



Tregoze



• Primary School •

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Tregoze

Personal, Social & Health Education Policy including Relationships and Sex Education

Status and review cycle: Legally Required

Bi-Annual review required

Reviewed by PSHE Co-ordinator: July 2023

Next review date: June 2024

Personal, Social and Health Education and Sex Education Policy

This school is fully committed to its responsibility to protect and safeguard the welfare of the children and young people in its care. "The welfare of the child is paramount." Children Act 1989.

During these recent challenging times, we feel that the teaching of PSHE is important to allow pupils to discuss their feelings and worries as school life begins to return to normality. Now more than ever, pupils need to be equipped with strategies to protect their mental health and emotional wellbeing, regulate their sleep patterns, ensure online safety, maintain positive relationships, and keep their physical health on top form.

This policy needs to be read in conjunction with the school's Safeguarding & Child Protection policy, Anti - bullying policy and Behaviour policy to ensure that the correct procedures are followed.

Rationale

At Tregoze we believe Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society. The spiritual, moral, social and cultural development of each child prepares them for the opportunities, responsibilities and experiences of adult life. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help develop their sense of self-worth and teach them about how society is organised and governed. From Foundation stage until Year 6 Tregoze follows the Jigsaw PSHE programme. As a result, this policy is largely reflective of Jigsaw and how it operates.

Aim of the Jigsaw and PSHE policy

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.

Pupils are encouraged 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. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn 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.

Objectives/Pupil learning intentions:

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

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below show

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

SRE and statutory duties in school

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above). The Department for Education statutory guidance states that from September 2020, all primary schools must deliver relationships and health education whereby parents cannot withdraw their child from this (until this time parents have the consent to withdraw their child from sex education).

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

- When any school provides SRE, they must have regard to the Secretary of State's guidance; this is a statutory duty. Academies do not have to provide SRE, but must also have regard to Secretary of State's guidance when they do (DfE, 2013). 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).

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education including substance education, mental health education and 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, to recognise issues in themselves and others and to seek support as early as possible when issues arise.

The Health 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

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness

- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Jigsaw's Health Education Content

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 off line; respect for myself and others

8-9	<p>healthy and safe choices; body changes at puberty.</p> <p>What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams;</p> <p>overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength;</p>
9-10	<p>jealousy; love and loss; memories of loved ones; body changes at puberty.</p>
10-11	<p>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.</p> <p>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.</p>

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. The school values will run alongside the six jigsaw puzzle pieces and these will be introduced in a whole school assembly at the start of each half-term.

Pupil's physical health and mental wellbeing

At Tregoze we focus on teaching the characteristics of good physical health and mental wellbeing. We believe that mental wellbeing is a normal part of daily life, in the same way as physical health. Through Jigsaw lessons and every day teaching pupils are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Pupils are taught the benefits of hobbies, interests and participation in their own communities and are taught about how to support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Differentiation/ SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to 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 Jigsaw will make the necessary amendments and offer this free update to all its schools.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

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

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. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- 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 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 but also respect 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 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 Designated Safeguarding Lead 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 RSE 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/carers on this issue to reassure them of the content and context.

Pupil Consultation:

- It is useful for pupils to be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?
- Develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw 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
- Behaviour Policy
- Anti-bullying Policy

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. 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.

Review and evaluation of the policy

This policy was drawn up by the PSHE coordinator, working in consultation with the whole staff.

Its implementation is seen as the responsibility of all staff. Its use and effectiveness will be supported and monitored by the SLT on behalf of the Governors.

SignedPrincipal

Date