



## **PSHE POLICY**

**Personal, Social, Health Education**

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

*This policy includes our approach to Relationships and Health Education statutory (RHE) from September 2020, and our position on Relationship and Sex Education (RSE).*

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

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



### **Article 29: Your right to become the best that you can be**

#### **What is our philosophy?**

Within the Heathland Whitefriars Federation, 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.

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. PSHE within the Heathland Whitefriars Federation is taught through a programme of learning called Jigsaw which we believe offers us a comprehensive, carefully thought-thorough Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This programme 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.

#### **What is our aim?**

Our children 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 in our school need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way

We aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online alongside the essential understanding of how to be healthy.

We believe that the knowledge and attributes gained will support our children's wellbeing and attainment and help them to become successful and positive adults who make a meaningful contribution to society.

***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
- Being Safe

The expected outcomes for each of these elements can be found further on in this policy. As a school we use the Jigsaw Programme of Learning to support our delivery of the PHSE curriculum including RHE and RSE.

Whilst the Relationships 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.



***Article 3: Everyone who works with children should always do what is best for each child.***

***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
- The Changing Adolescent Body (Puberty)

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.

Whilst the Healthy Me 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 in 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 and our Rights Respecting School Charter.

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 unit.

By using the Jigsaw programme in school we are confident that its whole school approach enables learning to built on year by year in a way that meets all statutory requirements.



### **Article 28: Your right to learn and to go to school**

#### **What do we teach when and who teaches it?**

##### **Whole-school approach**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; all learning is age appropriate and deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise. Includes age appropriate drugs and alcohol education, Year groups 5 & 6
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Year 5 & 6 Includes Relationships and Sex Education in the context of coping positively with change

Within the Heathland Whitefriars Federation we aim to allocate a lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. There may be times when it may be more appropriate for sessions to be taught within a block or within a topic.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, Rights Respecting Learning Charters, our monthly school Values and our whole school focus on the MindUP approach, 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.

## Rights Respecting

Heathland School is a United Nations Rights Respecting school and as such works to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools work embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

By promoting the values of respect, dignity and non-discrimination, children's self-esteem and wellbeing is boosted and they are less likely to suffer from stress. A child who understands their rights understands how they and others should be treated and their sense of self-worth is strengthened.

## Values

We have a set of 22 shared Values which underpin the Federation ethos. Each of these is explored for a month through classroom talk, circle time, assemblies etc. Above all, all staff are expected to demonstrate and model these Values in action and to explicitly teach how they work and the difference they make to the world. Our overall aim is that all children and adults 'live the Values'.

## MindUP

Based firmly in neuroscience, MindUP teaches the skills and knowledge children need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion. The MindUP curriculum is taught from Nursery to Year 6 alongside our PHSE lessons. MindUP is built upon four pillars to promote positive mental health and well-being which are set out below :

 <p><b>Neuroscience</b></p> <p>The field of neuroscience seeks to understand the structure and function of the brain and nervous system. In MindUP, students learn about the concept of neuroplasticity, and how their brain regulates emotions.</p>	 <p><b>Positive Psychology</b></p> <p>Positive psychology is the study of the strengths that contribute to individual and community thriving and well-being. MindUP infuses evidence-based strategies from the field of positive psychology to help students thrive, and bolster their well-being.</p>
 <p><b>Mindful Awareness</b></p> <p>Mindful awareness – Mindfulness – is an intentional non-judgmental awareness of the present moment, and has been linked with multiple indicators of well-being. Mindfulness can be fostered via practice. In MindUP, students learn and practice mindful awareness to develop focused attention, emotional balance, and well-being.</p>	 <p><b>Social-Emotional Learning</b></p> <p>Social emotional learning (SEL) refers to how individual acquire the knowledge, attitudes, and behaviors needed to develop the skills for self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. MindUP offers students explicit SEL instruction and opportunities to practice developing SEL skills through active learning.</p>

We believe that MindUP gives children at Heathland School the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion.

### ***How is teaching organized?***

There is sufficient allocation of time: usually a weekly lesson will be made for the sessions to cover all three aspects of Health Education, Relationship Education and Sex Education (Year 5 and Year 6).

The groupings for the sessions are considered carefully by the school leadership team, PSHE Faculty Leader and the teachers delivering the sessions. On most occasions the sessions are mixed sex and on other occasions the groupings will be single sex. Information regarding this will be delivered to parents during the Year 5 and 6 parent meeting prior to the sessions be taught.

