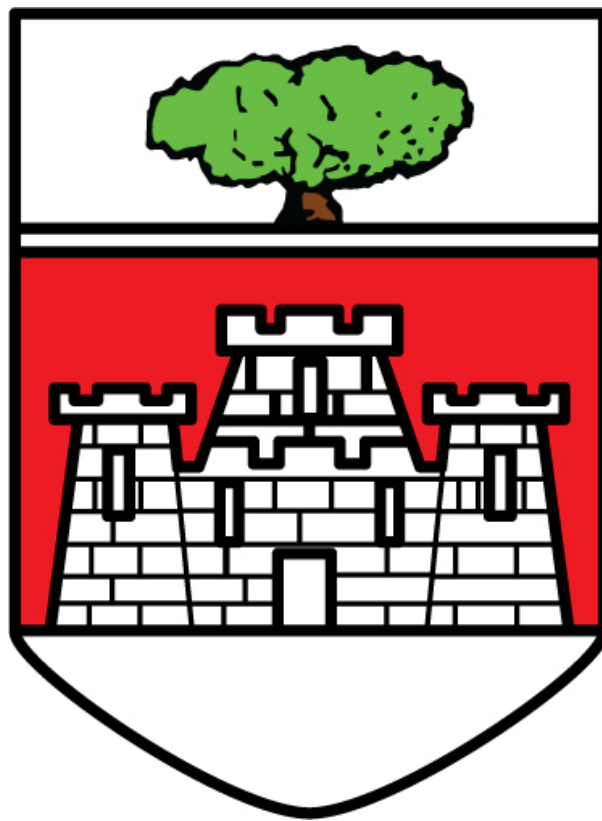


CASTLE BROMWICH JUNIOR SCHOOL

PSHE Policy

2023



At CBJs we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Name of school	Castle Bromwich Junior School
Date of policy	September 2023
Member of staff responsible	Jessica Mackenzie
Review date	Spring 2026

This policy has been produced by the subject leader and is informed by DfE guidance. In writing the document, relevant stakeholders were consulted including staff, parents and governors. The final policy has been approved by the governing body.

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

PSHE

At Castle Bromwich Junior School, 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. Jigsaw has provided several documents to support our teaching of PSHE and these can be found on our school website. Some of these are password protected; please contact the school office if you would like access to these.

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, and Cultural) development opportunities provided for our children.

We wish to develop individual self-esteem leading to self-confidence and mutual respect for other people through a positive working atmosphere which creates a wide range of opportunities for achieving success. We aim to develop a sense of community where all those involved in the school work in partnership with one another.

Our aim is to encourage children to:

- think positively about themselves
- value each other
- work in a well ordered environment which gives them stability and security
- respond enthusiastically in a wide range of learning situations
- develop independence and self-discipline
- have high expectations of what they can achieve and to reach their potential
- develop socially, morally, culturally and spiritually

We recognise that to achieve these aims in practice we must maintain a strong commitment to them and that everyone should lead by example.

School Vision

At CBJS we aim to teach the children to do the best they can, so that they learn the most they can, and develop academically, socially and physically to be as happy and as healthy as they can.

We wish to develop individual self-esteem leading to self-confidence and mutual respect for other people, as well as positive mental health and well-being through a supportive working atmosphere; which creates a wide range of opportunities for achieving success. At Castle Bromwich Junior School we believe that the positive ethos embedded in school life, various initiatives in place, along with the planned opportunities for Personal Social Health and Economic (PSHE) units of work in every year group support us in achieving our aim.

The aims of this policy are linked closely with our school values. In 2011 through a consultation with the whole school community involving staff, governors, parents and children we established our important values that are the foundation of our school and its development.

These values are:

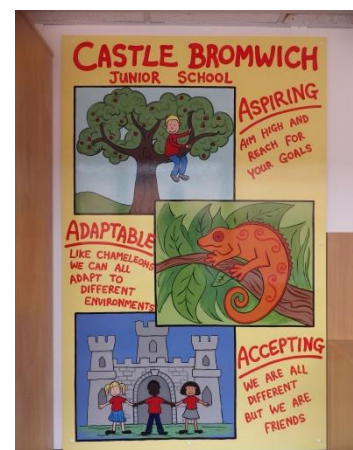
Accept – we value everyone from all backgrounds and beliefs,

Adapt – we can adapt to different situations and challenges whilst still having high expectations,

Aspire – we all aim to be the best we can in all that we do.

