MOORHILL PRIMARY SCHOOL TEACHING AND LEARNING POLICIES
PSHE including RSHE POLICY 2020

School Vision Statement:

When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of their lives.

We believe that to achieve these aims, staff, parents and pupils need to work in partnership. In order to achieve these aims we have in place a set of Minimum Standards which are shared with pupils, staff, parents and visitors. See appendix a.

Last reviewed on:	August 2020
Next review due by:	August 2022 [with ongoing monitoring of policy in line with update Statutory Guidance and changes to PSHE in light of COVID-19 Pandemic]

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1. **Aims**

The aims of personal, social, health and economic (PSHE) education in our school are:

- 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.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities, so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To allow pupils to reflect on their experiences, and to understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To 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.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

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

2. **Statutory requirements**

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education can be found on our school website and at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Compulsory aspects of Relationships, Sex and Health Education.
End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of

a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- '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)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

3. **Content and delivery**

Jigsaw Content for the teaching of PSHE

Jigsaw 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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and offline)
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 and managing change

For each of the puzzles, Jigsaw supplies staff with 6 (pieces) lessons to teach from. Each lesson consists of the following key elements:

Connect us
☐ Improves their social skills to better enable collaborative learning
☐ Supports the Jigsaw charter by building social skills, positive relationships and collaborative learning
☐ These skills will be taught each piece but should be reinforced throughout the whole day

Calm me
☐ Focuses on relaxation and calming emotions to ensure learning can occur
☐ Produces a peaceful atmosphere

A calm me script is used for this and can be found for each piece (lesson)
 It uses breathing techniques, listening, concentration etc

Open my mind
 Allows children to focus on the learning outcome of the lesson

Tell me or show me
 This section teaches the children something new such as new information, skills or concepts The activities and approaches are different dependent upon the piece

Let me learn
 This section is the 'use and apply' activity to reinforce what they have learnt
 Let me learn is usually where the children record learning. This is done in a variety of way including individually, paired or in a group

Help me reflect
 Throughout Jigsaw, children are encouraged to reflect on their own learning and progress
 Each piece will have a different 'Help me Reflect' activity
 Staff should praise the children's learning, efforts and positive attitudes at the end of every piece

Jigsaw places an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem-solving activities. Pupils are also given opportunities to learn through practical and relevant activities and events away from Jigsaw, for example fund raising for charities, school visits and visitors to the school.

At Moorhill Primary, Jigsaw is delivered twice a week by class teachers.

Throughout the school year, Moorhill Primary also participates in National and International events that support PSHE, for example; Internet Safety Day, Anti-Bullying Week, Red Nose Day, Children in Need. We also take part in International school links which are organised by the MFL co-ordinator. The SLT coordinate events with the input from Class Learning Forums (CLF's) and School Learning Forums (SLF's), which encourage pupil voice. These include fundraising, volunteering and projects to support the local and wider community, for example; Litter picking, gathering items for local food bank. Teachers and the PSHE coordinator work together to invite visitors and outside agencies to support learning outside of the classroom where it is appropriate and relevant to do so, for example Bikeability.

Differentiation/SEND
Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally as a result of the Rochford Review, Jigsaw will make the necessary amendments and offer this free update to all its schools.

Resources
Resources for Jigsaw are available in individual year group folders. Each year group teacher is responsible for the keeping, along with the Jigsaw chime and Jigsaw buddy. There is also an electronic version for each year group which can be found on the staff server, along with all accompany materials (songs etc).

Jigsaw content for the teaching of RSHE
Effective sex and relationship education is essential if children and young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the

PSHE education across the school. Jigsaw covers RSHE mostly though the 'Changing Me' puzzle which is taught in the summer term across the year groups.

The grid below shows specific RSHE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; 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; SMARRT internet safety rules; 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.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control;

assertiveness; technology safety; responsibility with technology
use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Withdrawal from RSHE lessons
Everyone is expected to engage fully in RSHE and when discussing issues related to RSHE, to treat others with respect and sensitivity.

Parents have the right to withdraw their children from the 'sex' element of the RSHE lessons within the Jigsaw program. Reason for withdrawing their children do not have to be given, but a discussion with a member of the senior leadership team will take place where parents will be made aware of the implications of removing their child. Once a child has been withdrawn, they cannot take part in RSHE lessons until the request to withdrawal has been removed. Alternative curriculum work will be given to pupils who are withdrawn from the 'sex' element of RSHE lessons. Parents are made aware that aspects of 'sex education' are statutory within National Curriculum Science. The focus in these lessons is on the biological aspects.

