

New Horizons Children's Academy

PART OF THE THINKING SCHOOLS ACADEMY TRUST



Child first – Aspire – Challenge – Achieve

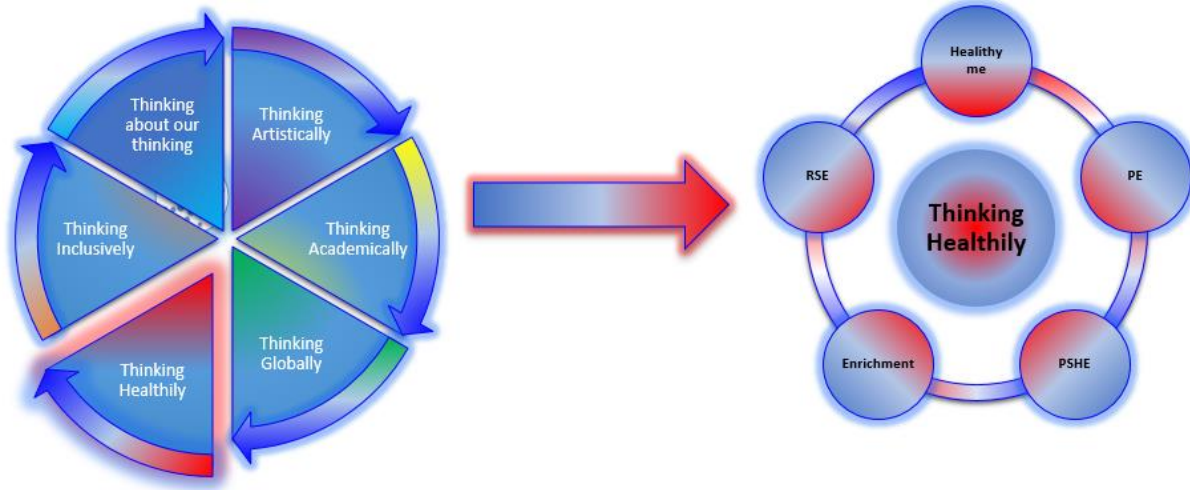
PSHE POLICY

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PSHE Policy



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Our Vision

Thinking Healthily enables our children to be their best selves by providing them with the knowledge and skills required to keep themselves physically and mentally healthy. Children use what they have learned to make healthy choices, demonstrating an understanding of how their choices impact both themselves and the people around them. A "Thinking Healthily" approach to the curriculum is used to develop confident and articulate individuals whilst also celebrating their uniqueness as expressed through their personality, intelligence and potential for development. It recognises pupils' lives as a whole and aims to cater for their needs and potential as they evolve day by day.

Introduction to PSHE Curriculum

At New Horizons Children's Academy, we teach Personal, Social, Health and Economic (PSHE) education as a whole-school approach to underpin children's personal development and support their learning capacity. PSHE is part of our Thinking Healthily curriculum area.

PSHE also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework. In addition to this, it contributes significantly to the school's safeguarding and equality duties, the government's British values agenda, and the opportunities for SMSC (Spiritual, Moral, Social and Cultural) development.

Jigsaw – "the mindful approach to PSHE" – offers a comprehensive and carefully-considered scheme of work, bringing consistency and progression to our children's learning in this vital curriculum area.

Aims

PSHE lessons provide children with opportunities to develop as resilient, confident and independent learners. Lessons have been designed as to ensure that all children at New Horizons Children's Academy make leaps in their personal development, preparing them for life once they leave our school.

Age Related Expectations

Attainment targets: By the end of each key stage, pupils are expected to know, understand and apply the matters, skills and processes specified in the relevant programme of study.

Subject content:

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Key Stage 1 pupils should be taught to:

- Understand varying families and people who care for them
- Understand the importance of physical health and fitness
- Recognise caring friendships
- Recognise respectful relationships
- Know the risks of online relationships
- Know how to keep themselves safe.

Key Stage 2 pupils should be taught to:

- Manage their mental wellbeing
- Be aware of internet safety and harms
- Understand the importance of physical health and fitness
- Understand how to eat healthily
- Know the facts about legal and illegal substances and associated risks
- Know how to recognise early signs of physical illness
- Know basic first aid
- Know the key facts about puberty and the changing adolescent body.

Teaching of PSHE

Jigsaw covers all areas of PSHE for the primary phase, including the statutory Relationships and Sex Education (RSE). The table below outlines each of the six “puzzles” (units) taught across the school, with learning broadening and deepening each year.

