

Bradford Grammar Junior School

PSHE Policy

This policy applies to the Junior School and is published to parents, pupils and employees.
Updated 20 September 2017.

This policy complies with the Independent School's Inspectorate (ISI) regulatory requirements. Any phrasing displayed in italics is ISI regulatory wording.

This policy has regard for Department for Education Guidance *Personal, Social, Health and Economic Education* (February 2013); Equality Act 2010.

Personal, Social, Health and Economic Education (PSHE) at Bradford Grammar Junior School (the School) is primarily delivered as a timetabled curriculum subject, however it is also at the heart of the school and part of a whole range of activities including themed assemblies, visiting speakers, extra-curricular activities and educational visits.

In accordance with the School's mission, "*to be a world class school in Yorkshire in which girls and boys from diverse backgrounds are happy and valued and can benefit from an education which equips them for life in a global society*", the curriculum is intended to educate our pupils about the wider world and the opportunities and responsibilities it offers.

Document Purpose

This policy reflects the values, ethos and philosophy of Bradford Grammar Junior School in relation to the teaching and learning of PSHE. It gives a framework within which all governors, staff and pupils work together and it gives guidance on planning, teaching and assessment. Opportunities are provided for all pupils and staff to share and develop ideas whilst respecting each other's views. The School's values are:

- **Excellence**
- **Compassion**
- **Determination**
- **Opportunity**
- **Service**

Subject Aims and Objectives

PSHE at the School aims to inform and equip the pupils so that they can lead confident, healthy and responsible lives as individuals and as members of British society, and deal with the spiritual, moral, social and cultural issues they face as they mature.

The PSHE curriculum:

- gives pupils opportunities to reflect on their own personal development and experiences;
- helps pupils to understand and manage a widening range of relationships as they mature;
- helps to equip pupils with knowledge, skills and strategies to safeguard themselves within the wider world.
- aims to foster pupils' wellbeing and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and choices;
- develops the knowledge, skills and understanding to become informed, active and responsible members of the School, local, national and global communities;

- *effectively prepares pupils for the opportunities, responsibilities and experiences of life in British society;*
- *encourages pupils to show respect for other people, paying particular regard for the protected characteristics as set out in the Equality Act 2010 which include: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.*

Organisation

The teaching of PSHE at the School is approached in a flexible way. Individual teachers work collaboratively across their year groups to determine the best way to implement the curriculum, while at the same time ensuring that their lessons complement and reflect the overall values of the School. Pupils are given the opportunity to work as a class, as part of a group or as individuals. The choice of class organisation is determined by the learning task or activity, the nature of the topic being studied and the resources being used.

The PSHE curriculum is largely delivered through a published Scheme of Work (Jigsaw). The Jigsaw PSHE is a comprehensive and original Scheme of Work for the whole School from Year 2 through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout using a mindful approach (See Appendix 1 for further details on this approach). The teaching of PSHE builds from one year to the next, so that continuity and development of themes and topics is ensured as pupils move up through the school. Weekly lessons allow for aspects of the following topics to be covered throughout the year: Being Me, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me. The school nurses support the teachers in delivering some of this curriculum. The Jigsaw Scheme actively promotes a positive attitude towards the *fundamental 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* (See Appendix 2). The school also recognises the importance of the curriculum responding to the needs of the pupils and therefore teachers employ their professional judgement to the scheme. Lessons are evaluated to ensure that they are appropriate for the needs of the pupils and lessons additional to and over and above the scheme of work are also used. This is reflected in the subject plans (medium term plans).

The topics covered in the curriculum are set out in a long term plan and detailed medium term plans for each year group which are accessible by teachers in the Clock House staff shared area on the School network.

Year 2	1 x 40 minute lesson per week
Year 3	1 x 40 minute lesson per week
Year 4	1 x 40 minute lesson per week
Year 5	1 x 40 minute lesson per week
Year 6	1 x 40 minute lesson per week

Differentiation

All pupils, regardless of race, gender or ability, will have equal opportunities to participate in all activities. All pupils are encouraged to reach their full potential through the provision of varied opportunities and teaching is adapted to respond to the strengths and needs of all pupils. Differentiation is child-centred and is based upon the pupils' individual needs to ensure that they are taught effectively. When curriculum planning, opportunities are identified for all pupils to demonstrate their knowledge, understanding and skills. Evaluating lessons helps teachers to identify where changes can be made for future planning and development.

