

# Personal, Social, Health and Citizenship Education (PSHCE) Policy

West Moors Middle School



**Approved by:**

Teaching & Learning  
Committee and Full  
Governing Board

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**Last reviewed on:**

November 2024

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**UNCRC Article 12:** Children have the right to say what they think should happen when adults are making decisions about them.

**UNCRC Article 13:** Children have the right to find out things and say what they think, through making art, speaking and writing.

**UNCRC Article 14:** Children have the right to think what they like, and be whatever religion they want to be.

**UNCRC Article 28:** Children have the right to an education.

**UNCRC Article 29:** Children have the right to an education that tries to develop their personality and abilities and encourages them to respect other people's rights and the environment.

### **Policy Statement**

At West Moors Middle School we are proud to be a 'Respectful and Caring School', working in partnership with children, parents/ carers, staff, governors and the community to encourage children to play an active role in the learning process, and develop growth mind sets. The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that:

- promotes the spiritual, moral, social and cultural development of young people at the school and of society
- prepares young people for the opportunities, responsibilities and experiences of adult life

PSHCE education is a subject through which children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Schools therefore have a statutory duty to promote young people's wellbeing and at West Moors Middle we are committed to promoting children's personal, social and economic development, as well as their health and wellbeing. We believe that children's attitudes to themselves and each other must be healthy if effective learning is to take place. Personal, Social, Health and Citizenship Education (PSHCE) is embedded within our Personal Development Learning programme that includes Citizenship and Spiritual, Moral, Social and Cultural (SMSC) development and Relationships and Sex Education (RSE). Our programme of work has been underpinned by Dorset Council's guidelines and it is enriched through a variety of resources, including advice from the PSHE Association, Jigsaw, Oxfam and Unicef with the U.N. Conventions on the Rights of a Child (UNCRC). It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Well-delivered PSHCE programmes have an impact on both academic and non-academic outcomes for children, particularly the most vulnerable and disadvantaged. 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 our school and community. 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. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of financial planning and understanding. 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 lifelong learning.

At the heart of our respectful and caring school ethos, everyone at West Moors Middle School regards PSHCE, SMSC and RSE as a fundamental, integral component of the whole curriculum. We provide a broad and balanced curriculum, ensuring that it:

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1. Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
  2. Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
  3. Provides information about keeping healthy and safe, emotionally and physically.
  4. Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

### **Aims**

Our whole school approach to PSHCE education, together with SMSC and RSE, is central to the development of the young people in our school. The planned programmes are designed to help them to deal with challenging moral, social and health-related issues that may arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society. The provision of comprehensive PSHCE, SMSC and RSE education programmes is central to achieving our school's own ethos and values.

Our overarching aims for all children are that:

- They are healthy and understand what constitutes a healthy lifestyle (e.g. the benefits of physical activity, rest, healthy eating and dental health).
- They are safe, secure and happy at school, and are aware of safety issues to enable them to stay safe outside school (including road safety, the correct use of medicines and online safety).
- They have equal access to the curriculum, regardless of ability, gender, race or religion, and enjoy and achieve.
- They understand what makes for good relationships with others.
- They develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others.
- They are an independent, resilient and responsible member of our school community.
- They develop self-confidence and self-esteem enabling them to make informed choices.
- They make a positive contribution, being active members of the wider community.
- They have economic well-being.
- Their spiritual, moral, social and cultural development is promoted in order to prepare them to become valued members of an ever-changing, multi-cultural society.

The aims of our PSHCE, SMSC and RSE programmes fall into 3 core themes: Health & Wellbeing, Relationships and Living in the Wider World.