Term	Puzzle (unit)	Content
Autumn 1:	Being Me in My World	<ul style="list-style-type: none">• Establishment of the Jigsaw Charter.• Understanding my own identity, including how I fit in within the class, school and global community.
Autumn 2:	Celebrating Difference	<ul style="list-style-type: none">• Understanding others.• Anti-bullying (including cyber and homophobic bullying).
Spring 1:	Dreams and Goals	<ul style="list-style-type: none">• Thinking about my aspirations, including who I want to become, what I want to do for work and what I want to contribute to society.• Setting goals.
Spring 2:	Healthy Me	<ul style="list-style-type: none">• Self-esteem and confidence.• Healthy lifestyle choices, including sleep, nutrition, exercise and rest.

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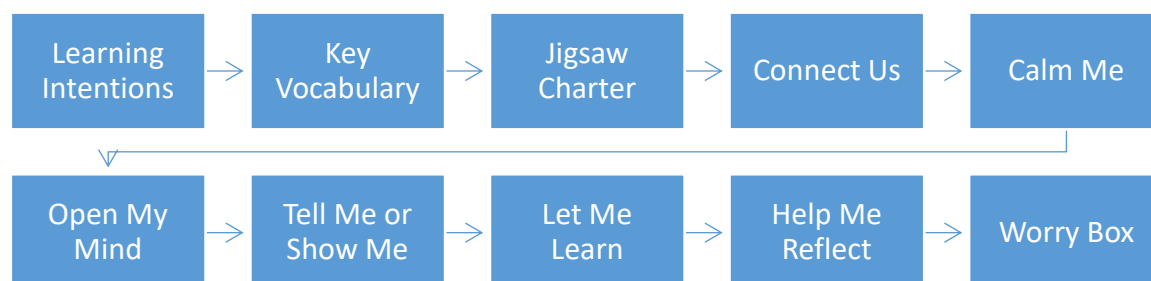
		<ul style="list-style-type: none">• Drugs and alcohol education.
Summer 1:	Relationships	<ul style="list-style-type: none">• Understanding family, friendship and other relationships.• Communication skills and conflict resolution.• Bereavement and loss.
Summer 2:	Changing Me	<ul style="list-style-type: none">• Includes Relationships and Sex Education in the context of coping positively with change.

At New Horizons Children’s Academy, we allocate one hour per week to the teaching of PSHE in a developmental and age-appropriate way. We also aim to “live what is learnt”, applying such knowledge and skills to everyday situations within the school community.

The explicit lessons are reinforced and enhanced in many ways:

- During assemblies and collective worship
- Through our school’s rules and reward systems
- Within relationships across the school, including child-to-child, adult-to-child and adult-to-adult.

Class teachers deliver weekly PSHE lessons to their own classes. Each lesson is broken down into different sections specified by the base PowerPoint:



- “Connect Us” is a game or activity designed to be fun and inclusive and to build and maximise social skills. It engenders positive relationships and enhances collaborative learning, setting the atmosphere at the beginning of each “piece” (lesson). It can also be used at the end should the teacher feel the atmosphere needs to be lifted after some deep work.
- “Calm Me” helps the children to gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. It also engenders a peaceful atmosphere within the classroom. It may well take a number of sessions before children can do this successfully, as many children live in continually noisy and hectic environments. However, it is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated by Jigsaw.

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- **Open my Mind:** The Reticular Activating System of the brain filters the many stimuli entering the child’s mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each piece (lesson). If done well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.
- **“Tell Me or Show Me”** is used to introduce new information, concepts and skills through a variety of approaches and activities.
- **Let Me Learn:** In accordance with Piaget’s learning model, children need to manipulate, use and play with new information and concepts in order for them to make sense and be accommodated into their existing learning.
- **Help Me Reflect:** Throughout the Jigsaw programme, 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.

PSHE Provision

A high-quality PowerPoint presentation is created for each PSHE lesson as a key teaching resource, enhancing the teaching and modelling experience for our children. These PowerPoint presentations follow the base PowerPoint created by the subject lead.

Learning is recorded in whole-class books through a variety of means, including photographs, drawings and written work.

Each classroom has their own Jiggy and Jigsaw Chime as to enable class teachers to follow the Jigsaw programme effectively.

