



RADLETT  
PREPARATORY SCHOOL

# PSHCE POLICY

(PERSONAL, SOCIAL,  
HEALTH & CITIZENSHIP EDUCATION)

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## **PSHCE POLICY**

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 PSHCE 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.

The Government's PSHCE education review of PSHCE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. In Radlett Prep School, we have chosen to deliver Personal, Social, Health and Citizenship Education (PSHCE) using the Jigsaw scheme of work which offers a mindful approach to PSHCE.

## **AIMS**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need 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 our school and communities. This includes supporting their local community and many charity-based activities in conjunction with their School Houses. In doing so, pupils 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.

## **OBJECTIVES/PUPIL LEARNING INTENTIONS:**

Through the Jigsaw PSHCE lessons, assemblies and charity-based activities, we will support the development of skills, attitudes, values and behaviour, which will enable our 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

## **HOW IS PSHCE ORGANISED AT RADLETT PREP?**

Jigsaw brings together PSHCE Education, 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. Every Jigsaw piece has been broken down into weekly focuses and these are introduced through Monday morning assemblies. Later in the week, the PSHCE lesson takes place, building on lessons learned from the assembly. Children are encouraged to participate in mindfulness activities within their class at different opportunities and in assemblies. This enables children to take a moment to breathe and reflect; something that is necessary in this hectic world.

There are six puzzle pieces in Jigsaw that are designed to progress in sequence from September to July. Each piece has two learning intentions: one is based on specific PSHCE learning (covering the non-statutory national framework for PSHCE 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 PSHCE, 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.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

## JIGSAW CONTENT

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

Term	Puzzle name	Content
<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 Relationship and Sex Education in the context of looking at physical changes

## CITIZENSHIP

Citizenship is embedded across the curriculum in all subjects studied at Radlett Prep School. It is predominantly taught through the British Values facets of the Jigsaw scheme of work (see appendix 3). Citizenship is also delivered through weekly assemblies, democratic elections of house captains, sports captains, school council representatives and other positions of responsibility. All children at Radlett Prep School further enhance their Citizenship and British Values by participating in national events. Examples of these include:

- \* watching Newsround and other news broadcasts,
- \* King Charles' coronation celebrations,
- \* commemorating the life and times of the Monarch,
- \* supporting England's men and women's teams during major championships,

Our Radlett Prep School Golden Rules further enable the children to develop good knowledge of Citizenship and British Values.

## MONITORING AND EVALUATION

The PSHCE Leader monitors delivery of the programme through observation, book looks, pupil voice 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

The subject leader and Senior Leadership Team (SLT) monitors the RSHE policy on an annual basis. This committee reports its findings and recommendations to the Directors, as necessary, if the policy needs modification. The School gives serious consideration to any comments from parents about the RSHE programme and makes a record of all such comments. The Directors scrutinise materials to check they are in accordance with the school's ethos.

## ASSESSMENT

Teachers ensure children are making progress with their learning throughout their PSHCE experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in lesson 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. PSHCE is assessed using the same excel document as other subjects, to ensure continuity across the curriculum.

Each Puzzle Piece has a set of six level descriptors for each year group. These are then subdivided in line with Radlett Prep School assessment policy:

State School Levels	RPS Standards
Developing	1
	2
Greater Depth	3
	4
Exceeding	5
	6

Children in KS1 and KS2 are encouraged to reflect on their learning within each lesson following the Radlett Prep School assessment policy. They traffic light their understanding of the Learning Objective for each lesson:

- Green: I understand clearly and can help others
- Amber: I understand most of this but could still benefit from a little support
- Red: I did not understand this and need more help

## **DIFFERENTIATION/SEN**

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. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

## **REPORTING TO PARENTS/CARERS**

Parents are actively encouraged to talk to their child's teacher about their progress or with any questions they have. However, they receive a termly report informing them of progress made.

## **INVOLVING PARENTS AND CARERS**

The school believes that it is important to have the support of parents, carers and the wider community for the PSHCE programme. Parents and carers have the opportunity to find out about and discuss the PSHCE programme through:

- \* Discussion with the class teacher
- \* Discussion with the PSHCE subject leader or Principal
- \* Invitation to view the information leaflets, worksheets and display materials

## **LINKS TO OTHER POLICIES AND CURRICULUM AREAS**

We recognise the clear link between PSHCE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Assessment Policy
- Equal Opportunities Policy
- Child Protection Policy
- Safeguarding Policy
- RSHE

## **TRAINING AND SUPPORT FOR STAFF**

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

In addition to this, support for teaching and understanding PSHCE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

## **EXTERNAL CONTRIBUTORS**

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the PSHCE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the PSHCE programme.

## **EQUAL OPPORTUNITIES**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the National Curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”



## **DRUG AND ALCOHOL EDUCATION POLICY**

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

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. (See Appendix 2 for Curriculum Map)

## **MORAL AND VALUES FRAMEWORK**

The Drug and Alcohol element of PHSCE reflects the school ethos while demonstrating and encouraging the following values:

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

## **THE LEARNING ENVIRONMENT**

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 Jigsaw Charter 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)

## **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 pupils' 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 pupils how to recognise bias and evaluate evidence. 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. Where necessary, Teachers will contact the Designated Senior Person to record their concerns.

## **SAFEGUARDING**

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 circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy is followed.

## **CONFIDENTIALITY AND CHILD PROTECTION/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 (DSL) who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection 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.

## **ANSWERING DIFFICULT QUESTIONS AND SENSITIVE ISSUES**

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

Both formal and informal RSHE 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 DSL if they are concerned.

Our school believes that RSHE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSHE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

## **DISSEMINATION**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office at the request from parents/carers.

## **POLICY REVIEW**

This policy is reviewed annually.

## APPENDIX 1: CURRICULUM MAP

### JIGSAW DRUGS AND ALCOHOL COVERAGE

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

YEAR GROUP	PIECE NUMBER AND NAME	LEARNING INTENTIONS <i>'Pupils will be able to...'</i>
Year 2	Piece 3 Medicine Safety	Understand how medicines work in my body and how important it is to use them safely Feel positive about caring for my body and keeping it healthy
Year 3	Piece 3 What Do I Know About Drugs?	Tell you my knowledge and attitude towards drugs Identify how I feel towards drugs
Year 4	Piece 3 Smoking	Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
Year 5	Piece 1 Smoking	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart Make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
Year 6	Piece 2 Drugs	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart Be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	Evaluate when alcohol is being used responsibly, anti-socially or being misused Tell you how I feel about using alcohol when I am older and my reasons for this

# APPENDIX 3: BRITISH VALUES



## British Values in Jigsaw by Puzzle and Year Group

### Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

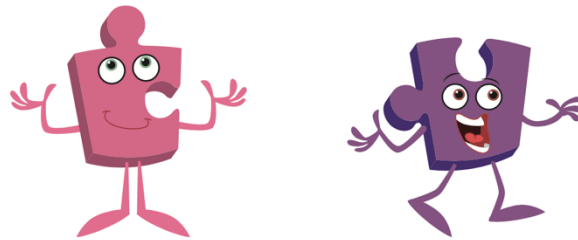


### Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5		✓	✓	✓	✓
Year 6	✓		✓	✓	✓

### Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓



### Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

### Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓

