



## WAKEFIELD GIRLS' HIGH SCHOOL - Junior Section

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**VALIDITY – Policies should be accessed via Firefly to ensure the current version is used.**

### CHANGE RECORD - REVIEW PERIOD (Annually)

Version	Date	Change details
V1.00	Feb 2015	Reviewed and updated, SLT
V1.01	July 2017	Reviewed and updated, SLT
V1.02	Feb 2020	Reviewed and updated, SLT
V1.03	Sept 2022	Reviewed and updated, V Hutchinson and S Rowley
V1.04	Sept 2023	Reviewed and updated, V Hutchinson and S Rowley

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# WGHS JS Personal, Social and Health Education (PSHE) Policy

*In conjunction with: RSE Policy, SMSC Policy; Collective Worship Policy; Anti Bullying Policy; Pastoral Care and Behaviour and Good Conduct policy ; subject policies.*

## 1. Context

Wakefield Girls' High School Junior Section is a happy and secure environment. Children are encouraged to be confident, to develop their special talents and to fulfil their academic potential. The school community is socially and culturally diverse.

Children in the Junior Section spend most of the week with their class teacher, who is the central figure in their lives at school. They are also taught by a team of specialists including Physical Education, French and Music teachers. They are supported by classroom assistants, lunchtime supervisors and After School Care supervisors.

The classrooms provide vibrant, exciting spaces in which to learn. The Junior Section is composed of two buildings; STC which houses Y6 and St Johns House Y3-5. There are three assembly halls and a fully-equipped playground.

## 2. Our Vision



## 3. Our Mission

*To deliver exceptional girls only education through inspirational teaching in a friendly, nurturing and supportive environment.*

*To provide every girl with the opportunity to be a confident high performing learner, enabling them to flourish and fulfil their potential now and in the future.*

#### 4. Our Values- (TEA)

**Together** *(we support each other now and into the future and build real and lasting connections with our community)*

**Empowered** *(we make a difference by using our voice, speaking up for what we believe in and bringing positivity and proactivity to everything we do)*

**Aware** *(the way we understand and support the diverse world we live in and develop a strong sense of social responsibility makes us ready for the future)*

The golden thread is the **Joy of learning**; the positivity, energy & respect that permeates every interaction at Wakefield Girls

In our all-girl setting we [aim](#) for our students to be:

- outward looking, motivated to support each other and ready to make a difference
- proud to be part of a warm and caring community
- future ready with a strong sense of social responsibility
- intellectually curious and experience a joy of learning

In order to work towards these aims, we live our values:, Together, Empowered and Aware.

Wakefield Girls have the freedom to express themselves, explore what excites them and experience new interests, independence and friendships which will take them way beyond the classroom. At Wakefield Girls we aim for our students to be Empowered, Together and Aware.

#### **Higher Performance Learning**

We promote the use of some of the language taken from the HPL program, encouraging independent, proactive and self-regulating thinkers and doers. The embodiment of this language enables our children to develop a range of skills to ensure they are future ready and equipped to be adaptable and agile.

#### **Rationale: Happy Children Learn and Achieve**

In the Junior Section, a strong emphasis is placed on making the school a friendly and caring environment. We believe happy children achieve their full potential. We maintain a close partnership with parents, welcoming their full involvement with their child's progress. Parents are also very welcome to the many events and workshops. The Playground Buddy system ensures nobody is lost or lonely at break times. A matron is available and a school doctor sees the girls regularly throughout their school lives.

The Junior Section provides before school care and after school care. The After School Club (ASC) provides organised activities and care and is available every week day on a regular or occasional basis for a minimal cost. In addition, the Junior Section also hosts a summer holiday club in the first two weeks of the WGSF summer holidays.

In all areas of the Junior Section we consider PSHE to be an important aspect of all school life. Through our curriculum, our school environment and our school ethos, we strive to promote children's self-esteem and emotional well-being. As a school we help our children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others whether at home, school, in the community and to carry this forward into their future work settings and responsibilities.

## **5. Aims and objectives**

Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth. Children learn about rights and responsibilities and to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of Personal, Social and Health Education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- 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;
- be positive of their own body image, maintaining a positive image of themselves and others, making judgements and decisions of some ways of resisting negative peer pressure around issues affecting their health and wellbeing;
- understand that they will experience some bodily and emotional changes especially at puberty and deal with them in a positive way;
- be aware of safety issues and manage risk in their own lives, including safeguarding issues such as bullying and other negative behaviours, internet safety and cyberbullying;
- develop an awareness of the need to manage money issues relevant to their lives and begin to give them the financial awareness to prepare them for their future.

## **6. Teaching and learning style and learning environment**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or curriculum event, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We organise themed multicultural days so that the children have the opportunity to experience a variety of activities to enrich their understanding of other cultures. We promote positive mental health through lessons and themed weeks/days- Wellbeing Week, Random Act of Kindness Day, Children's Mental Health Week, Anti-bullying Week. We also plan circle time lessons and discussions.

A safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is established. To enable this 'ground rules' are

agreed and owned at the beginning of the year and are reinforced in every lesson by using The Jigsaw Charter.

#### The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### 7. PSHE curriculum planning

We teach PSHE in a variety of ways across the school, supporting personal and social development in the curriculum and extracurricular activities.

As a curriculum subject it is primarily implemented using the Jigsaw PSHE programme. There is opportunity in each unit to develop a child's range of emotional vocabulary and practise mindfulness. The PSHE curriculum is also supported in our assemblies using the Jigsaw themes and songs.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Relationship and Sex Education (RSE) in the context of looking at change. (see RSE Policy)

Unit 6 “Changing Me” has been adapted to reflect the needs of the school’s student body and to be considerate of wide ranging parental views, gathered through consultation. All requirements for the statutory Relationships and Health Education curriculum, as announced by the Department for Education in England in 2019, for full implementation from September 2020 have been implemented.

In addition there are focus days/assemblies and lessons which include learning about the WGHS High Performance Learning program (HPL), Safer Internet Day and Safeguarding using the NSPCC.

The health education elements of PSHE are a focus of the unit Healthy Me in the Jigsaw scheme. This unit addresses key topics such as healthy eating. Health education is also taught through the Science and Physical Education curriculum and is supported in assemblies.

Safety issues are addressed in lessons which address issues such as “stranger danger” and Design Technology and Art lessons where children use tools and equipment.

Children in the Junior Section are encouraged to develop good relationships with others. Classes learn about relationships through the Golden Rules, RE, TEA values, Zones of Regulation, assemblies and circle time. Children are encouraged to play with others at playtimes. There are friendship stops in the playgrounds, playground friends, toys to share and structured games clubs to encourage this. Adults model exemplary behaviour in the way they talk to and deal with children.

We also develop PSHE by helping children develop a sense of responsibility through undertaking positions in class such as a Form Captain, Eco Monitor, School Council representative, librarian, House Captain and playground friend “Buddy” schemes. We offer residential visits to all year groups. Places that have been visited are Blencathra, Castle Head, Malham and York Outdoor Activity Centre, where there is a particular focus on developing children’ self-esteem and giving children the opportunities to develop leadership and cooperative skills. For some roles, in the summer term, Year 5 girls apply and are interviewed for positions of responsibility by Senior Section prefects and then undertake the role they are appointed to in the Autumn of Year 6.

The children are encouraged to be positive and active members of a democratic society. The School Council and Eco-committee meet regularly to provide a meaningful way in which children can voice their opinions and have their views taken into account in decisions which impact upon them. Children vote for the class representative. The children vote for class monitors in Y4-6.

The children develop self-confidence and self-esteem and make informal choices regarding personal and social issues. This is achieved through praise and rewards such as stickers and house points. Children are awarded Star of the Week in assemblies which celebrates individual achievement. Children's achievements outside school are celebrated in a weekly assembly. They gain confidence by participating in events such as the Verse and Prose Competition, Christmas concerts, individual presentations and class assemblies, plays and productions.

In Personal, Social, Health and Emotional (PSHE), we teach and promote Fundamental British Values. See Appendix 1

## **8. Assessment and recording**

Teachers assess the children's work in PSHE by observing how they implement what is encouraged in terms of positive attitudes and behaviour and how they develop their self-confidence and self-esteem.

To ensure children are making progress with their learning throughout their Jigsaw experience most sections have a built-in assessment task at the end of the six main sections. Staff will add key questions to this to assess children' understanding of key topic areas.

At the end of each lesson children are given the opportunity to self-assess their work and contribute to and/or reflect on the lesson.

Teachers include information about a child's personal and social development in the summer report. Aspects of PSHE may be reported on in the form teacher's comment in the mid-year report.

## **10. Resources**

Teachers have the Jigsaw PSHE programme of resources and it is available for staff on Google Drive. There are additional resources in the libraries and in the various teaching materials for the different subjects.

## **11. Monitoring and review**

The PSHE subject lead will:

- Support colleagues in the teaching of PSHE, review and share experiences in staff meetings
- Order necessary resources.
- Monitor the time allocation given to PSHE on the timetable.
- Monitor planning to check unit coverage and learning activities.
- Undertake a yearly work scrutiny.
- Arrange interviews with children to discuss PSHE.

## **12. Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions in which case safeguarding procedures must be followed immediately. If disclosures occur the WGSF Safeguarding and Child Protection Policy is followed.

## Appendix 1

### Fundamental 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
F1 /2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
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
F1 /2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
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
F1 /2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
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
F1 /2		✓	✓	✓	✓

Year 1		✓	✓	✓	
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
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
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
F1/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