



PSHE and Citizenship Policy

Audience:	Parents School staff Local Governing Bodies
Approved:	Sept 2020
Other related policies:	SRE, Collective Worship, SEND, Child Protection and Safeguarding
Policy owner:	Debbie Conroy
Policy model:	SMFA
Review:	
Version number:	1

Introduction

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 2002 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 specified as part of its National Curriculum guidance that “All schools should make provision for personal, social, health and economic education (PSHE), drawing upon good practice.

Our Aims

At Sir Martin Frobisher Academy we aim to promote pupil’s personal, social, spiritual and health education, as well as their emotional development and well-being. This enables them to learn life skills to assist their personal, spiritual and physical growth.

We explore the changes that everyone undergoes to deal with today’s society and give pupils an understanding of the rights and responsibilities that are part of being an outstanding citizen.

Curriculum – Jigsaw

At Sir Martin Frobisher Academy, we use the Jigsaw PSHE scheme of work from EYFS through to Year 6 as the basis of our curriculum. Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

There are 6 Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example The School Learning Charter. 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 one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues such as body image, cyber and homophobic bullying and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children’s development.

The Learning Environment

Establishing a safe, open and positive environment is vital. To enable this, it is important that ‘ground rules’ are agreed and owned at the beginning of the year and are reinforced in every Piece – by using the Jigsaw Charter.

We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or when being positive

We respect each other’s privacy (confidentiality)

Differentiation

Jigsaw is written as a universal core curriculum provision for all children. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation, learning walks and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme’s effectiveness will be conducted on the basis of:

Pupil Voice and teacher evaluation

Staff meetings to review and share experience