



PSHE POLICY

Date Adopted: 9th October 2019

Owner: Local Governing Body

Anticipated Review: October 2021

Policy statement

This policy document sets out the school's aims, principles and strategies for the teaching of Physical, Social, Health Education (PSHE).

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.

The DfE specified as part of its National Curriculum guidance that '**All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice**'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum"
(Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This policy is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to

Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, 2018 and Keeping Children Safe in Education, 2019) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014). The PSHE Programme of study also meets all the outcomes in the PSHE Association Programmes of Study, 2017.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published.

However, the Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1st 2017, that it was her intention to make **Relationships Education** statutory in Primary schools from **September 2020** and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary **compulsory** through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

The findings gathered from the process have informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education compulsory.

Audience

This policy document, having been presented to and agreed by staff and the LGB, will be distributed to all members of teaching staff and will be freely available to parents, carers and visitors to the school via the school's website. Parents and carers will be given a copy of the PSHE objectives for each year group at the beginning of the academic year so that they are aware what their child will be covering in school.

Aims

As a school, we aim to;

- ❖ Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community,
- ❖ Allow children to explore their own attitudes and values as well as other people's,
- ❖ Ensure that children have strategies to protect themselves and know where to go for help and support,
- ❖ Give children access to the learning they need to stay safe, healthy and understand their rights as individuals,

- ❖ Encourage children to recognise their own worth, work well with others and become increasingly responsible for their own learning,
- ❖ Ensure that children learn 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 life and learning.

Objectives/Pupil learning intentions:

Our PSHE curriculum, written with support from Jigsaw PSHE, will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Content

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

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

Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change
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Compulsory aspects of RSE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfEE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

More information can be found in our ‘Relationships and Sex Education Policy’

RSE and statutory duties

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of State’s guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

RSE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy

- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Online Safety Policy
- RE Policy
- Child Protection Policy
- Special Educational Needs Policy

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
		identify how boys' and girls' bodies change on the outside during this growing up process

recognise how I feel about these changes happening to me and know how to cope with those feelings

Piece 4
Inside Body
Changes

identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up

recognise how I feel about these changes happening to me and how to cope with these feelings

4

Piece 2
Having A Baby

correctly label the internal and external parts of male and female bodies that are necessary for making a baby

understand that having a baby is a personal choice and express how I feel about having children when I am an adult

Piece 3
Girls and
Puberty

describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

5

Piece 2
Puberty for
Girls

explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally

understand that puberty is a natural process that happens to everybody and that it will be OK for me

Piece 3
Puberty for
Boys and Girls

describe how boys' and girls' bodies change during puberty

express how I feel about the changes that will happen to me during puberty

Piece 4
Conception

understand that sexual intercourse can lead to conception and that is how babies are usually made
understand that sometimes people need IVF to help them have a baby

appreciate how amazing it is that human bodies can reproduce in these ways

6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
		express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty
		reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born
		recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship
		express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- ❖ Respect for self
- ❖ Respect for others
- ❖ Responsibility for their own actions

- ❖ Responsibility for their family, friends, schools and wider community

Drug and Alcohol Education Content – Jigsaw PSHE

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely
		feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
	Piece 4 Alcohol	can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
5	Piece 1 Smoking	can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
	Piece 2 Alcohol	make an informed decision about whether or not I choose to smoke and know how to resist pressure know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
6	Piece 2 Drugs	make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure know about different types of drugs and their uses and their effects on the body particularly the liver and heart
	Piece 3 Alcohol	be motivated to find ways to be happy and cope with life's situations without using drugs evaluate when alcohol is being used responsibly, anti-socially or being misused

tell you how I feel about using alcohol when I am older and my reasons for this

Curriculum Management

The teaching of PSHE will take place through:

- ❖ Timetabled PSHE lessons.
- ❖ Resources from the 'Jigsaw PSHE' Scheme of Work, including images and animations.
- ❖ Whole school assemblies.
 - Relationships and emotions – families, friendships, loyalty, sharing, living and working together.
 - Self-esteem – valuing ourselves, valuing and respecting others, bullying, achievement assembly.

Classes will remain mixed for the teaching of PSHE, the majority of sessions taking place in class.

