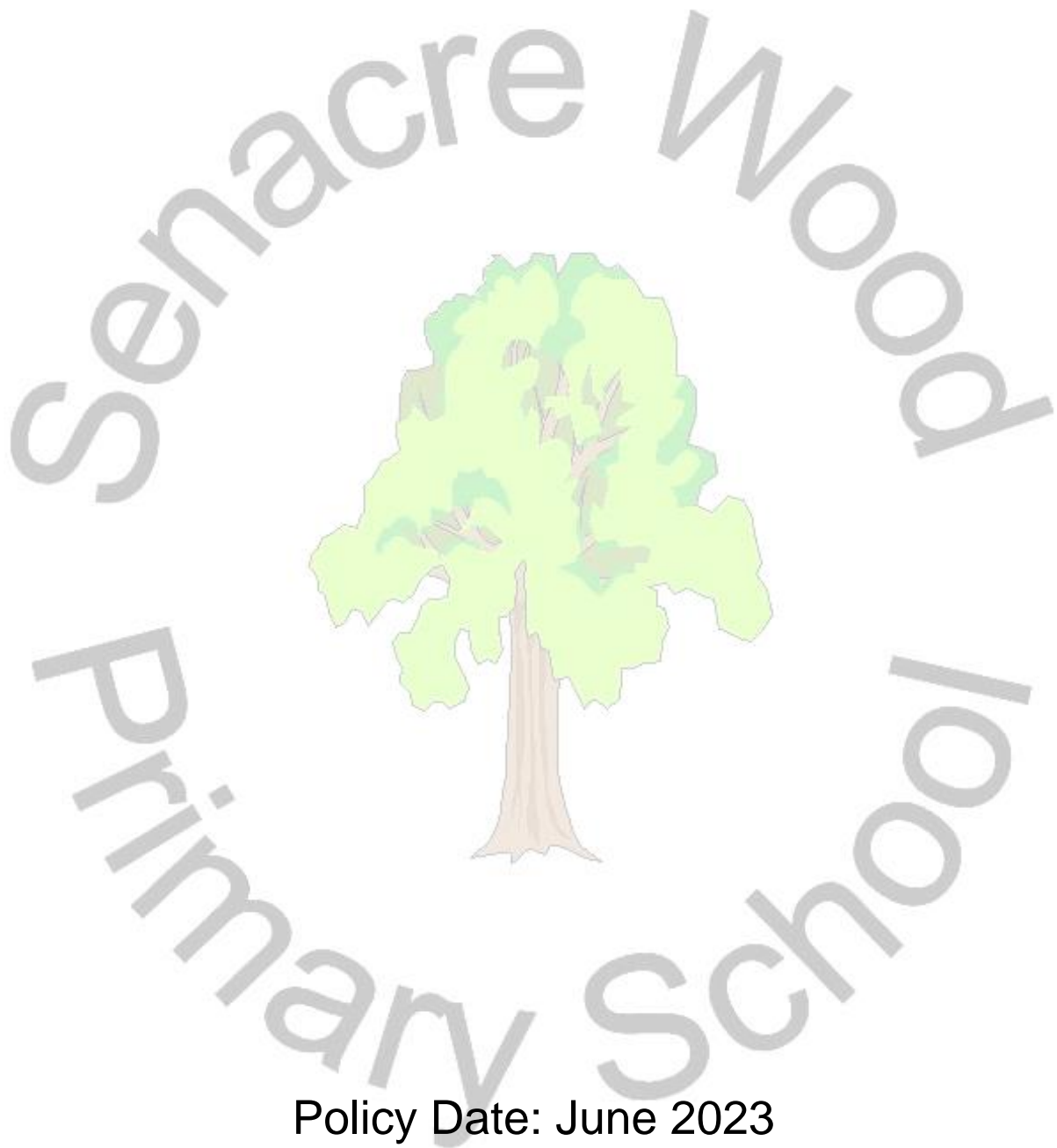


# PSHE Policy



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# Senacre Wood Primary School PSHE and SRE Policy

## INTRODUCTION

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 Department for Education states;

*'Personal, social, health and economic education is an important and necessary part of all pupils' education. 'Schools are expected 'to use their PSHE education programme to' equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.' Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'*

Standardised frameworks or programmes of study do not feature in the national curriculum to 'allow teachers the flexibility to deliver high-quality'

At Senacre Wood 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.

## INTENT

At Senacre Wood our learners will leave with the knowledge and skills to make safe choices in the world around them. Our PSHE and SRE curriculum will ensure that statutory content is carefully planned, delivered and understood by learners. We will give learners ample time and relevant opportunities to experience PSHE in meaningful contexts; underpinning their personal and social development.

Our PSHE curriculum and policy contribute significantly to our school's safeguarding duties and responsibilities, as outlined in our Safeguarding policy. The curriculum contributes significantly to the school's Equality Duties and the Government's British Values agenda, as well as our pupil offer related to Spiritual, Moral, Social and Cultural development.

- Keeping Children Safe in Education (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Equality Act 2010 and schools [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](http://www.gov.uk)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- 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) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- Our curriculum is aligned to the PSHE Association Programmes of Study for PSHE [pshe-association-programme-of-study-2020-map.pdf](#)

## IMPLEMENTATION

At Senacre Wood Primary, we believe that a whole school approach to PSHE and SRE creates a familiar and reassuring basis for learners when exploring sensitive curriculum areas. Returning to themes of learning using a spiral curriculum, facilitates easier retrieval of prior learning, providing a nurturing environment to foster the deepening of knowledge and skills.

