



Personal, Social, Citizenship, Health and Economic Education (PSCHE) Policy

Last Revised: March 2023

Policy Owner: Head of PSHCE

Date of next review: _____ **September 2024** _____

Signed: _____ *Ed Currie* _____ Date:
_____ **1.4.23** _____

Printed: _____ **Mr Ed Currie** _____

Chair of Governors

Signed: _____ *Andrew Rudkin* _____ Date:
_____ **1.4.23** _____

Printed: _____ **Mr Andrew Rudkin** _____

(Headmaster)

Policy Statement

This is a whole school policy and applies to all members of Lyndhurst School including Early Years (Reception – Nursery), where the Early Years Foundation Stage (EYFS) Framework is followed. We use the Development Matters (2021) as a guide for planning.

This policy was prepared by the Senior Leadership Team, in consultation with members of staff responsible for teaching PSCHE across the school.

In PSCHE we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.



Aims

The aim of PSCHE at Lyndhurst school is to provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Lyndhurst School delivers Personal, Social, Health Education using Jigsaw, the mindful approach to PSCHE.



The PSCHE curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act, namely:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

2(2(d)(i)) The PSCHE curriculum reflects the school's aims and ethos:

Lyndhurst School Ethos

Our long history means that tradition plays a part in shaping our character. Lyndhurst children are independent, have an adventurous spirit, are well-mannered, show respect for others and are resilient. It is these values that provide a strong foundation on which to build our future. Innovation and creativity flourish which help to define Lyndhurst as a truly forward thinking school.

Success, both collectively and on an individual level is our motivation. Our academically rigorous, individually tailored and dynamic curriculum challenges and supports all children.

We are proud of our Christian heritage whilst embracing the religious and cultural differences of all children and families. Our community is extended into the local community and those we support through national and international charities.

Lyndhurst School Aims are:

1. *Placing children at the heart of a strong supportive community based on respect, good manners, empathy and kindness.*
2. *Providing a secure and happy environment.*
3. *Giving a wealth of opportunities, enriching the children's learning and broadening their interests.*
4. *Sparking endeavour and enthusiasm in all children through inspiring teaching.*
5. *Celebrating all individual's successes throughout their Lyndhurst journey.*
6. *Fostering self-confidence and a love of learning.*
7. *Nurturing Mind; Body and Soul.*



The PSCHE programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable pupils to

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals.

Teaching and Learning

PSCHE is taught both through timetable lessons and through responses to events, PSCHE is embedded throughout the school as part of our commitment to deliver effective SMSC (Social, Moral, Spiritual and Cultural) education.

A variety of teaching and learning strategies are used to deliver PSCHE which consider children's age, development, understanding and needs. Children will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Effective PSCHE lessons will involve a high level of interaction where each child has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills
- Building on current experience and use first-hand learning to achieve positive ends



To support the teaching of PSCHE Lyndhurst School uses the Jigsaw programme which brings together PSCHE 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. There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

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 and resilience building
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
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 and managing change

Each Piece (lesson) has two Learning Intentions: one is based on specific PSCHE learning (covering the non-statutory national framework for PSCHE Education and the statutory Relationships and Health Education guidance but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSCHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

The form teacher / Early Years Key Person is responsible for delivering the Jigsaw lessons each week.



The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, 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 lesson.

The Jigsaw Charter will include the following:

- 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).

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to children's attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSCHE arising from children's questions are answered according to the age and maturity of the child(ren) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

The teacher will liaise with parents on issues raised by their child to reassure them of the content and context.

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to



meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) 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.

Cross-curricular Links

PSCHE is linked to all areas of the curriculum both through formal lessons and through social interaction and 'play' and also in the wider community through our links with other organisations.

Spiritual, Moral, Social and Cultural development

Through teaching PSHEE (PSHEE and Citizenship) in our school, we provide opportunities for spiritual and moral development. Children are taught and acquire the knowledge, skills and values essential to a fulfilling membership of human society. We help children to recognize the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society and respect other cultures. Our school celebrates this by our participation in the SMSC Quality Mark, a nationally recognized award for primary schools.

Assessment, Recording and Reporting

PSCHE is not formally assessed. The children's responses and ideas are recorded through a variety of media e.g. written work, drawings and these are collated in a class Jigsaw Scrapbook, which will move up with them through the time at Lyndhurst School. Each Puzzle has a built-in assessment task. This task offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

Each Puzzle's tasks, attainment and children's responses assist the teacher in reporting meaningful learning progress to parents.

Confidentiality and Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; 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 lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

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 the named Designated Safeguarding Lead (DSL) who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. 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.



Health and Safety

Although the study of PSCHE is not inherently dangerous, staff should be aware of all potential hazards or risks and take steps to reduce them.



Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject children to discrimination. Inclusive PSCHE will foster good relations between children, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Lyndhurst School have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

Monitoring and Review

The Deputy Head will monitor delivery of the programme through observation 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:

- child and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Reporting to Parents/Carers



PSCHE Long Term Plan

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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> 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 SMART internet safety rules 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition