



# Griffin Primary School

## PSHE Policy



1	Summary	PSHE Policy			
2	Responsible person	Bethany Callow			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Bethany Callow			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	10.11.23 LGB			
8	Version number	2.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



## Contents

1. Aims and Objectives .....	4
2. Whole School Curriculum Ambition .....	4
3. PSHE Curriculum Ambition.....	5
4. PSHE Curriculum Implementation.....	5
5. PSHE Curriculum Impact.....	5
6. Curriculum Planning.....	5
7. Jigsaw provision across the school .....	6
8. Assessment of PSHE.....	6
9. Role of the Subject Leader .....	7

---



## **1. Aims and Objectives**

At Griffin Primary School we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Jigsaw provides 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 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.

## **2. Whole School Curriculum Ambition**

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.



### 3. PSHE Curriculum Ambition

Our ambition is to develop pupils who are developing as individuals, promote healthy lifestyles and relationships and contribute positively to the community.

- Pupils will leave with a positive attitude to healthy lifestyles.
- Pupils will demonstrate that they can form positive relationships.
- Pupils have high aspirations for themselves.
- Pupils will demonstrate tolerance to people who are different to them.
- Pupils will know how to keep themselves safe.
- Pupils will be confident in knowing the changes that they face as they grow older.

### 4. PSHE Curriculum Implementation

PSHE lessons are taught through Jigsaw, but a wide variety of other approaches contribute to teaching pupils the elements of PSHE.

The implementation of the PSHE curriculum is through a number of elements, outlined below:

- LTP
- Subject schemes of work
- Year group schemes of work
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning – Remember when
- Sticky Knowledge
- Evaluation of the final piece
- Assessment
- CPD

### 5. PSHE Curriculum Impact

- The outcomes of pupils in each year group.
- All pupils to become confident with the skills they are taught in each year group, building upon previous learning.
- Pupils to make decisions about how to be healthy and can form positive relationships.
- Pupils will have the knowledge to face changes as they grow older.

### 6. Curriculum Planning

Our school uses Jigsaw as the basis for its curriculum planning in Art and Design.

The long-term plan maps out the units covered in each term during the key stage. This is used to inform the schemes of work for each PSHE unit. These are written by the subject leader in consultation with SLT and other members of teaching staff to ensure the progression of skills and subject knowledge is sequential and accessible for all.



Activities are planned in PSHE so that they build on the prior learning of the children within the six areas of Jigsaw which are outlined below:

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<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, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Pupils of all abilities are given the opportunity to develop their skills, knowledge and understanding, and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

## 7. Jigsaw provision across the school

Jigsaw brings together PSHE Education, through emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July.

Each Piece 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 one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, 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 and homophobic bullying, and internet safety.

## 8. Assessment of PSHE

At Griffin Primary School, we assess children at the end of each lesson based on the learning intention and the sticky knowledge taught.

The schemes of work include an end point statement based on the knowledge and skills the pupils will have acquired. Pupils will demonstrate this through answering



pupil voice questions about their knowledge and how they may approach different scenarios.

## **9. Role of the Subject Leader**

It is the responsibility of the subject leader to write the LTP and schemes of work for each PSHE unit. The subject leader will also monitor the standards of children's work and the quality of teaching and learning in PSHE. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of PSHE across the school, pupils are interviewed to gain an insight into the subject.

The subject leader produces an annual action plan for the development of PSHE and also reviews impact termly; identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject leader will also produce and narrate a presentation about their subject for the Governors bi-annually.

This policy will be reviewed every two years.