Staff involved in the delivery of the sessions are provided with support and training to ensure that content and delivery is up-to-date. The RSE sessions are delivered by the teachers in Year 5 and Year 6. It is important to note that where outside visitors help to deliver RSE they are not there to replace teachers but to enrich existing programmes by supporting the school.

### ***How are sessions taught?***

Teachers will set a group agreement with pupils to ensure that an atmosphere is created where pupils feel able to discuss concerns, feeling and relationships.

It should be recognised that questions from pupils will be addressed and dealt with in the most appropriate manner and only questions that are age appropriate will be dealt with and answered.

Resources will be assessed to ensure that they are appropriate to the age and maturity of pupils. They will take into account equality of opportunity through their use of language, cultural attitudes and images, avoiding stereotyping, racism and sexism.

In every section of the programme a variety of teaching and learning styles are used.

### ***How does the school meet the needs of all pupils?***

The Heathland Whitefriars Federation Federation is an inclusive school. We do not discriminate against anyone, be they staff, pupil, parent or any member of the community based on the grounds of their sex, race, colour, religion, nationality, ethnic or national origins. This is in line with the 1976 Race Relations Act and covers both direct and indirect discrimination.

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.

## National Curriculum Science

### *How does the science curriculum fit in?*

The National Curriculum for Science also includes subject content in related areas to relationship and sex education (RSE), including the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals. These areas of the curriculum are compulsory and children cannot be withdrawn from lessons

Phase of school	National Curriculum Science content
<p align="center"><b>EYFS</b> <b>(Nursery &amp; Reception)</b></p>	<ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others. (Understanding the world: People &amp; Communities)</li> <li>• Children know about similarities and differences in relation to living things. They make observations of animals and plants and explain why some things occur, and talk about changes. (Understanding the World: the World)</li> </ul> <p align="center"><b>Development Matters (2012)</b></p>
<p align="center"><b>Key Stage 1</b> <b>(Year 1 &amp; Year 2)</b></p>	<p><b>Key Stage 1 (age 5-7 years) - Statutory Science Curriculum</b></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Year 1)</li> <li>• Notice that animals, including humans, have offspring which grow into adults. (Year 2)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 2)</li> </ul>
<p align="center"><b>Lower key Stage 2</b> <b>(Year 3 &amp; Year 4)</b></p>	<p><b>Lower Key Stage 2 (age 7-9 years) - Statutory Science Curriculum</b></p> <p>In Year 3 children will learn:</p> <ul style="list-style-type: none"> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p>In Year 4 children will learn:</p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> </ul>
<p align="center"><b>Upper Key Stage 2</b> <b>(Year 5 &amp; Year 6)</b></p>	<p><b>Upper Key Stage 2 (age 9-11 years) - Statutory Science Curriculum</b></p> <p>In Year 5 children will learn:</p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals.</li> <li>• describe the changes as humans develop to old age.</li> </ul> <p>In Year 6 children will learn:</p> <ul style="list-style-type: none"> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>

## Sex Education

### ***What is our position regarding sex education?***

At Heathland School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the Changing Me unit . Puberty is taught from Year 4 through to Year 6, this is a statutory requirement and parents are not able to withdraw pupils from this part of the curriculum.

Sex education refers to Human Reproduction, the PSHE lessons that teach this are also within the Jigsaw Changing Me Puzzle unit for Years 5 & 6.

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) *“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

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’.* DfE Guidance

In addition to statutory science and the new statutory Relationships and Health Education, we will be delivering Relationship and Sex Education lessons to pupils in Upper Key Stage 2 (Years 5 & 6). These sessions will cover information that builds on relationships and also covers physical development as well as the age appropriate element of sex education including the areas of conception, pregnancy and birth.

We feel these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. Parents of year 5 and 6 children are informed of the lessons which usually take place in the summer term. We will make clear which lessons sit within sex education and outline your right to withdraw your child from these lessons. Before you make the decision to withdraw your child from these lessons we ask parents to please talk to their child's teacher and view the materials that will be used in the lessons.

### ***What will my child actually be taught about puberty and human reproduction?***

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

The Changing Me Puzzle is all about coping positively with change and includes:

Nursery/Reception, Ages 3-5:	Growing up: how we have changed since we were babies.
Year 1, Ages 5-6:	Boys' and girls' bodies; correct names for body parts.
Year 2, Ages 6-7:	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Year 3,Ages 7-8:	How babies grow and how boys' and girls' bodies change as they grow older
Year 4,Ages 8-9:	Internal and external reproductive body parts. Introduction to puberty and menstruation
Year 5,Ages 9-10:	Puberty for boys and girls in more detail including the social and emotional aspects of becoming and adolescent. <b>Conception explained in biological terms.</b>
Year 6,Ages 10-11:	Puberty for boys and girls revisited. <b>Understanding conception to the birth of a baby.</b> Becoming a teenager.

