



# CHURCH COWLEY ST. JAMES C of E PRIMARY SCHOOL

Bartholomew Road, Cowley, Oxford, OX4 3QH

Website: [www.churchcowleystjames.org](http://www.churchcowleystjames.org)

Telephone: 01865 778484

E-mail: [office.3210@church-cowley-st-james.oxon.sch.uk](mailto:office.3210@church-cowley-st-james.oxon.sch.uk)

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Head Teacher: Steve Dew

## Personal, Social and Health Education Policy (PSHE)

Church Cowley St James C of E Primary School adopted the attached policy at the Full Governing Body Meeting of January 2020.

The PSHE Policy was produced by school staff using information from the Jigsaw programme. The Governing Body will review this policy every other year.

Reviewed: November 2019

Approved: January 2020

Signed: .....  ..... Chair of Governors

Next Review: January 2022



# Personal, Social and Health Education Policy

## Introduction

As a school community, Church Cowley St James C of E Primary School aims to provide a rich and caring educational provision which meets the needs of the whole child. It is a fundamental part of the education which we provide to help children develop towards a maturity which will enable them to live happy and fulfilled lives. PSHE sits within a balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- Promotes the well-being of pupils at the school

The society in which we live is an increasingly complex one. As our children grow, they develop a wider variety of relationships with people of different ages and genders, abilities and disabilities, people with moral viewpoints and ethnic identities which differ from their own. Each individual's journey through life will provide them with a different set of issues to face and decisions to make. We cannot begin to imagine what these issues might be, but we can aim to equip the children with skills which will enable them to improve the quality of their own lives and the development of society as a whole. This is not to say that we can simply impose our values on the future; rather that we aim to provide children with the skills to become confident decision makers, who apply responsible judgement and an awareness of the needs of others to their everyday lives.

## Aims

Specifically, at CCSJ, we aim to develop a PSHE curriculum which allows children to develop into individuals who are:

1. **Confident**, recognising their own worth and that of others; knowing the basic human rights which they have; able to approach and discuss things which concern them with adults at home or in school.
2. **Responsible** for their actions and aware of the effects which these actions might have on themselves and others; aware of the potential influence of peer pressure and the media on personal decisions and able to develop strategies to resist this when appropriate; able to discuss moral and ethical choices from an informed perspective, and to have the confidence to maintain their own viewpoints.
3. **Healthy**, being able to describe healthy and unhealthy lifestyles, including healthy eating; knowing the risks involved in smoking, alcohol and drug misuse and the effects caused to individuals and to society as a whole; being aware of the safe use of medicines; and developing the self-esteem and respect for their bodies which will enable them to make healthy choices.
4. **Good friends**, demonstrating a range of social skills, including initiating and sustaining friendships; working collaboratively with others towards a shared outcome; respecting the rights, wishes and needs of friends and family.
5. **Safe**, respecting themselves and knowing of potential dangers in the home, school, street and other settings; knowing ways to respond to potentially dangerous situations; aware of the basic principles of First Aid.
6. **Good Citizens**, able to play an effective part in society, with knowledge of the democratic and legal systems in place to maintain its fabric; global citizens who are aware of wider issues, including people whose lives are blighted by political, social or environmental problems.
7. **Respectful** of the shared humanity of all, including those who are disabled, those with ethnic and religious identities different from their own; and able to challenge stereotypes.
8. **Aware** of their own development, understanding the changes which will take place as they become older; and able to discuss and respond to any fears or problems which this may cause.

## **Equal Opportunities and Inclusion**

Equality of opportunity and inclusion lie at the very heart of CCSJ. We aim to create a safe and supportive learning environment. All children need to recognise their own worth and that of others, and the potential which they have for contributing to our school community and society as a whole.

We recognise that our children will wish to make contributions in PSHE discussions which represent the diverse backgrounds which they come from. Children should be able to express their own views and expect them to be respected by others. Indeed, PSHE is an ideal medium through which we are able to challenge and discuss the stereotypes which children will encounter in our society.

