



Hilldene
Primary
PSHE Policy

**PSHE (Personal, Social, Health Education) Policy
(including Relationships and Health Education statutory from September
2020, and our position on Sex Education)**

Policy review Date	September 2021
Date of next Review	September 2022
Headteacher	Mrs Georgina Delmonte
Chair of Governors	Mr Chris Speller

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

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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.

Statutory requirements

PSHE is a non-statutory subject, however, there are aspects of it that schools are required to teach. The teaching of relationships (including sex and health education) which is outlined in the statutory guidance - [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](#) and [Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](#) (updated 13th September 2021).

PSHE

Here, at Hilldene 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 teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Statutory Relationships and Health Education is taught within our whole-school PSHE Programme (Jigsaw).

Jigsaw for Schools - our school PSHE and RSE programme

Jigsaw is used To ensure progression and a spiral curriculum is delivered to all pupils. It is a mindful approach to PSHE which is tailored to the needs of our pupils.

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. The overview of the programme can be seen on the school website.

The Jigsaw Programme offers a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our pupils' learning. This also supports

PSHE Policy (including Relationships and Health Education)

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, and Cultural) development opportunities provided for our pupils

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.

Relationships Education

Relationships Education in primary schools cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'. The way in which Jigsaw 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 compositions and that each is important to the pupils involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

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' and 'the Changing adolescent body'.

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'.

Educating pupils about puberty is now a statutory requirement which sits within the Health Education aspect of the DfE guidance within the 'Changing adolescent body' strand; in Jigsaw this is taught as part of the 'Changing Me Puzzle' (unit).

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age, 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'. Before this unit of work is studied by pupils, parents will be informed (via letter) and they will have the right to request that their child is withdrawn from these lessons. To ensure that parents are fully informed either the PSHE Curriculum Lead, Year Group Leader or the Deputy Headteacher will discuss the content of the lessons with the parent on a 1:1 basis so that they are able to make informed decisions about what is best for their child. During this meeting, parents

will also be made aware of the content that is statutory so that they are able to discuss this with their child beforehand if they wish.

We believe that our pupils should understand the facts about human reproduction before they leave primary school. Parents have the right to request that their child be withdrawn from some or all of the sex education that is delivered as part of the statutory Relationships and Sex Education DfE Guidance (p.17).

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

Part of sex education refers to Human Reproduction, and therefore we 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)

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 Puzzles (units) and these are taught across the school in every year group; the learning deepens and broadens every year.

Term Puzzle (Unit) Content

Term	Jigsaw Coverage
Autumn 1	Being Me In My World Establishing Charter for PSHE sessions. Includes anti-bullying (cyber and homophobic bullying) and understanding
Autumn 2	Celebrating Difference Includes understanding my own identity and how I fit well in my class, school and global community.
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 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.
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During the week pupils have an allocated time for PSHE in order to teach skills needed for personal, social and emotional development of all pupils in an age appropriate way. In some Year Groups, these sessions are ‘blocked units’ to ensure that pupils have time to embed skills that are being taught and for them to be enhanced. These include:

- Assemblies and collective worship
- Praise and reward systems
- Learning Charter
- Through relationships (child to child, adult to adult, adult to child across the school).

As a school we aim to ‘live’ what is learnt and apply this to everyday situations in the school community.

Class teachers deliver PSHE sessions to their class, where possible, as we believe this deepens, strengthens and enhances relationships between pupils and teachers.

DfE Guidance 2019 and links to Jigsaw – Relationships Education

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. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

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

	<ul style="list-style-type: none"> ● 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. ● 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 in same sex couples. The Marriage (same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	
<p>Caring friendships</p>	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded ● 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 ● 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference ● Being Me in My World

<p>Respectful relationships</p>	<ul style="list-style-type: none"> ● 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 ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● 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 ● About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference ● Being Me in My World
<p>Online relationships</p>	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not. ● 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. ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference

	<p>have never met.</p> <ul style="list-style-type: none"> ● How information and data is shared and used online. 	
<p>Being safe</p>	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)? ● 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. ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ● How to recognise and report feelings of being unsafe or feeling bad about any adult. ● How to ask for advice or help for themselves or others, and to keep trying until they are heard. ● How to report concerns or abuse, and the vocabulary and confidence needed to do so. ● Where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference

DfE Guidance and links to Jigsaw - Physical health and mental well-being education

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:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> ● That mental wellbeing is a normal part of daily life, in the same way as physical health. ● 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. ● 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. ● How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well being and happiness. ● Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● That bullying (including cyber bullying) has a negative and often lasting impact on mental well-being. ● 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 mental well-being or ability to control their emotions (including issues arising online). ● 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me ● Relationships ● Changing Me ● Celebrating Difference
Internet safety And harms	<ul style="list-style-type: none"> ● For most people the internet is an integral part of life and has many benefits. ● 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Healthy Me

	<p>their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. 	
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • 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. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
<p>Healthy eating</p>	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

<p>Health and prevention</p>	<ul style="list-style-type: none"> ● How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. ● The facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me
<p>Basic first aid</p>	<ul style="list-style-type: none"> ● How to make a clear and efficient call to emergency services if necessary. ● Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me
<p>Changing adolescent body</p>	<ul style="list-style-type: none"> ● Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ● About menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Changing Me ● Healthy Me

Monitoring and Review

The Teaching and Learning 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 Hilldene Primary 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?’

Other Links

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)