### **Health & Wellbeing**

- Know and understand what constitutes a healthy lifestyle
- Know how to maintain physical, mental and emotional health and wellbeing
- Be aware of safety issues, including how to respond in an emergency
- Know how to manage change, including puberty, transition and loss

### **Relationships**

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- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts
  - Know how to recognise and manage emotions within a range of relationships
  - Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help
  - Gain an understanding of on and offline safety, consent, violence and exploitation
  - Know how to respect equality and diversity in relationships, including gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief

**Living in the Wider World** (including economic wellbeing and aspects of careers education)

- Know the importance of responsible behaviours and actions
- Be responsible and independent members of the school community
- Be positive and active members of a democratic society
- Know about the importance of respecting and protecting the environment
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively
- Have a basic understanding of enterprise
- Consider future goals, including career choices.

The national curriculum states that '*all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice*'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of children at the school and of society, and
- Prepares children at the school for the opportunities, responsibilities and experiences of later life.

This is fundamental to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education **has been compulsory in all schools from 2020.**

Schools have a statutory duty to promote children's wellbeing. As West Moors Middle School is a place of learning and our intention is to create independent children, it is essential that we provide the learning to enable our children to take increasing responsibility for these outcomes.

The national curriculum has three aims for all children, to become:

- Successful learners
- Confident individuals
- Responsible citizens.

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The provision of a comprehensive, developmental PSHCE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a healthy school climate and culture that models supportive behaviours and offers opportunities for children to practice personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.

### Curriculum Provision

PSHCE, SMSC and RSE cannot always be confined to specific timetabled times. They are delivered within a whole school approach which includes:

- Dedicated curriculum time
- Weekly Jigsaw lessons and daily Zumos mindfulness time
- Teaching PSHCE through and in other subjects/curriculum areas, including drama, art and problem solving activities
- Collective Worship
- Playground Buddies and peer mentoring
- School events/ projects
- Pastoral care and guidance
- Visiting speakers
- Other activities that enrich children's experiences

PSHCE, SMSC and RSE is taught through **Jigsaw** which integrates personal, social, health and economic education with an emphasis on emotional literacy and mental health. It is explicitly mapped on every lesson plan to SMSC, which is balanced across each year group, and contributes significantly to all strands of the British Values agenda to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In addition, as a **Rights Respecting School** we refer to the **U.N. Convention on the Rights of the Child** (consisting of 54 articles), in the Jigsaw scheme of work by lesson and year group, as well as in the curriculum planning with themed whole school events linked to our global connections. By putting the Convention on the Rights of the Child at the heart of our caring school's planning, policies, practice and ethos, this has enabled us to help improve well-being and develop every child's talents and abilities to their potential. All staff not only teach children about child rights but also model rights and respect, on a daily basis, in all its relationships: between teachers/adults and children, between adults, and between children.

Differentiated by age to ensure a graduated, age-appropriate programme, Jigsaw encompasses sensitive topics around the use of pupil voice, drug and alcohol education, cyber and homophobic bullying, internet safety, body image, self-esteem, financial capability, health education, relationship and sex education. It holds our children at its heart and its cohesive vision helps them to understand and value who they are and how they relate to other people in this ever-changing world.

As a whole school approach, all year groups in Key Stages 2 and 3 work on the same Puzzle (theme) at the same time. There are six jigsaw puzzles (Table 1), and each Puzzle is launched with a whole school Jigsaw assembly at the beginning of each half term, generating a whole school focus and highlighting key learning messages. The children then work through the Pieces (lessons) of that Puzzle at their own level in each year group for the following 6 weeks. Weekly celebrations add a focus on specific behaviours or attitudes, helping the learning of the lessons to permeate every aspect of children's life at school, and whole school displays are created linked to articles from the

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U.N Conventions of the Rights of the Child, celebrating the children's efforts and achievements.

**Table 1: Six Jigsaw Puzzles**

Term	Puzzle (theme)
Autumn 1	Being Me in My World
Autumn 2	Celebrating Differences
Spring 1	Dreams and Goals
Spring 2	Healthy Me
Summer 1	Relationships
Summer 2	Changing Me

Citizenship is taught as an integral part of PSHCE but is also delivered through subjects like history (democracy, Parliament and government); maths (functions and uses of money, the importance of budgeting); as well as tutor based activity weeks, tutor time and whole school assemblies. We acknowledge there are many areas of overlap.