All children must feel that the PSHE curriculum is relevant to their own lives. Work should be appropriately differentiated to allow those with special needs and more able children to reflect at their own level on the issues raised. Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision. Resources and displays for PSHE, as across the curriculum, should reflect positive images and cultural diversity as much as possible.

## **Planning**

Across Church Cowley St James C of E Primary School, PSHE is taught using the Jigsaw programme of study. This is broken down into key topics (called 'pieces' in the programme) which are delivered in different terms across the school year.

PSHE is a cross-curricular subject, which is delivered right across the school timetable. Issues and feelings are explored during whole school assemblies; discussion about right and wrong may arise from reading a class story, a humanities lesson or from how we respond to issues which may have arisen in the playground. PSHE education is linked to broader school policies and the curriculum in relevant subjects. For example a commitment to equality runs through the life of the school rather than it being a 'topic' which can be covered in PSHE alone.

## **What values will we promote?**

Our PSHE programme of study promotes the core values of: tolerance, respect, moral courage and compassion. Each term of the school year is linked to one of the school's or community values. The school holds a values assembly weekly where the value of the term is introduced and developed. Follow up for work continues back in the class room through circle time and other reflective teaching methods. The school's values are intrinsic to the whole school curriculum and underpin the reward system used throughout the school.

## **Teaching**

PSHE will be primarily delivered to the pupils of Church Cowley St James C of E Primary School through:

- The teaching of the age-appropriate modules of the PSHE Jigsaw programme (see appendix 1)
- Planned aspects of science, humanities and religious education
- Circle times
- Collective worship and assemblies
- Visits from the school nurse for separate SRE lessons (years 5 and 6 predominantly)
- Visits from other external agencies (such as parents/carers or health professionals)
- Events weeks or 'one off' events, such as Anti-Bullying week, internet safety week, Citizenship day
- Trips and visits, such as Junior Citizens

PSHE is about values and attitudes more than it is about knowledge and learning. PSHE lessons and circle time should be forums for discussion, in which children can express their own opinions and listen to those of others with sensitivity and understanding. Pupils learn best when they feel secure and confident and able to express their own views.

Teachers are encouraged to use constructive, planned circle time as a means of developing discussion around PSHE topics. Circle times may also be planned as an opportunity to discuss issues which have arisen during the course of the week, or as a means of building trust and co-operation through games and other activities.

### What topics will be covered?

The Jigsaw PSHE programme of study covers all year groups for the primary phase. Key topics are taught each term and are age and stage relevant for the pupils' year group. The table below shows the key topics by term:

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 Sex and Relationship Education in the context of looking at change

Sex and Relationships Education is covered in a separate policy; there is a separate policy in place for Drug Education.

### Assessment

PSHE learning opportunities will have clear objectives and learning outcomes. The Jigsaw programme has built in assessment tasks that can be used at the end of each unit. Through a range of activities and teaching strategies teachers will gauge what has been learnt and what needs to be learnt.

## **The role of parents and carers**

At CCSJ, PSHE education is a collaboration between school and home. The school will provide support to parents and carers – by for example, offering material for parents or carers to explore with their children. The school will offer parents' and carers' evenings or workshops for interested parents and carers to find out more about PSHE education or topics such as Sex and Relationship Education (SRE).

## **Promoting British Values**

In line with government guidance (DfE 2014), the school will actively promote 'British values'. Over time, these will include:

- an understanding of how citizens can influence decision-making through the democratic process
- an understanding that the freedom to hold other faiths and beliefs is protected in law
- an acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Examples of actions which Church Cowley St James Primary takes include:

- develop, within suitable parts of the curriculum - as appropriate for the age of pupils - material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries
- ensure all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values
- enable students to distinguish between right and wrong and to respect the civil and criminal law in England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services

## **Monitoring and Evaluation of the Policy**

The teaching and learning of PSHE is reviewed on an ongoing basis throughout the year. Some of the items which feed into the review process include:

- Monitoring of planning
- Discussion with staff & SLT
- Interviews with children
- Work sampling
- LA and government initiatives which aim to develop PSHE

This policy will be updated in line with government guidance when published. It will be reviewed bi-annually