Progression

New Horizons Children’s Academy follows an individually-designed curriculum based on the Jigsaw programme. Each term, learning centres around one of six “puzzles” (units) which subdivide the broader aims of the PSHE curriculum. These puzzles help to develop the skills specific to that area and allow for the progression of skills between year groups. The puzzles are:

- Being Me
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

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As the children progress through school, as does their skills, knowledge and vocabulary within the six puzzles. With these six puzzles remaining consistent across the school, prior knowledge is easily identified and made explicit to both staff and children. The progression within these puzzles has been mapped by the subject lead and made explicit on the PSHE long term plan. This heightens the children's progress throughout school by allowing them to develop a deep and rich subject knowledge and skill base.

Cross-Curricular Links

PSHE frequently supports learning in other curriculum areas, with cross-curricular links being made explicit on the PSHE long term plan. PSHE has explicit links with the following curriculum areas:

➤ Thinking Academically

Children apply their writing skills to PSHE tasks such as writing a diary entry to show empathy or writing a poem to highlight the importance of staying safe online. They also use their mathematical skills in lessons centred on fair trade and buying healthy food.

➤ Thinking Globally

In PSHE, children learn about similarities and differences between children across the world, as well as studying the United Nations Convention of Human Rights. They also learn about fair trade and the work of global charities before organising their own fundraising event to raise money for less fortunate children across the globe.

➤ Thinking Artistically

Children can create art pieces from recycled materials when learning about protecting the environment. They can also explore given issues through drama, providing them with the opportunity to discuss and debate PSHE topics in a creative way.

➤ Thinking Inclusively

PSHE has a wide range of links with Thinking Inclusively. For example, children learn how to look after their own wellbeing as well as supporting the wellbeing of those around them. They also learn how to prepare for life as they grow older, thus relating to financial education within Thinking Inclusively.

➤ Thinking About Their Thinking

The thinking skills and tools underpin all aspects of the teaching and learning of PSHE at New Horizons Children's Academy.

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Planning

At New Horizons Children's Academy, we recognise the need to carefully sequence the progression of knowledge, skills and vocabulary in order to develop proficient learners in PSHE and equip our children with the tools they will need in the next stage of their learning journey. In order to achieve this, the PSHE long term plan maps the knowledge, skills and vocabulary for each year group within each puzzle (unit). This level of detail functions to develop the specific progression of knowledge and skills to ensure our curriculum is both broad and challenging.

In most instances, individual lesson plans are developed at year group level. The Thinking Healthily Team has developed a base PowerPoint exemplifying the structure of the lesson as well as the formatting required to support the dual encoding of content.

Monitoring

Reflection is fundamental in the development of teaching and learning at New Horizons Children's Academy. Through the monitoring of planning, teaching, learning evidence and pupil/staff voice, we aim to:

- Guarantee the quality of our provision and its performance against the curriculum intent
- Ensure consistency across classes and cohorts such that all children receive an equal opportunity to learn
- Monitor the progress of all pupils, including the performance of vulnerable groups (SEND, PPG, LAC) in comparison to their peers
- Identify common trends and threads across the school and act on these appropriately
- Support staff in delivering the curriculum to the highest standard
- Develop the subject in order to offer the best possible experience for our pupils, identifying opportunities to further enhance teaching and learning
- Allow staff and pupils to shape the next steps for the subject by opening up channels of communication

In order to achieve these aims, the subject leader may initiate a number of monitoring techniques on a termly basis, including – but not restricted to – planning checks, lesson observations, book looks and pupil/staff voice. The frequency and type of monitoring undertaken will be determined by the emerging needs of the subject and the purpose of said monitoring.

At the end of each term, staff and – in some cases – pupils will be asked to reflect upon the teaching and learning of PSHE. Staff have the opportunity to feedback both successes and

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challenges, including the practicalities of delivering the content and the extent to which the puzzle (unit) achieved the subject curriculum intent. The subject leader will then consolidate this feedback, editing the PSHE long term plan where necessary. This may be combined with other elements of monitoring in order to build a comprehensive picture of teaching and learning.

All monitoring is underpinned by the PSHE project plan, which outlines the aims, targets and immediate next steps for the subject. The PSHE project plan is a working document, edited by the subject leader throughout the year to reflect findings from termly monitoring and map out actions for subsequent terms. This ensures that any observations of teaching and learning carry a specific purpose, ultimately driving forward the quality of PSHE provision.