At key stage 3 the Jigsaw programme provides children with a safe place to push boundaries and to explore big questions. The children are provided with accurate knowledge and a sound skills base. There is a clear focus on communication, interpersonal and employability skills. Children are given the opportunity to understand and value themselves, their own identity and sense of worth.

### Teaching Strategies

In line with our whole school Teaching and Learning Policy, the teaching strategies used are varied and are mindful of different learning styles and the need for differentiation. Jigsaw raises self-awareness, group awareness, collaboration skills, teamwork experience and respectfulness, preparing children for the wider world and their position in it.

It encourages the development of ground rules to facilitate diversity, respect, and positive behaviour; reassures children that no one will have to answer a personal question; provides the meanings of words in an informed and factual way; and only uses the correct names for body parts (Summer 2: Changing Me). In addition, in line with the school's Child Protection and Safeguarding Policy, children will be told that teachers cannot offer or guarantee unconditional confidentiality.

The Jigsaw programme is underpinned by mindfulness, encouraging reflection and teaching children to become aware of their thoughts and feelings in relation to the PSHE subject matter being studied.

As well as the use of Zumos mindfulness sessions during tutor times, Jigsaw 'Calm Me' times are used at the beginning of each Piece (lesson), to develop mindfulness using breathing techniques, awareness exercises and visualisations. In addition, in Key Stage 2, distancing techniques are used, via a Jigsaw character, to enable children to feel relaxed and happy to contribute ideas and/ or discussions.

### Visitors

Visitors to the school can bring their expertise or personal stories to enrich children's learning. All visitors involved in the delivery of PSHCE, SMSC and RSE will be made aware of this policy, to ensure

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that their contribution is appropriate and they know that they are bound by the school's confidentiality policy, not their own. These individuals will have clear learning objects and will be attended at all times by the teacher.

### **Consultation with Parents**

As part of the National Curriculum, parents/ carers of children will be invited to a meeting about the Sex and Relationship Education strand of the Jigsaw programme. They will be given the opportunity to listen to a presentation, ask questions about our policy and teaching programme (available on our School's website), as well as view some of the resources. Any parent/carer has the right to withdraw their child from Sex and Relationship Education, with the exception of human reproduction which is part of the compulsory Science curriculum. If a parent/carer wishes to exercise this right, the procedure is to contact the Headteacher for an interview to discuss the parent's/ carer's wishes, and either may request the presence of a staff member or a Governor to be present.

### **Creating a safe and supportive learning environment**

PSHCE works within children's real life experiences and therefore all staff will create a safe and supportive learning environment. This is achieved by establishing a clear set of ground rules and making sure the children (and adults) follow these. The confidentiality policy should also be made clear to all children and adults. Staff must ensure that when subjects discussed may make a child feel vulnerable and/or at risk that they seek additional support from other areas within the school, like ELSA or Forest School. This policy is informed by the school's Child Protection and Safeguarding policies.

### **Confidentiality and Handling Disclosures**

Due to the nature of the topics covered in the PSHCE education programme, children's learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; and all teachers are made aware of the school's guidelines on confidentiality and disclosure in their annual training on safeguarding. The boundaries around confidentiality are made explicit to learners.

### **Entitlement and Equality of Opportunity**

West Moors Middle School promotes the needs and interests of all children, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the full PSHCE education provision. We promote social learning and expect our children to show a high regard for the needs of others. PSHCE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

PSHCE education is a universal entitlement for all learners. We recognise the right for all children to have access to PSHCE which meets their needs. This means that it is key learning that must be made accessible to all abilities, and that attendance in PSHCE education has an equal priority with other learning. As far as is appropriate, children with special educational needs follow the same PSHCE education programme as all other children. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning Support Assistants work with individual children where required, sometimes on a one-to-one basis.

Our PSHCE education programme recognises that children will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our children. We liaise with local professional agencies (e.g. school nurse) and outside visitors (e.g. police and fire service) to enable us to

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prioritise learning within our programme and ensure that it is relevant.

### Monitoring, Assessment and Evaluation

As with any learning, the assessment of child's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme.

### Key Stage 2

There are two key components: the end of Puzzle certificate and the child's Jigsaw Journal. The teacher uses both the certificate and marking of the journal as a way of highlighting successes and posting next steps.

**End of Puzzle certificates** are designed to praise specific achievements for each child. The teacher and the child both recognise achievements on the certificate. Certificates can be glued in to the Jigsaw Journal at the end of each puzzle piece.

The **Jigsaw Journal** is evidence of each child's learning, the content and some of the activities they have participated in. The Journals are a conversation between the child and the teacher. Staff should include photographic evidence where appropriate as this adds interest. Journals should be marked regularly and children should be given time to reflect upon and respond to comments.

### Key Stage 3

PSHCE education encourages children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.

Children do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children's self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Currently teachers assess children's progress in PSHCE by:

- Making informal judgements as they observe them in lessons, tutor time and at other times around the school
- Regular marking of each child's book, encouraging children to reflect upon their learning and developing a dialogue with each child
- Making assessments of the child's performance against the specific objectives set out in the schemes of work
- Each unit has a lesson where the activities aim to provide each pupil with evidence of their personal development. For Year 8 this is recorded on a section of the CV template. The CV provides a record of progress and an opportunity to build a CV based upon real life experiences. In Year 8 every child will complete a CV which is given to Ferndown Upper School. In Year 7 the children begin each unit by writing a response to the "Big Question," then at the end of the unit the children use a purple pen to improve/amend their original answer. This will show how each child has progressed.
- Progress against the key objectives for citizenship is recorded on SIMS for each pupil using the grading system adopted by all subjects. This information is then relayed to the parents/ carers on the end of year reports. Citizenship is delivered through a variety of subjects and the maths and history department will need to ensure their staff deliver and



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assess the agreed components.

- Information provided for the parents/ carers through parent/ carer consultation meetings

### Subject Review and Monitoring

The PSHCE coordinator will monitor the planning, teaching and learning of PSHCE education regularly to ensure it is relevant, current and both meeting learners' needs and stretching their thinking. Observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The PSHCE coordinator will also look at the pupil books to ensure consistency in the curriculum. The PSHCE coordinator will hold staff meetings, as well as using e-mail, to keep staff informed of new initiatives, ideas and resources. The scheme of work and policy will also be reviewed according to the review cycle.

The Jigsaw programme provides an assessment framework with attainment descriptors for every Puzzle, in each year group, covering all aspects of PSHE, SMSC and RSE. It allows monitoring through Jigsaw Journals and lesson observations by the PSHCE Co-ordinator, who will evaluate teachers' and children's experiences throughout the year to identify what is going well and identify any areas for development. Simultaneously, this will help to identify any staff training needs which, in liaison with the Senior Leadership Team, can be addressed during staff meetings and/ or INSET days.

### PSHCE the Whole School Approach

Ofsted is supportive of a whole school approach, identifying a strong correlation between schools which achieved a high grade for PSHCE education and those which were graded outstanding for overall effectiveness. Furthermore, the importance of PSHCE in safeguarding has been emphasised as *"it is also difficult to see how safety and safeguarding can be good if PSCHCE education provision is poor. If children are kept ignorant of their human, physical and sexual rights; or how to protect themselves and others, or know where to go to for help, they are not being adequately safeguarded."*

### Links to other policies

Other school policies contribute to the personal, social and emotional development of children:

- *Relationships and Sex Education (RSE)*
- *Behaviour and Anti-bullying*
- *British Values*
- *Drug and Alcohol*
- *Child protection and Safeguarding*
- *Equality*

### Policy Availability

This policy document is freely available to the entire school community. A copy of the policy is available to parents/ carers to access on the school's website. A written copy of the policy can be requested through the school office.