***\*Highlighted in bold are the sex education lessons taught in Y5 and Y6***

All lessons are taught using correct terminology, child-friendly language and diagrams.

***How does PHSE fit our Federation moral and values framework?***

Our PHSE, RHE and RSE curriculum will be delivered within the school's agreed aims, values and moral framework and within the school's agreed equal opportunities framework.

Relationship and Sex Education (RSE) supports and guides children and young people in life long learning about relationships, emotions, the human biology of sex, sexuality and sexual health. Along with parents and carers, we help our young people to understand and manage their physical and emotional development in adolescence and prepare for the decisions to be made in adult life.

We believe that pupils should have accurate information that relates to their needs. They need help to explore their own feelings and attitudes, and those of society, in order to develop values on which to base decisions about relationships. They need to learn the communication skills necessary to help them take increasing responsibility for their own sexual behaviour.

RSE will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatisation of children based on their different home circumstances.

Thinking about morals and values also includes:

- Respect for self and others
- Non-exploitation in relationships
- Commitment, trust and love within relationships
- Honesty with self and others
- Self-awareness
- Exploration of rights, duties and responsibilities
- Understanding diversity regarding religion, culture and sexual orientation



**Article 3: Everyone who works with children should always do what is best for each child**

***How does this policy inform the school's Equalities Policy?***

Schools have a duty to uphold the Public Sector Equality Duty (PSED). The PSED or the Equality Act, as it is more commonly known, requires schools to eliminate discrimination; advance equality of opportunity; and foster good relationships. By doing so, the Equality Act encourages schools to meet the diverse needs of children and to improve outcomes for all pupils regardless of background. Part of the Equality 'duty' is to teach children about rights and responsibilities, acceptance, empathy and understanding of others.

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."*

We promote the principles of fairness and justice for all through the education that we provide in our Federation. Each member of staff involved in the delivery of Relationship and Health education (RHE), PHSE and RSE does so in line with the Teacher Standards and in accordance with the school's Staff Code of Conduct.

For each member of staff delivering RSE there is an understanding that:

- Different faiths and beliefs should be tolerated and not be the cause for prejudicial or discriminatory behaviour.
- The school has duties under the Equalities Act, British Values, and the Ofsted framework and must reflect British Law
- Children are growing up in a diverse world and will need to be able to work, live and play with people from all backgrounds
- Some members of our school community will identify as LGBT+
- Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures
- Some children may have a different structure of support around them (for example: looked after children or young carers)



**Article 29: Your right to become the best that you can be**

***How are the needs of SEND Pupils met?***

These lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is

accessible to all pupils by using appropriate resources, small group work and providing CPD for teachers.



### ***Article 29: Your right to become the best that you can be***

#### ***How does PHSE meets our duty to promote British Values?***

English schools have a duty to promote the spiritual, moral, social and cultural (SMSC) development of their pupils, including understanding British values. The requirement to develop children's spiritual, moral, social and cultural understanding is set out in the Education Act (2002). In 2014, additional guidance was published for schools with regards to teaching British values. Guidance states that schools should promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, and makes it clear that children should learn about discrimination and how to combat it. As previously discussed, Jigsaw lessons, particularly in the Celebrating Difference units of work, include teaching children about acceptance, empathy, prejudice and discrimination, and the rights and responsibilities they have as UK and global citizens.

#### ***How will this policy safeguard pupils and deal with bullying?***

Schools have a legal obligation to safeguard their pupils. In England, new legally-binding safeguarding guidance was released to schools in September 2018. This establishes that schools must protect all children from physical and emotional abuse including bullying on and off line and abuse that could happen from an adult or from other children. Teaching children to accept there are a whole range of differences in people, helps combat stigma, discrimination and bullying.

Children also need to be taught how to access help if they are involved in a bullying, or abusive situation. Jigsaw's lessons, particularly in the Celebrating Difference and Relationships units of work, teach children why bullying can happen and why it is unfair, how to recognise a bullying/ abusive situation and how to get help. Within this work children discuss a wide range of reasons why some people are bullied, or become bullies, and this includes some discussion around name-calling which includes the inappropriate use of words such as 'gay' and 'lesbian' as an insult towards another person. Anti-bullying guidance issued to schools in 2016 makes it clear that any bullying work should include teaching children why inappropriate use of these words is wrong and homophobic.