Accept

- To respect differences between people.
- to enable children to express feeling and emotions and to deal with them in an appropriate way



Adapt

To develop children's confidence and responsibility by building self esteem

- To acquire the skills necessary to establish good relationships
- To encourage children to make appropriate choices and to recognise that their actions have consequences
- To develop and nurture children's emotional health and well-being
- to help them develop the ability to make decisions in situations they may encounter

Aspire

- To prepare children to take an active role as citizens
- To help children develop healthier, safer lifestyles

Castle Bromwich Junior School provides children with a 'Toolbox' which includes a range of initiatives and strategies (see appendix 1 for more details) children can use to support their mental health and well-being, as well as their personal, social and health development. These 'tools' fit under the 'SMILE' acronym, which we follow as a school to promote positive mental health, encouraging our school community to:

S – Socialise

M – Move

I – Interest

L – Learn

E – Engage

School initiatives that are included are Zones of Regulation, Active 30:30, Relax Kids, Daily Mile, Giving Cards, School Council, school clubs/groups, Restorative Justice, Co-operative learning, Growth Mindset, Bubble Time, school sports, school jobs and mindfulness. These initiatives are explained to children so they know how they can be used to support their development and wellbeing; and are promoted around school, in lessons and through whole school assemblies.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

At Castle Bromwich Junior School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education (accessible via our website), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

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)
- **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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

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. See below.

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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At Castle Bromwich Junior School we allocate one hour to PSHE each week (apart from unit 1) in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

The first Puzzle (Being Me in My World) is taught in the early weeks of September. This allows teachers to get to know the children in their new class and begin to form positive relationships, as well as allowing children to get to know each other and feel part of their new class community. All other lessons are delivered to classes on a weekly basis.

These explicit lessons are reinforced and enhanced in many ways: assemblies and collective worship, praise and reward system, Learning Charter, 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.

Lessons will be differentiated and adapted to ensure content is accessible to all pupils.

During and after the teaching of RSE, children's views will be sought and adaptations to the policy made.

PSHE and RSE lessons will mostly be delivered by the child's class teacher, however there may be occasions where this is taught by another member of staff.

Relationships and Sex Education

The purpose of Relationships and Sex Education at Castle Bromwich Junior School is to empower pupils to be effective in a wide range of relationships, to prepare them for the physical and emotional changes of puberty and to enable them to develop healthy, safe relationships throughout their lives. We will do this by promoting the importance of stable and loving relationships, including marriage and friendship, based on love, respect and care for each other.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' However, 'Sex Education is not compulsory in primary schools'. (p. 23)

At Castle Bromwich Junior School, we believe children should understand the facts surrounding sex education at an age appropriate level before they leave primary school, so they leave our school with the correct knowledge and understanding of this subject. This is for their own safety and wellbeing.

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

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), therefore all children will take part in these lessons.

Sex education refers to Human Reproduction, and therefore we inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

Further information and breakdown of each lesson is detailed in the Changing Me Puzzle Map, accessible via our website.

CBJS will inform parents of this right by letter before the Changing Me Puzzle is taught in the Summer Term.

Safeguarding

All staff are aware of their duty of care and shared responsibility to safeguard and promote the welfare of our children. RSE is a sensitive area of the curriculum and all staff are aware of the care needed delivering lessons in this curriculum area. The principles of this policy outline the importance of staff being flexible and aware of individual children's needs in order for them to feel safe in these lessons.

If during the teaching of RSE anything is brought to light that may be a cause for concern, staff have a duty of care to follow the school's safeguarding procedure accordingly.

Health Education

Children's emotional health and wellbeing is an important factor in a child's education and if not prioritised it can cause a barrier to a child's learning. At Castle Bromwich Junior School, children's emotional health and wellbeing is nurtured and cared for within the school environment, taught through the Jigsaw Puzzles and whole school assemblies. This includes work on making new friends, recognising strengths, coping with fall outs, looking at changes, bullying, economic wellbeing, keeping safe, setting goals and targets, being good citizens and accepting difference and diversity. By teaching these themes throughout the year all children can become well rounded individuals equipped with social and emotional skills.

To support the teaching of PSHE in the classroom, if children are struggling with their emotional health and wellbeing, they can be signposted to various initiatives in school that will support them. 'Bubble time', Family Support worker, play workers (PIPP's), youth club and the School council are examples of this support. Children are also encouraged to explore their 'Toolbox' to use strategies to support them further.

Physical health and fitness is strongly valued at our school. Initiatives such as Active 30:30, the Daily Mile and cooperative learning promote physical health and fitness and encourage children to be active many times throughout the day.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit.)

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Monitoring and assessment

The PSHE leader carries out monitoring activities each term. This includes a variety of activities, such as book and planning monitoring, teacher questionnaires, pupil interviews and learning walks. Findings are shared with staff and any issues or concerns followed up.

In lessons, children will use the 'Let Me Reflect' section at the end of each lesson session to self-assess their learning. Informal assessment is ongoing and staff will recommend children for extra intervention as necessary. Class teachers will assess children each term to monitor progress and put additional support in place if required. Any concerns are raised at parents' evening and are reported in the end of year reports.

School governors monitor this policy review every 2 years.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools

must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Castle Bromwich Junior School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see the Jigsaw document on our website:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	- that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - what a stereotype is, and how stereotypes can be unfair, negative or destructive. - the importance of permission-seeking and giving in relationships with friends, peers and adults.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World
Online relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	All of these aspects are covered in lessons within the Puzzles

	• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	• Relationships • Changing Me • Celebrating Difference
Being safe	• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	- that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).	All of these aspects are covered in lessons within the Puzzles - Healthy Me - Relationships - Changing Me - Celebrating Difference

	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	- that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles - Relationships - Healthy Me
Physical health and fitness	- the characteristics and mental and physical benefits of an active lifestyle. - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - the risks associated with an inactive lifestyle (including obesity). - how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles Healthy Me
Healthy eating	- what constitutes a healthy diet (including understanding calories and other nutritional content). - the principles of planning and preparing a range of healthy meals.	All of these aspects are covered in lessons within the Puzzles Healthy Me

	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco	- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. - the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles Healthy Me
Basic first aid	- how to make a clear and efficient call to emergency services if necessary. - concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles Healthy Me
Changing adolescent body	- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles - Changing Me - Healthy Me

Daily Mile



The Daily Mile is a free, effective initiative which improves not only the children's fitness, but also their concentration levels, mood, behaviour and general wellbeing.

The Daily Mile is 10 minutes wherein children jog or run, at their own pace, during the school day at a time of the teacher's choosing. This can be during lesson time, so children have their full break / play time. The Daily Mile is not Sport or PE, but rather health and wellbeing through physical activity. The Daily Mile should be introduced to children as a run or jog, not as a walk.

Children should follow the footprints that are marked around the top and bottom playground. School shoes can be worn – they do not need to swap into trainers to take part. We aim to complete the daily mile at least 3 times a week. Children can begin at different starting points on the track to space them out. This avoids it becoming a race and they can count their laps from their starting point.

30:30

Move & Learn

Active 30:30 is a national initiative designed to encourage physical activity for all children and to reduce sedentary behaviour both at home and school. The '30:30' title encourages 30 minutes of physical activity each day at school in addition to 30 minutes at home each day. The initiative is aimed at and effective for all pupils but is particularly focused on encouraging children who do not take part in any physical activity to move frequently throughout the day, at home and at school. A key aspect is that this movement does not need to be PE or sport; while taking part in PE and sport activities clearly ensures a level of physical activity, simple movement breaks and lesson

activities involving standing up and walking around are just as relevant and can be included in the school day far more frequently.



Growth Mindset

Fixed Mindset - belief that we are born with fixed amount of intelligence and ability. These people avoid challenges and failure. They rob themselves of a life rich in experience and learning.

Growth Mindset - belief with practice, perseverance and effort people have limitless potential to learn and grow. These people tackle challenges and are unconcerned with mistakes. Focus instead of the process of learning.



DEVELOPING A **GROWTH MINDSET**

INSTEAD OF	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

SMILE INITIATIVES

Children's University



All CBJS pupils are members of Children's University. Whenever children take part in learning outside of school (at validated clubs and destinations) they collect hours towards different levels of graduation. These hours are collected by parents and brought in to school to be added to passports once per term. Children's University destinations can also be used to signpost children towards out of school learning opportunities that they may not otherwise know about. Finally, we have an in-school University where children take part in 'outside of the curriculum' learning during the school day for 5-6 weeks, twice per year to expand their horizons and raise aspirations in different areas of education.

Co-operative Learning (Kagan)



We use cooperative learning to ensure that activities engage all pupils. Different activities, known as structures, are used in lessons so that children work together constructively following the PIES principles (as many children working as possible at one time; everyone shares their thinking or answer; turns or time limits to make participation equal; supporting one another). There are a core set of structures that all children are taught and know: Rally Robin, Round Robin, Timed-Pair-Share and Mix-Pair-Share.

Bubble Time

Bubble time is a system used in every class in school for children to request some time alone to talk with either their teacher or another adult in school. Each child has a green bubble card with their name on and systems are in place in each classroom so that when a child would like some bubble time, they know where to place their card so the teacher becomes aware of this and can talk with them/ or another member of staff if requested, at the next appropriate opportunity.

Restorative Justice



Aim of Restorative

positive outcomes from behaviour.

Justice: To create

negative

Restorative Approaches are inspired by the philosophy and practices of Restorative Justice which aims to repair harm caused to relationships and communities by conflict. Crucially it is believed that it is best achieved by focusing upon the harm caused, rather than assigning blame and dispensing punishment which often fails to address the needs of those most affected.

The 4 R's

RJ is based on four key features:-

Respect - Responsibility - Repair - Re-integration

Traditional Mindset	Restorative Mindset
- What happened? - Who's responsible? - What sanction do I need to enforce to change behaviour? - deter others? - avoid reoffending?	- What happened? - Who's been affected? - What needs to happen to put things right? - How can I support this process to change behaviour? - deter others? - avoid reoffending?

Questions:

- What happened?
- What were you thinking?
- What needs to happen to put things right?
- What are you going to do differently next time?

Same questions for **harmed person and harmer**. Only do it if both parties ready and willing

Restorative language when leading

Try to avoid:

- Giving our own opinions
- Offering unasked-for advice
- Assuming you know what's best
- Imposing solutions
- Taking sides
- Rushing people

