



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

'All things are possible for one who believes' Mark 9 v 23

PSHE Policy

(Incorporating the Jigsaw Scheme of Work)

Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care. Large enough to inspire. Valuing All God's children**' is at the core of everything we do.

The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

'All things are possible for one who believes' Mark 9 v23 .

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

PSHE naturally dovetails into this work.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

Our curriculum is underpinned by two main threads:

- **For ALL our children to develop high levels of oracy. To have a rich and broad vocabulary, to be confident and literate within society.**
- **To know about the world: to know what it has to offer, how it differs from their locality and how others experience the world.**

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum: Continuous Provision.



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Key Principles of Teaching and Learning

Differentiation and Promoting a 'Love of Learning' and 'Love for One Another'

At the Forest Federation, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

As a Christian school, we seek to promote a love for one another, led by our RE and PSHE teaching, in line with the teachings of Jesus.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)



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- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [SIAMs guidance for Church schools](#) (guidance to show a distinctively Christian vision and its impact on both pupils and adults).

Depth and Balance

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
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, sleep, nutrition, 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 Relationships and Sex Education in the context of coping positively with change



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Continuity and Progression

At the Forest Federation we allocate 1 hour directed time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Collective worship, praise and reward system. Our Learning Charter (see our behaviour policy), through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes, using a selected range of Jigsaw ideas to deliver the skills. Class Collective Worship can be an opportunity for teachers to expand on this work, using the Jigsaw Collective Worship resources. This supplements our Roots and Fruits worship (see RE policy).

Foundation Stage

Foundation children will investigate PSHE through the Jigsaw F1-F2 programmes of study. This strand places an emphasis on self-awareness and development of talents. Children learn to perseverance, set goals and face new challenges. It ties hand in hand with the EYFS Framework to promote healthy bodies through exercise and food choices. Family and friendship are investigated, promoting children's understanding of healthy relationships and minds. Children also learn to respect their bodies. We use the NSPCC guidance 'PANTS' to supplement this work further.

Key Stage 1

Key Stage One children build on the previous knowledge of the EYFS curriculum by taking ownership of the topics. They are encouraged to discuss and develop their own charters, evaluate their successes and consider how to build on their previous skills. They begin to assess similarities and differences between themselves and others, celebrating the value of each person's uniqueness. Relaxation and mindfulness are explored closely, including the physical sensations, so that children can become more attune the messages their body is sending them. Children learn about the life cycles of animals, including humans, and learn to use the correct anatomical parts. The investigate the differences between boy's and girl's anatomy simply.

Key Stage 2

During Key Stage 2, the children will gain a greater depth of PSHE understanding, exploring how lessons learnt in the school and church community can be applied to the wider world and their citizenship responsibilities. Children will be taught to challenge prejudice and bullying safely. They will consider how to positively influence



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the world around them through their actions and their words. Citizenship growth will sit side by side with growth in their Christian faith. In essence, our faith in action. Children will investigate safe use of medicines and learn to manage their choices around substance use. As our schools are considered vulnerable to 'County Lines' trafficking, Jigsaw work will be supplemented with PCSO visits to raise children's awareness of this practise. Staff will work closely with their allocated officer to ensure children have the tools to disengage with this confidently and safely. The children will also learn about how their bodies will change through puberty and how this might impact on their emotions and mental health. They will explore sex education, more details of which can be found in our RSHE policy. Children also consider school transition and what it will mean for them. They explore internet safety and social media, looking at the effects of these on our mental health and well-being, both positive and negative. Children will learn how to use these platforms safely and responsibly.

Equal Opportunities

All children are entitled to access the PSHE curriculum in line with the school's policy for equal opportunities. The Jigsaw Attainment Descriptors allow all staff to challenge and support children as appropriate. See appendix. As we teach mixed aged classes, teachers can adjust lessons to stretch and support all children regardless of age.

Resources and Health and Safety

Central resources in PSHE are the responsibility of the PSHE lead and Class teachers. All planning and resource masters are stored on Teams in the Forest Federation Team, under 'All Planning'. Class teachers will be expected to print and manage practical resources as they are needed. Each class has a chime bar and a Jigsaw soft toy to support sessions. These are especially useful in building the confidence and focus of the younger members of the federation. Teachers will follow safeguarding procedures in line with the school's policy in the event of any discussions causing concern.

Assessment

Formative assessment is used as a guide to the progress of individual children in PSHE. The Jigsaw Attainment Descriptors are used as a guide for future planning.

Teachers will carry out formative assessment through group discussion, self-evaluation and observations.



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Summative assessment is a requirement for EYFS children and may also be used for individuals causing particular concern. Class teachers will report on all children's progress in PSHE as part of their termly reports.

The Role of the PSHE Lead

The PSHE Lead is responsible for

- Taking the lead in policy development and the implementation of the scheme of work
- Supporting colleagues in their development and implication of plans
- Monitoring the resources and informing the Headteacher of any action needed
- Keep up to date with developments in PSHE
- Monitor the teaching and learning of PSHE throughout the federation

Review

This policy will be reviewed in line with the deadlines set by SMT. It will also be looked at in light of any changes to the Forest Federation or the National Curriculum.

Signed:

Lucy Bennington (PSHE Lead)

Joshua Griffiths

Headteacher Signed: Eliza Hollis

Date: December 2022