#### ***How is pupil confidentiality supported?***

The school will ensure that pupils know that teachers cannot offer unconditional confidentiality and are reassured that their best interests will be maintained. They will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents or carers and are provided with support to do so.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's safeguarding policy agreed procedure for recording and reporting disclosures and the nature of access to this information.



**Article 3: Everyone who works with children should always do what is best for each child**

**How will PHSE, RHE & RSE be monitored and assessed?**

The PHSE Faculty Lead will be responsible for:

- Ensuring the policy and programmes are implemented as agreed
- Recommending targets for whole school development

The programme will be reviewed year on year and take into account updates from the government as well as the Health Education Partnership.

**What are the Teachers' Responsibilities?**

To reassure parents/carers, pupils and directors that the personal beliefs and attitudes of teachers will not influence the teaching of RSE, all those contributing to the programme are expected to work within the aims listed above. In addition to this all teachers abide by the Qualified Teacher Standards and in line with our own Heathland Whitefriars Federation Code of Conduct.

**How will staff be trained?**

It is important that staff delivering PHSE, RHE and RSE work within the values framework of this policy and feel confident, skilled and knowledgeable to deliver effective lessons. Continuing professional development will be provided through a range of options: individual study and development, in-house CPD and external training courses. Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Involving pupils in their own learning
- Managing sensitive issues

**How does the school engage with parents/carers and the right to withdraw from sex education?**

The new statutory requirements for Relationship and Health Education are expected to be in place by the summer term of 2021 following a period where we as a Federation will have consulted with parents on the curriculum that we will deliver and this policy which informs that curriculum including our response to sex education.

Following the adoption of this new policy, on entry to the school, parents will be invited to read the PHSE policy which includes the statutory PHE requirements and our policy on sex education (RSE). This helps to establish consultation and a partnership with parents, which reinforces the dual responsibility for PHSE, RHE and sex education learning. Parents will be kept informed about the content of the programme and will be able view any of the resources the school uses.

Up until September 2020 parents have had a right to withdraw their child from those aspects of Relationships and Sex Education that are not included in the statutory science curriculum. From September 2020 parents do not have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

From September 2020 parents will have the right to withdraw their child from Sex Education in year 5 and 6. Parents have a right to withdraw their children from the 'sex education' elements of RSE lessons. If a parent wishes to withdraw their child from Sex Education we ask that they discuss it with their child's class teacher initially. We very much hope following this meeting to review the lessons and resources you are happy for your child to take part. If however you need to discuss things a form (appendix A) will need to be completed and an appointment can be made with a member of the SLT team to discuss your concerns.

We will take every opportunity to inform and involve parents/carers:

1. By making our commitment clear via the school website
2. By inviting parents/carers to discuss personal development when their child enters the school
3. By communicating to the parents of children year 5 and 6 pupils the relevant lessons to be taught
4. By enabling parents to view resources from either the RHE or RSE curriculum

Alternative work will be given to pupils who are withdrawn from sex education.

### ***How are pupils' questions answered?***

We encourage curiosity in children as it is an important part of their learning and children ask questions related to RSE both in and outside of lessons. This means that children who are withdrawn from a lesson may also ask a question in relation to RSE outside of the lesson. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures.

### ***How is PHSE, RHE and RSE reviewed?***

The Federation Senior Leadership Team and the Directors of the Federation monitor this policy on a regular basis. The faculty leader is responsible for updating the policy as required, including any DfE legislation and updates.

## Relationships Education in Primary schools – DfE Guidance 2019 and how Jigsaw units provide coverage for curriculum learning



### *Article 28: Your right to learn and to go to school*

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:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>

<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

## 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:

	<b>Pupils should know</b>	<b>How Jigsaw provides the solution</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• 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.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• 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</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<p>mental well-being or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

	<ul style="list-style-type: none"> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• 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.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

Our 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.

**Name of school:** Heathland School (Heathland Whitefriars Federation)

**Date of policy:** 30.12.2020

**Member of staff responsible :** PHSE FacultyLeader

**Review date :**

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The Jigsaw Programme is aligned to the PSHE Association Programmes of Study.

## Parent form for withdrawal from Sex Education within RSE

*To be completed by parent/carer*

Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

### TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
SLT member	Signature Date