



BAWB Federation PSHE Policy

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Reviewed by:	Eleanor Harrison
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Link Governor (if appropriate):	Tom Ringland
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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially, enriching our communities.

Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.





INTENT

Personal, social, health and economic (PSHE) education is a planned, developmental programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. It equips pupils to live healthy, safe, productive, capable, responsible and balanced lives.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem. It also supports them to identify and manage risk, make informed choices and understand what influences their decisions.

At the BAWB Federation, we believe that PSHE education can help reduce or remove barriers to learning and significantly improve their capacity to learn and succeed. It makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and supports the schools' statutory responsibility to promote pupil wellbeing. In addition, the learning provided within the PSHE programme of learning is essential to safeguarding pupils.

This policy should be read alongside our relationships, sex education policy (RSE). This sets out the ways in which our federation supports learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Our PSHE programme is underpinned by our Christian ethos of 'Love your neighbour as yourself' and by our teaching of the core British Values of 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.

Our PSHE programme promotes the needs and interests of all pupils and teaching takes into account the age, ability, readiness and cultural backgrounds of children. We recognise the right of all pupils to have access to a PSHE education which meets their individual needs and we will ensure pupils with SEND receive access to PSHE through well-differentiated lessons that plan for their individual needs.

Child Protection and Confidentiality

To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to-one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty, they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults, no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Partnership guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on evidence, in line with the Freedom of Information Act.



IMPLEMENTATION

Programme of Study

The BAWB Federation follows the Jigsaw scheme of work for PSHE, accredited by the PSHE Association, the national body for PSHE education which receives grant funding from the Department of Education.

This programme is based on six core themes (puzzles), within which there is extensive overlap.

Each half term, we focus on one of these themes in order to ensure coverage of all six within the academic year.

- Being Me in My World
- Celebrating Difference (including anti-bullying)
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me (including puberty and human reproduction education)

The whole school works on the same unit (puzzle piece) at the same time, meaning that each Puzzle can be launched with a whole-school assembly and learning can be celebrated by the whole school in a meaningful way.

Each unit (jigsaw piece) has two Learning Intentions: one is based on specific PSHE/HWB learning and the other based on emotional literacy and social skills development

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these using mindfulness techniques such as 'Calm Me'.

Lesson Structure

PSHE lessons in all classes across the BAWB Federation take place on a weekly basis and typically last 45 minutes.

All lessons at the BAWB Federation follow the same structure, each part of the lesson being significant in supporting children to engage:

- **Connect Us** - Creates positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece lesson.
- **Calm Me** - This section of the lesson helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. It creates a peaceful atmosphere within the classroom.
- **Open my Mind** – This enables children to filter out activity around, thereby improving concentration and learning
- **Tell Me or Show Me** - This section of the lesson is used to introduce new information, concepts and skills.
- **Let Me Learn** – Time to explore new learning



- **Help Me Reflect** -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points, developing their mindfulness.
- **Closure** - Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement.

IMPACT

Evidence and Assessment

Assessment in PSHE education should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes

Teachers may use the following methods to assess learning:

- Self-assessment with pupils writing and drawing an evaluation of their feelings about their learning
- Teacher assessment with teachers observing and listening to the pupils' responses, or assessing their written work, drawings, role play or drama, looking at evidence within PSHE journals.

Monitoring

PSHE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects.

The school's curriculum lead will be responsible for monitoring the provision of PSHE and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. The PSHE curriculum lead is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Review and Evaluation

The policy review schedule will ensure that this policy is reviewed annually (or sooner where appropriate).

OfSTED is required to evaluate and report on the spiritual, moral, social and cultural of pupils. This includes evaluating and commenting on the school's RSE Policy, and on support and staff development, training and delivery.

Policy Review and Consultation process



The BAWB Federation

Bainbridge, Askrigg, and West Burton Primary Schools

Rooted in the message of The Good Samaritan, we provide an aspirational education for all.

We flourish academically, spiritually, and socially, enriching our communities.

Executive Headteacher: Miss Charlotte L. Harper

- The policy will be reviewed by staff and will be made available to parents via the school website and prior to visits from external agencies to deliver information specifically related to puberty.
- A short summary will be included in the school prospectus and given to all parents on admission and the policy will be available on the school website.