

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.

Policy development

This policy has been developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involved the following:

- The previous headteacher shared relevant national guidance with staff and the subject leader.
- A resource was identified which governors approved.
- School staff were provided with the opportunity to consider the draft policy
- The draft policy was shared with parents and carers via e mail, the school website and newsletter. Parents were invited to respond using different methods of communication.
- Amends were made and the agreed policy was shared and published.
- The policy has been redrafted and amended in line with the advertised policy review date in September 2021 and shared with all parties.

PSHE

At Common Road Infant and Nursery 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. It will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

The Jigsaw Programme 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. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." DfE Guidance

"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...as well as making Health Education compulsory in all state-funded schools."

"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

Here, at Common Road Infant and Nursery 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.

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.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the whole primary phase (up to Y6) including statutory Relationships and Health Education. The table 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. As an Infant and Nursery School the content in each puzzle is age appropriate for each year group.

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 (age appropriate 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 age-appropriate Relationships Education in the context of coping positively with change.

At Common Road Infant and Nursery School we allocate 1 session of PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. These explicit lessons are reinforced and enhanced in many ways: Assemblies, praise and reward system, 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.

Relationships Education and Health Education (RHE)

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 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. 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. We actively celebrate the diversity of our pupils, their families and the wider school community. Relationships and Health Education will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law.

Relationships and Health Education plays a very important part in fulfilling the statutory duties all schools have to meet. RHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it in ways appropriate for their age and development. Our school teaches RHE through the national curriculum for Science and through specific learning and teaching using the Jigsaw scheme.

Links to National Curriculum Science:

Year 1: 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 2: Notice that animals, including humans, have offspring which grow into adults.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. Emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Health Education through Jigsaw (Healthy Me):

EYFS: Healthy lifestyles including exercise, food, sleep

Year 1: Healthier lifestyle choices, keeping safe, medicine safety, road safety

Year 2: Healthier lifestyle choices, relaxation, healthy eating and nutrition

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships or Health Education.

Monitoring and Review

RSE sessions will be monitored and evaluated regularly in line with the schools monitoring cycles and School Improvement Plan to support high quality subject delivery. Staff receive regular and updated training.

The RSE policy will be reviewed annually with staff and governors.

Date of policy: September 2021

Member of staff responsible: Mrs D Edwards/ Mrs K Atkinson

Review date: September 2022

Signed:

Headteacher

Signed:

Chair of Governors

On the school website the following can be found:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Jigsaw information leaflet for Parents and Carers 2020.