**PSHE (Personal, Social, Health Education) Policy**

**(including Relationships and Health Education statutory from September 2020)**

*WE CARE, WE HELP, WE SUCCEED*



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| **Approved by:** | [Name] | **Date:** February 2023 |
| **Last reviewed on:** | [] | |
| **Next review due by:** | [] | |

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## Overview

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 will:

* Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
* Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

This 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.

# Personal, Social, Health Education (PSHE)

At Trewirgie Infants’ School, we teach PSHE, as a whole-school approach to underpin children’s development as people.

We teach PSHE primarily through a comprehensive scheme of work called ‘Jigsaw’ which provides consistency and progression to the teaching of PSHE in school. 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.

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| 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 |

– see school website for details of the full Jigsaw programme - ADD LINK TO WEBSITE

Jigsaw supports the “Personal Development “and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities for children.

Lessons are taught weekly by class teachers and experienced HLTA staff.

In addition to this PSHE learning is revisited through:

* Assemblies and collective worship
* praise and reward systems
* Class Charters.
* The Trewirgie ethos of “We Care, We Help, We Succeed”
* Relationships - child to child, adult to child and adult to adult across the school.
* School staff modelling what is taught and supporting the children to learn and apply it to everyday situations in the school.
* Context adaptaions identified by year group leads and delivered through specific ‘Lifeskills’ lessons

# 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.”

DfE Guidance p.8

“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.”

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

# Relationships Education

The DfE statutory guidance on Relationships Education outlines the expected content for 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
* Being safe

*The way Jigsaw covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education*.

# Health Education

The DfE statutory guidance on Relationships Education outlines the expected content for 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.*

# Sex Education

Schools determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At Trewirgie Infants’ school, we teach Sex Education through:

Labelling parts of the body at KS1 and understanding reproduction by “noticing that animals have offspring which grow into adults” KS1 science curriculum.

Parents’ right to request their child be excused from Sex Education:

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

The school will inform parents of this right by newsletter before the Jigsaw Changing Me Puzzle is taught.

Parents will be consulted regarding the content that will be taught and will be invited to discuss any concerns with Mrs Bateman (Assistant Headteacher/SENDCo)

Monitoring and Review

The Local Governing Board (LGB),body monitors this policy on an annual basis. The LGB gives serious consideration to any comments from parents about the PSHE (RSHE) programme. Governors review and ratify teaching materials to check they are in accordance with the school’s ethos.

Equality

This policy will inform the school’s Equalities Plan**.**

“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…’ The DfE Guidance 2019 (p. 15)

At Trewirgie Infants’ school we teach the importance of equality and respect relevant to the age and stage of the children, in order to ensure our children have a good understanding of the world around them.

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.

**Policy Review**

This policy is reviewed annually.

Jigsaw PSHE documents needed to explain this policy:

* Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
* Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
* British Values in Jigsaw by lesson (mapping document)

Trewirgie Infants’ & Nursery Scool documents that support this policy:

* PSHE Intent, Implementation and Impact statement – strategy document
* PSHE Progression of Skills mapping document

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**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 references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

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|  | **Pupils should know…** | **How Jigsaw provides the solution** |
| **Families and people who care for me** | * R1 that families are important for children growing up because they can give love, security and stability. * R2 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. * R3 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. * R4 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. * R5 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). * R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference * Being Me in My World |
| **Caring friendships** | * R7 how important friendships are in making us feel happy and secure, and how people choose and make friends * R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded * R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right * R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed |  |
| **Respectful relationships** | * R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs * R13 practical steps they can take in a range of different contexts to improve or support respectful relationships * R14 the conventions of courtesy and manners * R15 the importance of self-respect and how this links to their own happiness * R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority * R17 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 * R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive * R19 the importance of permission-seeking and giving in relationships with friends, peers and adults |  |
| **Online relationships** | * R20 that people sometimes behave differently online, including by pretending to be someone they are not. * R21 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. * R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. * R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. * R24 how information and data is shared and used online. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference |
| **Being safe** | * R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * R26 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. * R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact. * R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. * R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. * R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, * R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. * R32 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:

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|  | **Pupils should know** | **How Jigsaw provides the solution** |
| **Mental wellbeing** | * H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. * H2 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. * H3 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. * H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. * H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. * H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. * H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. * H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. * H9 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). * H10 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. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me * Relationships * Changing Me * Celebrating Difference |
| **Internet safety and harms** | * H11 that for most people the internet is an integral part of life and has many benefits. * H12 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. * H13 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. * H14 why social media, some computer games and online gaming, for example, are age restricted. * H15 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. * H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. * H17 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** | * H18 the characteristics and mental and physical benefits of an active lifestyle. * H19 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. * H20 the risks associated with an inactive lifestyle (including obesity). * H21 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** | * H22 what constitutes a healthy diet (including understanding calories and other nutritional content). * H23 the principles of planning and preparing a range of healthy meals. * H24 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). | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Health and prevention** | * H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. * H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. * H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. * H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. * H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. * H31 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** | * H32 how to make a clear and efficient call to emergency services if necessary. * H33 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 |