



St James & Emmanuel
Academy Trust

Didsbury CE
Primary School 

West Didsbury CE
Primary School 

St Wilfrid's CE
Primary School 

PSHE Policy

Didsbury CE 
Primary School

Our Vision

Our Christian school exists to provide a welcoming environment in which everyone is cherished and challenged to fulfil their potential.

Introduction

Name of school: Didsbury CE Primary School

Date of Policy: September 2022

Member(s) of staff

Responsible: Miss E Chamberlain

Review Date: Every 2 years - September 2024

Policy Context and Rationale

This policy was developed by the school PSHE Lead through a variety of consultation methods involving pupils, parents/carers, staff, governors and Manchester Healthy Schools. All views were taken into account when developing this policy and the Personal, Social & Health Education (PSHE) programme. This policy is a working document which provides guidance and information on all aspects of PSHE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

Policy Aims and Objectives

This policy is informed by our school's vision which aims to provide a welcoming environment in which all pupils are cherished and challenged to fulfil their potential.

Our school's overarching aims and objectives for our pupils are that they feel that they belong to the school and to God, they believe in themselves and each other and they become well-rounded individuals who achieve the best for themselves and for society.

This policy fulfils our school vision by ensuring PSHE is taught to a high standard and allows pupils to learn more about themselves, others and the world we live in.

Intended Outcomes

Through well planned lessons we aim to support the development of necessary skills and knowledge that our children need to live a happy, safe and healthy life.

In teaching of PSHE our objectives are for pupils to:

- understand what is meant by a healthy lifestyle (to include physical and mental health, especially at key stage 2)
- have the knowledge of how to maintain physical, mental and emotional wellbeing;
- recognise signs and symptoms of good and poor health in the above areas, both in themselves and in others;
- have the knowledge to enable them to help themselves and others when things go wrong with their health in any of the above areas;
- have respect for others and show sensitivity towards them;
- be thoughtful and responsible members of their school and community;
- become active members of our democratic society;
- develop self-confidence, self-esteem and resilience;

- make informed choices regarding personal and social issues;
- develop good relationships;
- feel a sense of belonging.

Creating Safe and Supportive Learning Environment

Because PSHE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all (adults and children) are important elements of creating this. If a child appears 'at risk' or makes a disclosure, all teachers should be aware of the school's safeguarding/child protection policy to ensure clarity about what is required in such circumstances.

We will create a safe and supportive learning environment by creating a 'Class Charter' at the beginning of each half term which all pupils in each class agree on. We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by following our Mental Health and Well-Being Identification Procedure (please see the Mental Health and Well-Being Policy).

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.

Equal Opportunities Statement

The school is committed to the provision of PSHE to all of its pupils. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access PSHE education provision. Equal time and provision will be allocated for all groups but there may be occasions where pupils with additional needs are given more support.

Teaching and Learning

Throughout the school we follow the Jigsaw scheme of learning which brings together PSHE 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. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

The themes (Puzzles) are as follows across the whole school:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

The Jigsaw Friends (soft toys in the shape of jigsaw pieces) are used in the main as the 'talking object' in circle discussions. The children and staff pass the particular Friend for their class around

the circle and when holding the Jigsaw Friend it is that child's turn to talk or to offer a suggestion, experience or feeling relevant to the discussion (if they want to: they always have the right to pass).

The Jigsaw Friends also act as a distancing tool so that children can talk about potentially more sensitive issues without referring directly to themselves.

Organisation

PSHE and citizenship should not be delivered in isolation but firmly embedded in all curriculum areas. At Didsbury CE the *main* content is delivered through the PSHE lessons.

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. That's why Jigsaw is completely child-focussed. This is reflected in the innovative way that Pieces (lessons) are structured. The lessons are designed with the child in mind, as though they are asking the teacher to:

- Improve their social skills to better enable collaborative learning (Connect us)
- Prepare them for learning (Calm me)
- Help the brain to focus on specific learning intentions (Open my mind)
- Initiate new learning (Tell me or show me)
- Facilitate learning activities to reinforce the new learning (Let me learn)
- Support them in reflecting on their learning and personal development (Help me reflect)

Evaluation of the PSHE programme is conducted using a variety of activities which have been built into the programme such as a pupil evaluation at the end of each theme which looks at what they have learnt, what could help them learn further and what they still want to know. Teachers also evaluate each child's individual work on the same evaluation sheet.

Didsbury C. of E. School believes in the importance of training for staff delivering PSHE. Staff are encouraged to access appropriate training and support to help them deliver effective PSHE.

Specific Issues within PSHE & citizenship

Confidentiality

Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own.

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 a Designated Safeguarding Lead and follow the safeguarding procedure.

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.

Child Protection

The school has a separate Child Protection Policy. Effective PSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

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

Responding to pupils' questions

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions and so it is important to return to a question when time and care has been put into carefully considering an answer. In each class there is a 'worry jar' in which pupils can place an anonymous question/thought into the jar. This is to support those pupils who are not comfortable raising questions in an open setting – they may ask questions to be responded to at a later date.

This policy supports/complements the following policies:

- Sex and Relationship (SRE) Policy,
- Anti-Bullying Policy,
- Drug Education Policy,
- Child Protection Policy,
- Mental Health and Well-Being Policy
- Online Safety Policy
- Equalities Policy.