Alleyn's Oakfield
Policies & Procedures

Citizenship, Personal, Social, Health and Economic Education

Name of Policy	CPSHE
ISSR	Part 2: Spiritual, Moral, Social and Cultural development of pupils (SMSC)
Reviewed by	Full Governing Board
Author	Mrs Keziah Creed
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Introduction and Aims of CPSHE

This policy covers Alleyn's Oakfield's approach to Citizenship, Personal, Social, Health and Economic education. Wellbeing and happiness are at the core of what we do at Alleyn's Oakfield and through CPSHE lessons, we aim to develop children with the values and character needed to succeed and become responsible global citizens. Alleyn's Oakfield aims to instil in all children its ROCCK Values; respect, opportunity, courage, curiosity and kindness. Although these are values that permeate life at Alleyn's Oakfield, they are more specifically targeted in CPSHE lessons using the JIGSAW PSHE scheme. The JIGSAW curriculum combines emotional literacy, mindfulness, social skills and spiritual development.

This policy should be read alongside the RSE policy, the SMSC policy, the FBV policy, the Online Safety policy, the IT policy, the Pupil Mental Health and Wellbeing policy and the Equal Opportunities policy.

Teaching and Learning in CPSHE

Alleyn's Oakfield follows the JIGSAW PSHE scheme, which is a whole school approach. The authentic focus on emotional and mental health is underpinned by mindfulness philosophy and made real by mindfulness practice embedded in every lesson. This empowers students to regulate their own emotional states and choose their responses, impacting positively on behaviours and self-esteem. Teaching and learning is intended to improve the children's welfare and prepare them for the outside world.

1. The Curriculum and Learning

All year groups have a weekly timetabled 'JIGSAW' lesson lasting 45 minutes, as well as a dedicated 45-minute lesson for Votes for Schools to promote global citizenship. The JIGSAW Scheme of Work is covered in JIGSAW lessons through a range of activities including group work, games, discussion and drama. Additional CPSHE time is used to complete JIGSAW activities, to facilitate circle time or to spend time together as a class practising mindfulness or engaging in class discussion.

Within the JIGSAW curriculum, we cover six key topics across the school, each lasting a half term, which we feel are relevant to the needs of the children at Alleyn's Oakfield. These are:

- Being me in my world
- Celebrating difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing me

As these topics are encountered each year, the level of demand increases, and the learning is progressively deepened. Through these topics, we aim to make links to Social, Moral, Spiritual and Cultural learning and British Values, where possible.

VFS lessons are taught by a teacher who is known to the class, ensuring continuity and a secure learning environment. Content is tailored to meet the needs of the cohort. The Votes for Schools sessions promote debate and discussion of a question based on current affairs. It is a chance for the children to gain knowledge and express personal opinions about the world around them, and their place in it.
These sessions are designed to instil in the children a sense of pride and responsibility for their learning and encourage independent thinking and a strong pupil voice, which is integral to our school community.
Year 5 pupils do not participate in VFS lessons; instead, time is allocated to verbal and non-verbal reasoning activities.
Year 6 pupils do not participate in VFS lessons during the Advent term and time is allocated to verbal and non – verbal reasoning. During the Lent and Trinity terms, VFS resumes as normal with one timetabled lesson per week.

2. Enrichment

CPSHE is also taught through cross-curricular opportunities, including, but not limited to, discussion and exploration of topical issues and current affairs in English, the understanding and use of money in Maths, physical wellbeing and teamwork in Physical Education and moral issues and dilemmas in Religious Studies (RS).

Our provision is further enriched through workshops, external visitors and speakers, charity events, awareness days, a variety of co-curricular clubs, the Year 6 diploma and the celebration of nationwide initiatives such as Anti-Bullying Week, Children's Mental Health Week, Safer Internet Day, Earth Day and various cultural festivals.

3. Assessment and Monitoring

We do not formally assess CPSHE at Alleyn's Oakfield, but value and recognise what pupils learn and achieve in lessons by recording any written or creative tasks in a class book in KS1 and an individual JIGSAW folder in KS2. Work is not recorded in every lesson, as often tasks are verbal or practical, but assessment is undertaken informally by teachers during their teaching. In the EYFS, JIGSAW lessons are often approached as a circle time session and any relevant observations of PSED are recorded on Tapestry.

In CPSHE, assessment is primarily formative and embedded within teaching and learning rather than through formal written outcomes. At Alleyn's Oakfield, pupils' learning and achievements are recognised and valued through a range of verbal, practical and creative activities. Where appropriate, written or creative work is recorded in a class book in KS1 and in individual JIGSAW folders in KS2, providing evidence of learning over time. Work is not recorded in every lesson, as many activities are discussion based, reflective or practical in nature.

Importantly, pupils are given opportunities to self-assess their learning against the unit objectives at the end of each JIGSAW unit. This structured reflection supports pupils in recognising what they have learned, developing self-awareness and taking ownership of their personal and social development. Alongside this, teachers undertake ongoing informal assessment through observation, questioning and discussion throughout the unit, using this information to inform future teaching and support pupils effectively.

In the EYFS, JIGSAW sessions are often delivered through a circle-time approach, and any relevant observations linked to Personal, Social and Emotional Development (PSED) are recorded on Tapestry. This approach ensures that assessment remains meaningful, proportionate and closely aligned to pupils' personal, social and emotional development.

4. Reporting

The achievements of pupils in CPSHE are reported to parents in the form of Class Teacher/ Form Tutor reports twice a year and in a pastoral context at Parents' Evenings twice a year.

5. Monitoring

CPSHE is monitored by the CPSHE coordinator through email communication with all staff detailing expectations for teaching and learning, as well as updates to the JIGSAW curriculum. Additionally, the subject is monitored through informal discussion and receiving feedback about how the children are responding to the content, lesson observations, display work and regular meetings with a member of SLT or Key Stage leaders as necessary, to ensure continuity across the school.

6. Differentiation

The JIGSAW curriculum is delivered through a variety of teaching and learning methods e.g. whole class, group and individual work. CPSHE education at Alleyn's Oakfield considers pupils' starting points as well as the fact that pupils will bring differing levels of knowledge and understanding to any issue explored in the JIGSAW curriculum and beyond. Differentiation and progression will be ensured by a variety of approaches such as:

1. same activity but different expectations of outcome
2. same theme but different levels of input
3. allowing for different pace of working
4. different groupings of children
5. differing amounts of input from adults

These will be decided by the class teacher according to the needs of their specific cohort. The Deputy Head of Academics and the CPSHE Coordinator are available to discuss with members of staff and parents any areas of concern and advise on strategies for addressing the needs of each individual child, including children with SEND, EAL children and more able children. Staff are aware of, and actively engage with, the needs of each child and this is expressed primarily through their planning and classroom organisation.

7. Resources

Resources to aid the teaching of the JIGSAW curriculum are provided by JIGSAW. Additional JIGSAW resources, such as chimes and JIGSAW friends for the classroom, may be requested, within reason, by class teachers from the CPSHE coordinator.

Supplementary resources, such as books and games aimed at developing speaking and listening skills, personal and emotional skills and social skills, are also available for all teachers, so that lessons or extra CPSHE sessions can be adapted to meet the needs of each cohort. These resources are stored centrally in the Prep department and are accessible to every member of staff.

8. The use of IT

The majority of JIGSAW CPSHE lessons use the IWB in the classroom to display PowerPoint presentations, animations, audio files and approved video content. In addition, there are a large range of useful web-based CPSHE resources available, some of which are referenced in the scheme of work. All staff using any resource on the computer with the children should refer to the Online Safety and IT policies before doing so.

9. Confidentiality and Handling Disclosures

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. The children are aware that anything shared in a JIGSAW lesson is not for them to repeat to other members of the school community. At the beginning of each JIGSAW lesson, children are reminded that we adhere to 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)

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Pupils' learning in this area may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality. If disclosures occur, the Alleyn's Oakfield's Safeguarding policy is followed.

10. The CPSHE Action Plan Curriculum and Learning

Each academic year the CPHSE Subject Leader will set subject based targets for the school through a Subject Development Plan. Targets will be discussed with the Deputy Head Academic and Head Teacher.