A range of teaching strategies will be used to provide a breadth of effective learning opportunities. These include:

- ❖ Open discussions/circle time
- ❖ Active learning – through enquiry and discussion exercises.
- ❖ Factual information – in the form of handouts for the children to keep for future reference.
- ❖ 'Draw and Write' activities - where the class teacher can see and act upon any misconceptions the children may have and can also redo the activity at the end of the sequence of work to assess the learning that has taken place.

Planning

The developmental stage and maturity of the children are reflected in the planning, drawing on the children's own experiences and existing knowledge. Early assessment of pupils gives unique starting points to cater for pupils' individual needs.

Medium term planning to show continuity and progression of skills, knowledge, attitudes and values at all ages is carried out by teachers using the Academy's document *Progression of Skills, Knowledge and Understanding in PSHE, including Financial Education*, which is based on the 'Jigsaw PSHE' Scheme of Work.

Weekly plans detail specific learning objectives for activities to be carried out and allow for teachers to record the outcomes for each session to inform future planning. Planning is monitored by the Senior Leadership Team.

Resources

An annual budget is given to spend on PSHE resources, and these resources are centrally kept in the PSHE cupboard. The Academy's document *Progression of Skills, Knowledge and Understanding in PSHE, including Financial Education* and the

'Jigsaw PSHE' Scheme of Work are housed on the electronic drives within school. They are available for parents/carers to view if requested.

Parents of all pupils are given a document outlining the PSHE at the start of each academic year, before the content is addressed in class.

Equal opportunities including differentiation

As a school, we are committed towards equal opportunities in all aspects of school life, including the inclusion of all people from a range of ethnic and cultural backgrounds, genders, and sexual orientations.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

Our scheme of work has been written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. A range of strategies will be employed to ensure that what is being taught and how it is presented is accessible to the children's individual needs and abilities. Teachers tailor each learning activity to meet the needs of the children in their class. Differentiation may be by task, resources, support or content.

Ethnic and cultural diversity

We acknowledge that different ethnic and cultural groups have different attitudes to PSHE, including SRE. The school will consult with parents / carers about children's individual needs, taking into account of their views and promoting respect for the views of different ethnic and cultural groups.

Home backgrounds

We recognise that our children may come from a variety of family situations and home backgrounds. Members of staff consistently ensure that there is no stigmatisation of children based on their home circumstances.

Parents and carers will be given a copy of the PSHE objectives for each year group before the content is addressed in class so that they are aware what their child will be covering in school. Parents have the right to withdraw their child from PSHE lessons.

Recording and Assessment

As a school, we think it is important not to assess children purely on the factual knowledge gained but also to consider whether they are able to make healthy, informed choices. With this in mind, assessment will be through:

- ❖ Children's self-assessment.
- ❖ Teacher assessment - through observation, 'draw and write activities' or discussions. Teachers will also take into account key aspects such as bullying incidents, attendance and behaviour during lessons.

Children will record their learning in a variety of ways including discussion, illustrations, through role play and written work.

Parents are made to feel welcome to make an appointment with a class teacher after school if there is a concern or issue.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Use of outside organisations

Careful consideration is given to the content, co-ordination and consistency of messages presented to children from outside agencies. External contributors, e.g. health promotion specialists, school nurses and community and fire officers, can make a valuable contribution to the PSHE Programme of Study. An outside organisation is only used to enhance the PSHE programme, not to replace teacher led activities. All visitors will be DBS checked and taken through the school's safeguarding procedures prior to contact with any children. Teachers are always present during these sessions.

The Learning Environment

As a school, we believe that establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every session.

- 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)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the

work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using 'Jigsaw PSHE'. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In 'Jigsaw PSHE' Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

Training and support for staff

PSHE Coordinators have benefitted from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Child Safeguarding

Children may occasionally make disclosures, either in class or to individual teacher. The school's Child Safeguarding policy provides guidance for teachers on this matter and should be referred to in conjunction with this policy. Child protection procedures must be followed when any disclosures are made.

The school is committed to safeguarding and supporting all pupils, including those of a range of ethnic and cultural backgrounds, genders, and sexual orientations.

Staff and Governor Champions

Learning Mentor – Mental Health and Pastoral Champion

Kim Baker – Governor Champion for PSHE and SRE