



**CARR JUNIOR  
SCHOOL**

*Aim High, Shine Bright*



# PSHE POLICY

CARR JUNIOR SCHOOL

Date of policy: September 2022

To be reviewed: February 2025

## **Carr Junior School PSHE (Personal, Social, Health and Emotional Education) Policy**

### **Overview and Aims**

PSHE at Carr is designed to prepare and equip our pupils for their lives both now and in the future. To quote the PSHE Association, our PSHE teaching “develops the qualities and attributes pupils need to thrive as individuals, family members and members of society”. Through a balanced, non-judgmental and explorative approach, our PSHE curriculum enables children to engage thoughtfully with the range of concepts and how they fit into their life and world view. Through PSHE, our children develop skills and strategies to manage key issues or concepts that will be a part of their lives, and build resilience and mindfulness in times of difficulty, transition or change. After experiencing four years of PSHE at Carr, it is intended that our pupils will feel valued, equipped to deal with the challenges that life can present and able to articulate their views, values and beliefs as they shape their own identities.

### **Curriculum**

The PSHE curriculum at Carr is inclusive, thorough and relevant to our pupils’ lives both now and in the future. We deliver this content through Jigsaw PSHE’s Primary Scheme of Learning, which is a whole school approach that is inclusive of PSHE and the statutory requirements for Health and Relationships Education. Through Jigsaw, six ‘Puzzles’ (units of work) are completed each year, with themes being broadened and deepened as the children move through school. The table below outlines the six yearly Puzzle themes and their key content:

<b>Term</b>	<b>Puzzle (unit of work)</b>	<b>Content</b>
Autumn 1	Being Me in My World	Includes understanding my own identity, and how I fit in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (including cyber-bullying and homophobia), understanding and tolerance.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, nutrition, sleep, rest and exercise.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Includes relationship and sex education in the context of understanding (and coping positively with) change.

## **Fundamental British Values**

### **Democracy, Rule of Law, Tolerance, Mutual Respect and Individual Liberty.**

Fundamental British Values are embedded within our PSHE curriculum and assembly content, rather than being taught in isolation. This ensures that our children revisit the concepts regularly and understand them in a range of contexts. Wherever possible, Fundamental British Values are also explored in cross-curricular ways, for example linked to texts in English. In conjunction with our PSHE lesson planning, global foci and SMSC activities, Fundamental British Values permeate learning throughout the school. In keeping with the principles of Fundamental British Values, our Carr Character ensures that pupils recognise the importance of these values as both individuals and global citizens.

### **Protected Characteristics**

At Carr, we are committed to a culture of respect, tolerance, equality and equity. Ensuring that staff and pupils are aware of what discrimination is, how people can be discriminated against and what protected characteristics are enables us to nurture a co-operative community committed to positive action.

Whilst we do not teach protected characteristics in isolation, they are a part of learning throughout school both across the curriculum and within the school community. Some examples include:

- Discussions around key issues within class novels, such as religious persecution or disability.
- Marking key events such as Black History Month in a meaningful way, discussing issues both historical and contemporary.
- Linking our behaviour policy to the preservation of protected characteristics.

### **Global Citizenship**

At Carr, we strive to nurture our pupils as members of the global community. In the first instance, our use of the Jigsaw PSHE scheme means that we are continually exploring the key themes of the Global Learning Programme: global poverty, development, rights and essential services, globalisation and interdependence, sustainable development, actions of governments, actions of citizens and business and technology.

Through careful cross-curricular planning and preparation (for example in Big Idea or Reading lessons), our PSHE curriculum is also supplemented with additional sessions which are specifically designed to develop the skills, understanding and awareness that are required to be a truly global citizen. Our key priorities in developing global citizens are:

- Thinking critically and asking questions.
- Exploring local, global and local-global issues.
- Applying learning to real-world contexts.
- Exploring complexity within issues and considering multiple viewpoints.
- Exploring issues of social justice (or injustice) both locally and globally.
- Taking opportunities for informed, reflective or productive action.

By focusing on these priorities throughout school we are actively working to develop thoughtful, aware and proactive individuals who understand some of the challenges faced by both local and global

communities. By being aware of global issues and considerations, our children have the opportunity to develop their own values and ideals and can aim to make a difference in society.

## SMSC

At Carr, we are committed to developing our pupils' spiritual, moral, social and cultural education. As part of our integrated approach to the progression of children's thoughts, knowledge and skills in these areas, SMSC is taught in conjunction with PSHE, Religious Education and - when appropriate and pertinent - other curriculum subjects. Examples of how this is done could include:

<b>Development Area</b>	<b>Expectations</b>	<b>Coverage Examples (NOT exclusive)</b>
Spiritual	Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.	RE lessons on faith systems, issues or questions; discussions of beliefs and ideas; exploring a character in a book's lifestyle, faith or beliefs.
Moral	Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.	PSHE sessions on moral issues such as law or anti-social behaviour; in depth discussions of moral issues arising in books; roleplay exploring ways of dealing with moral dilemmas.
Social	Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the Fundamental British Values of democracy, the rule of law, liberty, respect and tolerance.	Opportunities for responsibility such as training to be a librarian or representative on the Pupil Leadership Team; use of restorative approach; debates and discussions where different viewpoints can be raised and explained.
Cultural	Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.	Cultural visits or visitors (such as a community artist or musician); opportunities for pupils to share their own home cultures through presentations or artefacts; history lessons on how past cultures influenced cultures and countries today.

Through the use of the Jigsaw PSHE scheme, we also provide opportunities within every PSHE lesson to practice and enhance the five skills associated with emotional literacy: self-awareness, social skills, empathy, motivation and managing feelings. These skills are then transferred into other curriculum areas, enabling our pupils to become increasingly aware of themselves, others around them and their emotional literacy.

Picture News is used to provide a weekly assembly related to contemporary issues. These further contribute to our SMSC provision, linking also with global citizenship (for example by exploring conflict in the world) and our core understanding and exploration of Fundamental British Values.

## Teaching and Learning

All pupils at Carr Junior School receive the equivalent of an hour's dedicated PSHE teaching per week. This may be delivered over one lesson, or over an entire afternoon (2 lessons) once a fortnight. In addition to this, pupils will be covering the key concepts in other curriculum areas (such as discussing mental health in relation to a class book) whenever the opportunity arises.

There is no single model for the teaching of PSHE within our school as the method of delivery will depend on the content being covered, the age of the pupils, how long the session lasts and how (or if) any recording or evidence is being collected. Some examples of lesson structures/tasks could be:

- A class discussion, using an agreed code of conduct.
- 'Living Newspapers'.
- Creating posters, artwork, songs or poems.
- Collaborating on written or creative tasks, such as spider diagrams or mind maps.
- Workshops with external visitors.
- Research into relevant issues/concepts using technology.
- Drama and roleplay.
- Engaging in community spirited projects (such as the Carr Pantry).
- Engaging in debate.

Our individual Jigsaw Journals are a log of our learning journeys throughout the academic year and will move up with the pupils to be added to in each following year. Recording in these journals demonstrates the range of activities and tasks that pupils have engaged with in their time at Carr Junior School. In addition to these subject specific books, PSHE learning is showcased in other areas including reading jotters and Learning Adventure scrapbooks.