Differentiation

The curriculum at New Horizons Children's Academy is underpinned by the principle that all children *can* and *will* succeed, no matter their individual circumstances. To support this, the subject leader monitors the performance of vulnerable groups, including children with Special Educational Needs and Disabilities (SEND), children in receipt of Pupil Premium funding (PPG) and Looked After Children (LAC). Should disparities arise between their performance and that of their peers, adaptations to the curriculum and teaching are made promptly and reviewed frequently.

Within individual lesson plans, tasks are differentiated as necessary in order to cater for the diverse range of needs within the classroom. Where a pupil has a specific need, class teachers receive planning at least one week in advance of teaching in order to make necessary adaptations.

Equal Opportunities

The teaching of PSHE is in accordance with the current policy for Equal Opportunities. At New Horizons Children's Academy, we aim to provide equal access to PSHE. This is achieved through carefully-differentiated activities, small group work, and the support of teaching assistants where available.

At New Horizons Children's Academy, we have high aspirations for our children and believe that no child should be left behind. We strongly believe that it is not about where you come from, but your thirst for knowledge and dedication to learning which ensures success. We are determined to ensure that our children are given every chance to realise their full potential.

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Common barriers for children receiving Pupil Premium funding include reduced support at home, weak language and communication skills, more frequent behaviour difficulties, punctuality and attendance issues, and a lack of confidence. There may also be complex family situations which prevents the child from flourishing. It must be noted, however, that challenges are varied and there is no "one size fits all".

In response to this, we will provide a culture where:

- Staff believe in *all* children. There are no excuses made for underperformance.
- Staff adopt a solution-focused approach to overcoming barriers.
- Staff support children to develop a growth mindset towards learning.

Staff Development and Training

It is the responsibility of the teacher to ensure their subject knowledge is sufficient. This will be supported by whole-staff CPD facilitated by the subject leader.

The use of monitoring within PSHE allows the subject leader to have a sound understanding of the strengths and areas for development of each individual staff member. This allows for effective support and professional development to be targeted where appropriate, thus ensuring the highest quality teaching for our pupils.

Roles and Responsibilities

PSHE is a foundation subject within the Thinking Healthily curriculum area. The Thinking Healthily Team is strategically led and managed by Emma Hales who is part of the Senior Leadership Team at New Horizons Children's Academy.

The subject leader, Rhea Carpenter, will take lead responsibility for leading and managing PSHE in line with the school's priorities, ethos and culture. This includes:

- Ensuring a knowledge-rich curriculum that builds on prior learning and develops children's entitlement to cultural capital
- Being responsible for securing the highest possible standards for pupils through monitoring, evaluating and setting targets for improvement
- Supporting the development and enhancement of the teaching practice of others across the school by evaluating, supporting, coaching and guiding
- Being responsible - as appropriate - for leadership, management and organisation in planning, implementation and co-ordination
- Ensuring that there are relevant and high-quality resources, teaching materials, programmes, courses of study, and methods of teaching and assessment
- Being a line of communication between the staff and the leadership team

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- Ensuring the consistent and accurate use and implementation of thinking skills and tools
- Having a relentless focus on children with SEND, disadvantaged children and more able children.

Partnership with Parents

Support from, and co-operation with, parents is paramount in ensuring children become successful both in school and beyond. At New Horizons Children's Academy, we are fully committed to facilitating strong partnerships between home and school.

Parents' right to request their child be excused from Sex Education

The Department for Education states that "parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education".

At New Horizons Children's Academy, puberty - covered within the "Changing Me" puzzle (unit) - is taught as a statutory requirement of Health Education. We conclude that sex education refers to human reproduction and, therefore, we inform parents of their right to request their child to be withdrawn from PSHE lessons that explicitly teach this, including:

- Year 4, Piece 2 – "Having a Baby"
- Year 5, Piece 4 – "Conception"
- Year 6, Piece 3 – "Babies: Conception to Birth"
- Year 6, Piece 4 – "Boyfriends and Girlfriends"

The school will inform parents of this right via school newsletter during Term 5 – the term before "Changing Me" puzzle unit) is taught.

We are committed to offering parents and/or carers regular opportunities to attend workshops with the aim of enabling a greater understanding of what and how we teach at New Horizons Children's Academy. We strongly believe that this effectively supports parents and/or carers in building upon the knowledge and skills taught in school, thus further enhancing opportunities for our children to progress, achieve and attain.