Health Education element of Jigsaw (including substance education, mental health education and online/offline safety education)
Effective Health 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 own and others' health and well-being.

The Health Education element of teaching at Moorhill, reflects the school ethos and demonstrates and encourages our school values, in particular our RESPECT value.

o   Respect for themselves;
o   Respect for others;
o   Responsibility for their own actions;
o   Responsibility for their family, friends, schools and the wider community.

Jigsaw content for the teaching of Health Education

The grid below shows specific Health Education content for each year group:

Age	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; 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; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and offline; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; 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; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Observation, Assessment and Planning

Children and young people do not pass or fail within these areas of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences.

It is important that this learning is sought across the curriculum and not just Jigsaw lessons. Therefore, all staff are aware of the differing abilities of the children whom they teach, including those that require additional support in this subject.

Staff monitor the progress of their own children from puzzle to puzzle to ensure next steps are being recognised and targets are being met.

Recording and tracking progress

At the end of each term, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond the intended outcomes for each jigsaw piece and highlights this on the curriculum assessment sheets.

Monitoring and Evaluation

The PSHE coordinator will monitor delivery of the programme through observation and discussion with teaching staff and pupil voice to ensure there is 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

Safeguarding

Teachers are aware that sometimes disclosures may be made during Jigsaw lessons. If this happens, safeguarding procedures must be followed immediately. Guidance for disclosures is found in the schools' Safeguarding Policy

Staff record all concerns through the school's Safeguarding logging system, My Concern.

Confidentiality and Child Protection/Safeguarding Issues
As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they report to Mrs. S Sindrey, the named safeguarding lead or the deputy leads (Mrs. L Scotchmer/Mrs. W Andrews), who take action as laid down in the Child Protection & Safeguarding Policy. All staff members are familiar with the policy and the processes. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

All staff have read the government's safeguarding guidance, Keeping Children Safe in Education, 2018, including any updates, and all staff receive Level 1 Child Protection and safeguarding training annually.

External contributors
External contributors from the community, for example; health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme and the wider curriculum. Their input is carefully planned and monitored and teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme/curriculum intentions.

The Learning Environment
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 Piece (lesson) – by using The Jigsaw Charter.

At Moorhill Primary, teachers use their first Jigsaw session to devise their own class Jigsaw Charter with the children giving their input, ensuring they have ownership of it.

It should include the aspects below as a minimum, although how they are worded are at the discretion of the teacher in line with age of the pupils:
- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass during Jigsaw sessions
- 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 are 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 (see also Safeguarding above). Issues that might be addressed and which are likely to be sensitive and controversial are those that have a political, social or personal impact or deal with values and beliefs include; including but not limited to, 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 RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and

beliefs so that pupils are able to form their own, informed opinions, whilst respecting that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupils concerned. If it is more appropriate, 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 RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSHE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Equalities

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 duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

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."
"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including (but not limited to) the following:

- Curriculum Policy (Science, ICT, RE, PE)
- Anti-Bullying Policy
- Behaviour Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy
- Early Years Foundation Stage Policy

4. **Roles and Responsibilities**

4.1 The governing board

The governing board will approve the PSHE including RSHE policy and will hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE/RSHE;

> is well led, effectively managed and well planned;

> is taught consistently across the school;

> ensures clear information is provided for parents on the subject content and the right to request that their child is withdrawn;

> ensures the quality of RSHE provision is subject to regular and effective self-evaluation;

> ensures the subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations;

> liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework;

> consults with parents and informs them of their right to withdraw their child from sex education;

> and monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

The PSHE coordinator supports the headteacher to ensure the above are fulfilled.

4.3 Staff

Staff are responsible for;

> Delivering PSHE in a sensitive way

> Modelling positive attitudes to PSHE

> Monitoring progress

> Responding to the needs of individual pupils, including those with SEND

> Ensuring pupils make progress in achieving the expected educational outcomes in regard to PSHE and RSHE

4.4 Pupils

Pupils are expected to engage fully in PSHE/RSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

<u>Monitoring and review of the policy</u>

It is the responsibility of the Lead for PSHE to monitor the development of this policy through year group planning sessions, pupil voice and classroom observations, under the guidance of the headteacher. There is a named Governor responsible for the PSHE, RSHE & SMSC – **Miss L Horner**. This governor will discuss PSHE with the practitioners and provide feedback to the whole governing body, raising any issues that require discussion. The Head teacher and various senior leaders will also carry out monitoring of the subject as part of the whole school monitoring schedule. The Head teacher and Lead for PSHE will review this policy every 2 years as a minimum, using updated national guidance as appropriate. The Governors will be advised of any changes to this policy.

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