

Personal, Social, Health & Economic Education (PSHE)



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Introduction

At St Olaves' Prep School we are committed to the development of children's social, emotional skills, self-esteem, mental and physical health and well-being. We are committed to the development of children's responsibilities towards themselves, others in school, the local and global community.

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 2022 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.

The DFE had stated in September 2021 that: Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

This policy has been developed in line with the PSHE Association guidelines for PSHE education, the Jigsaw Scheme of Work and with consideration to the emotional well-being and mental health strategy of our school. The curriculum makes connections with the government's 2003 Every Child Matters policy (ECM) and new guidelines regarding key British Values. It supports and challenges children's Social, Moral, Spiritual and Cultural

Development (SMSC) to enable them to become healthy, independent and responsible members of society.

The PSHE Policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying
- Health and Safety
- Equality Policy
- Curriculum Policy
- SMSC Policy
- Relationships Education Policy

Aims and objectives

Personal, social, health and economic education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. We teach them how society is organised and governed ensuring that they experience the process of democracy in school through the School Parliament. We teach them about rights and responsibilities. In return, the children learn to appreciate what it means to be a positive member of a diverse multicultural society.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting, regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation (collectively known as the protected characteristics).

The aims of personal, social, health and economic education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- show empathy for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- acquire a broad general knowledge of and respect for public institutions and services in England.
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;

- know about budgeting, saving, needs vs wants, fair trade and the world of work;
- develop good relationships with other members of the school and the wider community;
- develop good learning habits to become lifelong learners.

Implementation

Ethos

St Olave's Prep School works to nurture the right culture and conditions to allow pupils to flourish, not only during their time at school, but by building their character and values to excel in life when they move on. Our ethos is underpinned by both our Values and our Learning Muscles. Staff promote these and this in turn influences the behaviour and attitudes within the school.

Our six core values are:

- Compassion - kindness, respect, empathy, good manners
- Commitment - resilience, perseverance, motivation, determination
- Curiosity - enthusiasm, thoughtfulness, interest
- Collaboration - teamwork, flexibility, communication
- Courage - honesty, confidence, initiative, leadership
- Creativity - originality, reflectiveness, risk taking, observation

In addition to these six core values we equip the children with the skills to become lifelong learners, these are referred to as Learning Muscles. To enhance the personal development of our children, we teach four chosen learning muscles that will help them to become lifelong learners; Resilience, Cooperation, Reflectiveness and Resourcefulness.

We use Jigsaw PSHE, a whole school programme, as a starting point for explicitly taught PSHE lessons. It is taught once a week for a minimum of 40 minutes from Year 1 to Year 6. In the EYFS, Jigsaw is taught once a week with a session of approximately 15 minutes.

As well as having specific PSHE lessons each week, we consistently implement PSHE through having:

- an ethos that values the place and contribution of all individuals to our school community and promotes self-respect and respect for others
- explicit teaching of learning muscles that help children to reflect on positive learning behaviours

- direct PSHE teaching
- PSHE within other subjects
- assemblies promoting the whole school PSHE topic
- circle time activities
- special activities and events
- giving children the opportunity to work in a variety of group settings as appropriate
- parent talks about specific careers
- extra-curricular activities
- school parliament responsibilities (pupil voice)
- Zones of Regulation

We are a Rights Respecting School

As a school committed to the principles of the United Nations Convention on the Rights of the Child, this policy incorporates the following (See Appendix 3).

SMSC and British Values

Definitions

Under Section 78 of the Education Act 2002, all schools must promote Spiritual, Moral, Social and Cultural (SMSC) education. Definitions provided by the Act are:

- **Spiritual** - the growth of a sense of self, unique potential, understanding of strengths and weaknesses, a will to achieve, question and challenge and recognition of a need to address one's none material well-being.
- **Moral** - an understanding of the difference between right, wrong, moral conflict, developing concern for others' reflection on the consequences of actions and making responsible moral decisions and acting on them.
- **Social** - a realisation of responsibilities and rights, ability to relate to others, to work with them for the common good, a sense of belonging and the awareness of the need and possibility of making an active contribution to society.
- **Cultural** - an understanding of cultural traditions, to appreciate and respond to a variety of aesthetic experiences; respect for one's own culture/s and the cultures of others; a curiosity about difference; an ability to contribute to culture

The Department for Education has also identified the following core British values:

- democracy
- the rule of law
- individual liberty, and

- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

1 DfE (2014) Promoting Fundamental British Values as part of SMSC HMSO

Please refer to the school's separate SMSC Policy for more detailed information relating to the school's provision for SMSC.