Differentiation is facilitated through:

- outcome
- task
- in-class support
- organisation
- resources
- extension activities

Within the School there are pupils with special educational needs and disabilities (SEND) and pupils of high ability who require support and guidance in different ways. Junior School teachers and a Learning Support Co-ordinator closely monitor the needs of all pupils to ensure that distinctive teaching approaches are used to engage and support all pupils. Pupils with English as an additional language (EAL) are supported and guided by their teachers as and when required.

Monitoring and Evaluation

Monitoring and evaluation of teaching are ongoing in order to enhance the quality of teaching and learning of PSHE within our school. Monitoring and evaluation may involve:

- the formative assessment of pupils' work
- monitoring the content of planning documents
- staff discussion and reflection
- classroom observation
- external inspection and advice
- work scrutiny meetings
- personal professional development process

Possible Cross-Curricular Links

PSHE is central to the education of all children at the School and, as a cross-curricular dimension, permeates all aspects of school life. It is a golden thread that is demonstrated in the values of the children throughout the school and affects their approach to life in school and the wider world.

Resources and Accommodation

Most teaching and planning resources are located in the relevant folders on the school network in the Clock House shared area. Books and other resources such as the Jigsaw folders and the chimes are either kept in individual classrooms or in the Deputy Head Pastoral's office. Members of the Junior Leadership Team (JLT) and the Deputy Head Pastoral, are responsible for maintaining PSHE resources, monitoring their use and ordering new resources. Resources are replaced and purchased as and when necessary. Staff inform the Deputy Head Pastoral of any resources they would like to be replaced or purchased.

Health and Safety

All teaching areas that are used by pupils at the School are subject to a risk assessment.

Pupils will be taught the safe methods of handling items for examination in PSHE and the correct way to use equipment safely. Pupils will be instructed about using the internet safely when conducting research on the iPads or computers. When undertaking activities outside school, staff follow the Educational Visits Policy.

Beyond the PSHE curriculum

PSHE education within the School is also delivered through special assemblies when there are opportunities for pupils and employees to talk about a theme that they wish to share with the whole School (focusing on the work of a charity, a news story, a national event, their personal experiences, etc). On occasion, the assembly is presented by visitors from outside the School, from external agencies, charities or religious institutions and sometimes former pupils. The School Council raises awareness about the work of several charities and actively encourage support for various charities from staff, governors, fellow pupils and parents.

Appendix 1:

What is a mindful approach?

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement? This is what mindfulness means. It can be learnt and techniques to develop it can be taught. It also needs to be practised.

We believe mindfulness is a vital tool for life. Not only does mindfulness support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the moment or highly emotional.

In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each piece (lesson). This consists of breathing techniques, awareness exercises and visualisations. These are all tried, tested and very enjoyable activities for children and teachers alike.

Observing your thoughts and feelings, on purpose, in the present moment with no judgement.

Appendix 2 British Values in Jigsaw

Being Me in My World					
Year	Democracy	Rule of Law	Individual Liberty	Mutual respect	Tolerance of those of different faiths and beliefs
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Celebrating Difference					
Year	Democracy	Rule of Law	Individual Liberty	Mutual respect	Tolerance of those of different faiths and beliefs
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Dreams and Goals					
Year	Democracy	Rule of Law	Individual Liberty	Mutual respect	Tolerance of those of different faiths and beliefs
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

Healthy Me					
Year	Democracy	Rule of Law	Individual Liberty	Mutual respect	Tolerance of those of different faiths and beliefs
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

Relationships					
Year	Democracy	Rule of Law	Individual Liberty	Mutual respect	Tolerance of those of different faiths and beliefs
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Changing Me					
Year	Democracy	Rule of Law	Individual Liberty	Mutual respect	Tolerance of those of different faiths and beliefs
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