



Policy written Summer 2023

Next Review 2026

Water Orton Primary School – PSHE Policy

Intent

At Water Orton Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The current programme we use (Jigsaw) offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

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 2019 p.8 "Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way." "This is why we have made Relationships Education compulsory in all primary schools in England...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." "These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society." 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 "All schools must have in place a written policy for Relationships Education and RSE." DfE Guidance p.11.

What the children will learn in PSHE:

Here, at Water Orton Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. 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. 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.

Implementation

What do we teach when and who teaches it?

Whole-school approach (currently Jigsaw) is aligned to the PSHE Association Programmes of Study for PSHE so covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

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.

- **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.

At Water Orton Primary School, we allocate at least 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

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. From September 2020 "Relationship Education" is compulsory in Primary School. This aspect of the curriculum must be taught to all children.

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 Copyright © 2020 Jigsaw PSHE Ltd 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.

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 Water Orton Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as part of understanding human reproduction in Science and understanding relationships in PSHE. We intend to teach this during PSHE lessons. 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 At Water Orton Primary School, 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) e.g. Year 4, Lesson 2 (Having a baby) Year 5, Lesson 4 (Conception) Year 6, Lesson 4 (Conception, birth) The school will inform parents of this right by curriculum newsletter before the Changing Me Puzzle is taught. "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.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise 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. 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”.

At Water Orton School 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?’

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?

Impact

The impact of PSHE teaching and learning is monitored throughout the academic year in the following ways:

- Marking of books
- Children’s verbal responses
- Informal observations/learning walks
- Monitoring of books
- Pupil voice discussions
- As part of the Jigsaw programme, all teachers are asked to fill out a Summative Assessment -Tracking Pupil Progress which highlights whether the children are working towards, working at or working beyond at the end of each unit which is uploaded onto the Onedrive each half term.
- Jigsaw asks children to assess their own progress at the end of each lesson. For Reception/KS1 the children are able to colour in or circle the Jigsaw character to indicate how they felt they understood the unit based on child friendly questions. For Key Stage 2 there is a child friendly statement for them to read and tick and add any additional comments in the appropriate box.
- Furthermore, the children’s work is collated into their Jigsaw Journals or displayed in the classroom, and at the end of each week there is a celebration certificate that chooses appropriate children from all classes to reward them for meeting a specific goal e.g. This week we are celebrating those who work well with others. This certificate is read out in assembly and the children have their photograph taken for parents to see and the certificate is displayed on the Jigsaw display board.
- Photographic evidence uploaded onto Evidence Me

Regular, ongoing and accurate class teacher assessment is used to inform next steps in planning and ensure that all children make progress. Verbal feedback is used to give children instant feedback. Stem questions are used to check understanding further.