Learning Muscles

At St. Olave's Prep School we want the children to acquire the right skills and attitudes for life. We focus on two learning muscles; Resilience, Cooperation, Resourcefulness and Reflectiveness. (See Appendix 1). Children are encouraged to see learning as a process and have the ability to see that it is not a gift or is fixed but can be improved with hard work and practice. We want them to know that they are all good at something and that they can get better at things that they find a challenge. We believe that we need to give our children the skills they need to face whatever career path they take in a future that we may not recognise. The approach that we take is realistic and accessible to all and it is an approach that can be cultivated at home as well as in school.

Each muscle has a character linked to it and we explain to the children that they need to be exercised in order to get learning fit. Each muscle is broken down into a set of associated behaviours that we teach within our normal timetable and curriculum. Every classroom has visual reminders of strategies (See Appendix 2) that children can use to encourage them to use their learning muscles, such as

- The learning Pit
- 3 Before T
- Visual representations of the tools: ear defenders, magnifying glass, sponge, sticky ball
- Resilience penguin

Growth Mindset is a key concept, based around the work of Carol Dweck, which shapes the ethos of the school. We believe the best thing to do is teach children to love challenges, be curious, see mistakes as a way to improve, enjoy effort, persevere and learn from each other. Rather than simply praising 'ability' and 'flair', we praise effort, persistence and positive attitudes to the learning process and give feedback to help children make even more progress so that learning is seen as a way to improve. We encourage learning from their mistakes and seeing it as an opportunity to learn something new.

Jigsaw Vision

Jigsaw Personal, Social, Health and Economic Education aims to help children and young people deal with the real-life issues they face as they grow up. The issues that Jigsaw covers

are central to children and young people's well-being: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and well-being; safety; careers; work-related learning and personal finance. PSHE can be enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

With Jigsaw PSHE we will support children in their ability to:

- Have a sense of purpose
- Develop self-confidence and self-responsibility to themselves and others
- Make and act on informed decisions
- Communicate effectively
- Work with others including learn to respect the similarities and differences between people
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Become healthy and fulfilled individuals
- Develop a safe and healthy lifestyle
- Develop the ability to form good relationships
- Have opportunities to consider issues which may affect their own lives and the lives of others
- Provide children with the strategies and tools needed in order to understand and manage the range of their emotions
- To develop financial capability skills for future economic well-being.
- Prepare to play an active role as citizens by contributing to the life of the class, the school, the family and the wider community

Jigsaw curriculum overview

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding their place in class, school, global community as well as devising class learning charters.
Autumn 2	Celebrating Difference	Includes anti bully (cyber and homophobic bullying included) and diversity work referencing LGBTQIA Inclusion
Spring Term	Healthy Me	Includes drugs and alcohol education, self esteem and confidence as well as healthy lifestyle choices. Mental Health and Wellbeing
Summer 1	Relationships	Includes understanding friendships, family and other relationships (including LGBTQIA), conflict resolution and communication skills

Summer 2	Changing Me	Includes relationships and sex education in the context of looking at change
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Jigsaw is a whole school programme that is progressive across year groups. All year groups will work on the same puzzle at the same time. Each puzzle consists of 6 pieces (lessons).

PSHE Days/Events

Staff should be encouraged to use National and International celebration days (e.g. Internet Safety Day, Red Nose Day, International Peace Day, Anti-Bullying Week) to support PSHE where they can. Events such as fundraising, volunteering and projects are organised throughout the year to support the local and wider community (e.g. Litter picking, gathering items for local food banks etc). When appropriate and relevant to do so, outside agencies will also support learning outside of the classroom (e.g. Bikeability, Road Safety).

Teaching and Learning

From Nursery, we encourage the children to take part in a range of practical activities that promote active involvement in the wider community, e.g. charity fundraising. For the older children, we encourage them to plan school special events such as House assemblies, class assemblies, information evenings for parents and involvement in activities to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

We offer children the opportunity to hear visiting speakers, such as charity 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.

Jigsaw SOW supplies staff with 6 (pieces) lessons to teach from. Teachers may supplement their lessons with other resources and books that suit the needs of their individual classes' level of knowledge and understanding. Teachers may use the following as a guide for the structure of their lessons:

Piece sections	What's involved?
Connect us	<ul style="list-style-type: none"> Improves their social skills to better enable collaborative learning Supports the Jigsaw charter by building social skills, positive relationships and collaborative learning

	<ul style="list-style-type: none"> ● These skills will be taught each piece but should be reinforced throughout the school day
Calm Me	<ul style="list-style-type: none"> ● Focuses on relaxation and calming emotions to ensure learning can occur ● Produces a peaceful atmosphere ● It uses breathing techniques, listening, concentration etc
Open my mind	<ul style="list-style-type: none"> ● Allows children to focus on the learning outcome of the lesson
Tell me or show me	<ul style="list-style-type: none"> ● This section teaches the children something new such as new information, skills or concepts <p>activities and approaches are different dependent upon the piece</p>
Let me learn	<ul style="list-style-type: none"> ● This section is the 'use and apply' activity to reinforce what they have learnt ● Let me learn is usually where the children record learning. This is done in a variety of ways, including individually, paired or in a group
Help me reflect	<ul style="list-style-type: none"> ● Throughout Jigsaw, children are encouraged to reflect on their own learning and progress ● Children record their reflections in their PSHE book. ● Staff should praise the children's learning, efforts and positive attitudes at the end of every piece.

