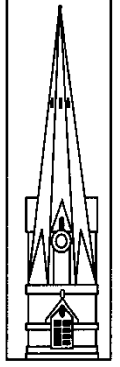


*Higher Walton C.E. Primary
School*



PSHE

(Personal, Social, Health Education)

Policy

**Including statutory
Relationships and Health
Education and our position
on Sex Education**

“Life in all its fullness” (John 10 v 10).

MISSION

Higher Walton CE Primary School aims to celebrate everyone’s uniqueness, enabling our children to flourish and reach their true potential. We do this in a caring, supportive and stimulating environment, so that everyone has the very best opportunity to manifest, “Life in all its fullness” (John 10 v 10).

VISION

Our school vision is “Life in all its fullness” (John 10 v 10). Within this school each child is considered as a unique child of God. All members of our school family are welcomed into a safe and secure Christian environment where they are valued, included and accepted. Our Christian ethos promotes self-worth, self-respect and trust, so that everyone develops the confidence to ask questions, talk through problems and explore values and beliefs leading to responsible behaviour and citizenship.

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.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Higher Walton CE Primary School, we believe that our pupils have a right to the highest quality personal, social and health education (PSHE). This will enable them to begin to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives and to participate as informed active and responsible citizens. We actively encourage and enable all of our pupils to become involved in a wide range of activities which aim to promote self-worth, promote co-operation and involvement and develop an understanding of and respect for difference and diversity.

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 your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements (See appendix 1). 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. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

School aims

- To provide a safe, nurturing and inclusive environment where all feel valued and respected.
- To recognise and celebrate difference and diversity in the PSHE curriculum and the school community.
- To form positive working partnerships with all those responsible, including school nurses and other outside agencies.
- To celebrate the achievements of all.
- To support our children in acquiring life skills for the future.

Whole School Approach to Teaching and Learning

PSHE is cross curricular and therefore taught throughout our curriculum and in RE. PSHE is also seen as a separate subject in its own right and is timetabled in each class for one lesson a week. At Higher Walton, we use the Jigsaw framework in which skills, knowledge and values are revisited and developed in order to provide continuity and progression. It is taught in a way that engages pupils in a variety of activities appropriate to their age, ability and previous experiences. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education (See appendix 2). The table below gives the learning theme of each of the six puzzles (units) and these are taught across school in a two-year cycle:

Puzzle (Unit)	Content
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.
Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Dream 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
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PSHE lessons are reinforced and enhanced in many ways:

- Celebration worship where awards for achievements are given.
- Classroom PSHE displays.
- Clubs and trips which promote independence.
- Fund raising for charities and local issues such as the food bank.
- Well-being ambassadors club to promote pupil well-being.
- Ready, Respect, Safe behaviour system and rewards.
- School council to give our pupils a voice.

Relationships Education

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. It is important to explain that 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. Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that Relationships and Sex education should: “Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.” (Page 34)

Health Education

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.

Sex Education

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) Schools are to 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 Higher Walton, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore 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).

"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

Parents have a legal right to withdraw their children from dedicated 'sex education' lessons. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carer has any concerns about the RSE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

PSHE through the wider curriculum

- Cross-curricular links are made when possible in the following ways:
- British Values - diversity, tolerance

- Science - healthy lifestyles, parts of the body
- Geography - helping our local community, different cultures around the world
- PE - keeping healthy, exercise
- Drama- role play, hot seating
- RE/ Collective worship - positive relationships, our Christian values, celebrating achievements

Use of visitors/Outside agencies

At Higher Walton, we recognise the importance of visitors and outside agencies when promoting PSHE. We welcome a range of visitors into school including our school nurse, church vicar and PSHE consultants from the local authority.

Adjustments to the curriculum and SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each lesson to meet the needs of the children in their classes.

Assessment and recording

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons and by doing formal assessments of their work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Each child will be assessed against six key knowledge outcomes for their year group. This information is then passed on to the next teacher, who will use this to inform their future PSHE lessons.

Monitoring and review

The PSHE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and RSE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. Staff training and development will also be planned into INSET training when required.

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". This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue.

The Church of England document "Valuing all God's Children", 2019, states: "Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously." It also asserts: "Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1) "Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

At Higher Walton, 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: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' available on the school website.

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE sessions; in which case, safeguarding procedures must be followed immediately.

Involving Parents and Carers

At Higher Walton, we believe that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will

be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent's evenings
- Curriculum overviews
- Sessions for Parents and Carers
- Information leaflets and posters

Links to other policies

- Equal Opportunities policy
- Safeguarding policy
- British Values policy
- Science policy

Appendices

- 1: The Jigsaw 3-11 content overview
- 2: PSHE Long-term plan

Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments 	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting 	<ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<ul style="list-style-type: none"> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation 	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	<ul style="list-style-type: none"> Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations 	<ul style="list-style-type: none"> Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive 	<ul style="list-style-type: none"> What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life 	<ul style="list-style-type: none"> Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep 	<ul style="list-style-type: none"> My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families 	<ul style="list-style-type: none"> My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education



PSHE 2 Year Overview

EYFS

	Autumn	Spring	Summer
Yearly	Being Me in My World Celebrating Differences	Relationships Changing Me	Healthy Me Dreams and Goals

KS1

	Autumn	Spring	Summer
Cycle A	Being me in my world (Y1) Celebrating Difference (Y1)	Healthy Me (Y1) Dreams and Goals (Y1)	Relationships (Y1) Changing Me (Y1)
Cycle B	Being me in my world (Y2) Celebrating Difference (Y2)	Healthy Me (Y2) Dreams and Goals (Y2)	Relationships (Y2) Changing Me (Y2)

LKS2

	Autumn	Spring	Summer
Cycle A	Being me in my world (Y4) Celebrating Differences (Y4)	Healthy Me (Y4) Dreams and Goals (Y4)	Relationships (Y3) Changing Me (Y3)
Cycle B	Being me in my world (Y3) Celebrating Differences (Y3)	Healthy Me (Y3) Dreams and Goals (Y3)	Relationships (Y4) Changing Me (Y4)

UKS2

	Autumn	Spring	Summer
Cycle A	Being me in my world (Y6) Celebrating Differences (Y6)	Healthy Me (Y6) Dreams and Goals (Y6)	Relationships (Y5) Changing Me (Y5)
Cycle B	Being me in my world (Y5) Celebrating Differences (Y5)	Healthy Me (Y5) Dreams and Goals (Y5)	Relationships (Y6) Changing Me (Y6)