



PSHE Policy

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PSHE Policy

Contents

1. Aims.....	2
2. Statutory requirements	3
3. Content and delivery	3
4. Roles and responsibilities.....	4
5. Monitoring arrangements	4
6. Links with other policies	4

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

Personal, Social, Health and Economic Education (PSHE) enables children to become healthy, independent and responsible members of their community and the wider 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.

We ensure that they experience the process of democracy in school through the election and membership opportunities provided through School Council, Ambassadors and School Sports Teams. The Government’s review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. The Department for Education (DfE) has, however, stated in section 2.5 of the national curriculum framework that ‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice’. In the absence of a new programme of study from the DfE, our school will be following the PSHE Association programme of study.

Using this as guidance; we have opted to follow a scheme of work – Jigsaw PSHCE - with weekly objectives for each year group covering the programme of study themes. A whole school approach will be used to implement this programme.

This policy aims to promote pupil’s spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy, SRE Policy and Race Equality Policy. In following the programme, our pupils will be taught the three core themes of PSHE, ‘Health and Wellbeing, Relationships and Living in the Wider World, using knowledge, skills and understanding.

Jigsaw, is a mindful approach to PSHE is an original and comprehensive scheme of learning, which integrates personal, social, health and economic education with an emphasis on emotional literacy, mental health and SMSC, especially spiritual development. Jigsaw consists of six Puzzles (half-term units of work) containing six Pieces (lessons). 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 the other is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). These enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with modern issues such as body image, cyber and

homophobic bullying, and internet safety. Each Puzzle starts with a whole school assembly and an original song for that Puzzle. Each year group studies a parallel Piece of the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes. Teachers have access to all the resources appropriate for the particular Piece that the children are working on: film clips, images, PowerPoint, PDF's, story books & links to online resources, etc. There are game and activity suggestions with printable resources provided in PDF format that can be re-used for future lessons.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance
- We must teach the statutory requirements in the Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE 2020 Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

This policy also complies with the terms of our funding agreement.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This module is delivered through out Jigsaw PSHE curriculum approach.

For other aspects of PSHE, including health education, see the attached curriculum map/overview for more details about what we teach in each year/Key Stage.

Statutory requirements for primary:

Relationships Education (Primary) 54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

3.2 How we teach it

Jigsaw consists of six half-term units of work (Puzzles), each containing six lessons (Pieces) covering each academic year.

Every Piece has two Learning Intentions, one specific to Relationships and Health Education (PSHE) and the other designed to develop emotional literacy and social skills.

Puzzles are launched with a whole-school assembly containing an original song, with each year group studying the same unit at the same time (at their own level), building sequentially through the school year, facilitating whole-school learning themes.

The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England).

In addition to our PSHE program, we also do range of SMSC (Social, Moral, Spiritual and Cultural) development through; assemblies, cultural events, promoting British Values, consistent approach to behaviour expectations, residential trips, interventions to narrow the gap between disadvantaged children and non-disadvantaged including emotional literacy and access to enrichment clubs.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things in our school grounds, are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating.

All pupils learn about bullying and antibullying strategies. National Curriculum PSHE programmes of Study <https://www.gov.uk/government/publications/personal-social-health-and-economiceducation-pshe>

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the Principal to account for its implementation.

4.2 The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the Principal through:

Monitoring arrangements, such as planning scrutinies, learning walks, pupil voice.

This policy will be reviewed by Marta Correia, annually. At every review, the policy will be approved by the governing board.

6. Links with other policies

This policy links to the following policies and procedures:

RSE policy.

Anti-bullying policy

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Jigsaw Content

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

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Each of these puzzles are then broken down into specific age-appropriate objectives which are taught progressively across the school.

<https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Inclusion/exclusion Understanding bullying Difference as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

A parent workshop in Reception, demonstrates how PSHE is delivered across the school.