Jigsaw places an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem-solving activities. Pupils should also be given opportunities to learn through practical and relevant activities and events away from Jigsaw, for example fundraising for charities and visitors to the school.

EYFS

In the Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning. Each puzzle links to development stages suited for the age expectation of the year group (Foundation 1 – Nursery, Foundation 2 – Reception).

Piece Sections	What's involved?
Interest Me	<ul style="list-style-type: none">● Gets children's attention through physical, musical, role play activities● Often uses role play as a stimulus
Help Me Learn	<ul style="list-style-type: none">● Uses a variety of different methods children are taught new information such as physical activities, circle time etc● This is often a circle activity where children can talk● Jigsaw Jenie plays a vital role in this section● Questions are provided for teachers to support learning
Let's Think	<ul style="list-style-type: none">● End of the session where children reflect on what they have learnt● This sometimes is where the teacher sums up the learning● This can also be where the children are given a follow up activity for the day

Within the EYFS, Jigsaw supports practitioners by providing structured sessions to continue PSED learning at school and at home.

These include

- Child initiated and Adult led activity ideas
- Assessment opportunities and cross curricular links
- Home learning and family links (Bears, Scrap Books, links through Tapestry)
- Resources
- Display ideas
- Outside learning

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

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.

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

Assessment, Recording and Reporting



Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They should have opportunities to reflect on their own learning and personal experiences. Teachers will carry out a baseline assessment at the start of a unit of work or individual lesson. This is the best way to get an accurate snapshot of where pupils are in terms of their understanding of a particular topic. Baseline assessments will provide teachers with an understanding of pupils' misconceptions, current strategies, feelings and beliefs about a topic, which will help them to pitch the teaching of the topic appropriately and to target questions to provide support. These Baseline assessments also provide a starting point from which to measure progress. Depending on the activity, this can provide both teachers and pupils with a visual representation of the learning that has taken place. Children should have the opportunity to display their learning. Children should also have the opportunity to evaluate their own learning. Staff should monitor the progress of their own children from puzzle to puzzle to ensure next steps are being recognised and targets are being met.

From Year 1 - Year 6, we send reports to parents in the Spring term and the Summer term. In the Spring term, we use the following headings that report on the children's personal development. The headings are: Class summary, strengths and accomplishments and areas for development. At the end of the year we report on the children's development in PSHE and on their personal development and progress over the year.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the Jigsaw programme and PSHE by the PSHE subject leader. The PSHE subject leader will monitor implementation of Jigsaw and PSHE once every term. Staff may be observed and will have the opportunity to talk about PSHE within their lessons using a SWOT (strengths, weaknesses, opportunities, threats) method which will enable the PSHE subject leader to assess any needs or wants within the school as well as any CPD opportunities required. Any staff that show strength in areas of PSHE will be encouraged to support others. Staff will be given notice of observation and monitoring. The PSHE subject leader will write a yearly whole school action plan and evaluate progress throughout the year.

Appendix I - Learning Muscles

Learning Muscles	Associated Behaviours	Character
<p>Resilience This is the emotional aspect of learning, being able to persist when things get difficult, manage distractions, notice details and patterns and become absorbed in the task you are doing.</p>	<p>Managing Distractions Absorption Noticing Perseverance</p>	<p>Emperor Penguin</p> 
<p>Cooperation This is the social aspect of learning. It is all about knowing when to learn alone or with other people. It is about developing independent judgement, skills of communication and empathy.</p>	<p>Empathy and Listening Interdependence Collaboration Imitation</p>	<p>Meerkats</p> 

Resilience - Feeling

- Managing distractions - I can recognise and reduce distractions.
- Absorption - I get absorbed in the task and enjoy getting lost in learning.
- Noticing - I notice and sense things that will help me learn.
- Perseverance - I have stickability and try different ways until I achieve the goal.

Cooperation - Relating

- Interdependence - I can decide whether I can work on my own or whether working with others would be useful.
- Empathy - I can understand how the other person feels. I am tolerant of others. Listening - I listen to others.
- Imitation - I pick up others' habits and values.
- Collaboration - I can learn with others

Appendix 2 - Resourcefulness

Stuck?

3 Before T

Before you ask your teacher, try these three first!

1. Brain

Do you know it yourself?

Think it through.

Look in your exercise books.



2. Browse

What resources can you use around the classroom?

Can you use working walls to help?

Are there books that can help?



3. Buddy

What are your friends doing?

Quietly ask a friend for help.



Teacher

Appendix 5 Rights of the Child

