-academy approach", we aim to develop the attributes our children need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our academy is committed to working with its community and surrounding areas. We recognise the multicultural, multi-faith and ever-changing nature of the United Kingdom, and we also understand the vital role we have in ensuring that groups or individuals within the academy are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our academy we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to 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.

Context:

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 PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental 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.

At our academy, we teach PSHE as a whole-academy approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw PSHE programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. We also use an approach called 'The Empowerment Approach' which works alongside Jigsaw to teach children about their needs, brain development and strategies to support themselves (Please see our Behaviour for Learning Policy).

The overview of the Jigsaw PSHE programme and Empowerment Approach can be seen on the academy website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, 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.

Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

We value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-academy PSHE programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to each child’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw PSHE and therefore our academy, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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 PSHE programme is aligned to the PSHE Association Programmes of Study for PSHE.

Pupil Learning Outcomes

Implementation:

Curriculum Content PSHE (which includes Relationships Education (**RHE**)) is taught once weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. This learning is supported and complemented with weekly teaching sessions of 'The Empowerment Approach' (although the core learning from these sessions are interwoven and references / reinforced throughout the week). Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole-academy approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole-academy focus for adults and children alike. These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- our recognition and behaviour for learning strategies and the Empowerment Approach, and
- Academy Charter and values, through relationships child to child, adult to child and adult to adult across the academy.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Weekly Jigsaw learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. In KS1 PSHE lessons are part of the weekly time-table. Learning opportunities in other subjects through our Learning Journey led curriculum are being developed and specific events and activities are to be planned into the academy year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship.

Whole-academy approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the academy; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established
Autumn 2:	Celebrating Difference	Includes anti-bullying and understanding

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships in the context of coping positively with change

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and the other is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber bullying, and internet safety. Every Piece contributes to at least one of these aspects of children’s development. This is mapped and balanced across each year group.

For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session’s focus. Every plan has child-initiated and adult-led activity ideas for both the indoor and outdoor learning environment.

Learning and Teaching

A range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All our children will work within a safe and secure climate to be able to explore their own and others’ attitudes, values and skills. Lessons will involve a high level of interaction where each child has planned opportunities for learning which will give them scope to work to their full potential.

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 successful and effective teaching and learning within this subject. Our Behaviour for Learning Policy explains that our ‘Empowerment Approach’ works hand in hand and our values are embedded and drawn upon within all lessons.

Where possible as an academy we try to develop our PSHE ethos into many aspects of academy life. “Respect” is one of our academy values. We aim to put this into practise by valuing the opinions and ideas of our children. We involve our Pupil Parliament in new initiatives that have strong PSHE links. There are playleaders at lunchtime to encourage physical activity and healthy lifestyles. We have peer mentoring systems that involve lunchtimes and playtimes (Lunchtime Buddies and Play Leaders) and also extend into the curriculum itself, with the development of reading mentoring with Year 2 Reading Buddies. Our Pupil Parliament is also involved in collecting opinions and feeding back ideas on how we can improve our academy and aspects of academy life.

Relationships Education is taught in the summer term through the Jigsaw programme.

We recognise that RHE can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain relationships. It also enables our children to make responsible and informed decisions about their health and well-being. Sensitivity and respect will be shown to all children when teaching about personal relationships and is taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances. Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop understanding of Pro-social and Pro-Learning behaviours and an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

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 children's 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 children how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their teachers or other children.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RHE related issues are varied. However, while personal views are respected, all PSHE and RHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RE arising from children's 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 academy believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Parental and Community Involvement

Parents and carers are invited to join in events in the academy. Parents and carers are regularly informed of events and developments on the website and in academy newsletters.

We also have a growing relationship with our local churches, St Barnabas' and St Nicholas'. We aim to involve outside agencies, including NSPCC, The Lighthouse Project, Academy Liaison Police Officer, dental health advisors etc to deliver aspects of the PSHE curriculum where possible.

The academy believes that it is important to have the support of parents, carers and the wider community for the Jigsaw programme.

Parents can gain further information from the academy's website, within the safeguarding section, which offers a wide range of advice and guidance to support parents understanding.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Where individual work is produced, the teachers will collate pieces together to support their ongoing assessments and respond to need in future planning.

For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation will be based on: Child and teacher evaluation of the content and learning processes, monitoring of Jigsaw Journals, staff meetings to review and share ideas.

Training and Support for Staff

Staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

Our academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information on safeguarding, disclosures and regarding all forms of child exploitation.

Impact:

Our children will have the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. Children will demonstrate the attributes they need to thrive as individuals, as part of a family and as a confident member of the wider community.

For further information please see Appendix A

Written by and Date: Assistant Principal

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