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 children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. 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.

## PLANNING

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

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. Jigsaw provides comprehensive lesson plans to ensure that teachers are building on prior knowledge and are confident that learning is pitched appropriately. Lesson plans provide scripts and model answers to sensitive questions that students may have.

Term	Puzzle (Unit)	Content
<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
<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	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

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**Summer 2:** Changing Me

Includes Relationships and Sex Education in the context of coping positively with change

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Statutory Relationships 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.

Statutory Health Education; Jigsaw lessons ensure coverage of all statutory areas for primary schools - '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'.

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. For instance, 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.

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 Senacre Wood Primary School, we believe children should understand the facts about human reproduction before they leave primary school, but acknowledge "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

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. At Senacre Wood Primary School, puberty is taught as part of 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 within the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by letter in the Spring Term before the Changing Me Puzzle is taught.

In addition to Jigsaw's comprehensive scheme, we are responsive to local, national and global environmental, social and technological developments and safeguarding priorities. We plan for visitors, workshops, additional sessions and online resources to support PSHE and SMSC learning.

Class learning is collated in PSHE class big books. This allows subsequent teachers to review what has been taught previously, enabling planning for retrieval activities to ensure long term retention of learning. This also ensures that teachers have an accurate record of curriculum coverage and are aware of any areas that the class will need to revisit for consolidation.



## LESSONS AND ENVIRONMENT

At Senacre Wood Primary School class teachers deliver weekly lessons to their own classes in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Each lesson follows a familiar start to reassure learners. This includes a reminder of the jigsaw charter to ensure a safe space for children to explore their thoughts and feelings around a range of subject areas that may be sensitive to some. Students are taught to respect each other's ideas and responses. Learning activities are designed to be interesting and fun.

Lessons are reinforced and enhanced in many ways, such as; assemblies and collective worship, praise and reward systems, the PSHE 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 and wider community.

Due to the nature and subject matter of some PSHE lessons, children may be more likely to make disclosures of a sensitive nature. These will be reported to DSLs to allow for the correct procedures to be followed and for support to be put in place for affected students.

## ONLINE RESOURCES

- Jigsaw's online platform provides a plethora of teaching resources, assembly material, songs and music.
- The NSPCC, ChildNet, Emotionally Healthy Schools and other sites provide resources for additional material that can be accessed on line. Learn and Thrive provide additional resources that are useful to use with children who have SEND.
- Any material that is additional to Jigsaw is carefully checked by the class teacher to ensure it is age appropriate. The PSHE Lead will be consulted if there are any concerns related to suitability.

## ASSESSMENT

Assessment is an integral part of teaching and learning and is a continuous process. To support this, teachers maintain assessment in relation to statements linked to each unit. The statements can be viewed in the class big books at the start of each unit.

## PSHE IN EARLY YEARS FOUNDATION STAGE

Each Jigsaw lesson for Reception class which align to the DfE (England) Early Learning Goals and Development Matters statements mapped to that lesson. EYFS staff, continually observe and assess children against these, and plan the next steps in their development.

Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom. Observations, photographs and children's work related to Jigsaw are recorded in the class big book. PSHE learning that occurs across child directed sessions may be recorded in Learning Journeys. To ensure pupils develop their understanding, they have regular opportunities to build on next steps in their play but also during 1:1 and focused intervention sessions.

As well as engaging in planned activities, throughout the day, easily accessible, quality mathematical resources are provided so that children can self-select and engage freely. Wherever possible, children's interests are used to support delivering the mathematics curriculum. When child initiated activities are set up, maths resources, that will spark certain knowledge, are set up to ensure planned observations naturally arise in their play.

## EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

All children have equal access to PSHE (unless withdrawn from SRE lessons by parent/carer). A calm and safe ethos is fostered so that all children, regardless of race, gender, ability or special needs (including those for whom English is a second language) feel supported to explore sensitive and personal subject matter and to develop understanding and confidence relating to the choices they make.

EHCPs and personalised plans may incorporate suitable objectives. The school Senco will determine the most suitable way these will be delivered (whole class, small group, 1:1). Within PSHE lessons, teachers have a responsibility to not only provide differentiated activities to support children with SEND, but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability. Lessons are expected to be delivered with adaptive teaching techniques to ensure success for all learners and high expectations for all.

Some children will have experienced trauma that will be exacerbated by exposure to particular elements of the PSHE curriculum. For these children, DSLs will evaluate the lesson plan and determine if the student is able to access the class. DSLs and PSHE Lead will endeavour to ensure the learning is revisited in a safe and suitable manner. Objectives may be explored by trained therapeutic practitioners in some cases.

## IMPACT

Impact is measured in the short and long term. Activities are monitored to give the teacher 'real-time' feedback on the impact of initial teacher input. The results of activities are assessed for impact. Teachers and the PSHE lead will also gather pupil voice. In the longer term, retrieval activities allow for assessment of impact and this forms the basis of the planning of teaching and learning opportunities - ensuring we are responsive to the needs of our learners. Data is formally gathered in relation to ELGs and, potentially, for EHCPs).

## ROLE OF THE PSHE SUBJECT LEADER

The PSHE subject leader will ensure that Jigsaw is embedded as a whole school approach –sharing a unit introduction together in assemblies each term. The lead will ensure classes are following the same puzzle piece (unit) at the same time and will address any gaps in delivery. It is within the lead's role to ensure teachers are able to use the Jigsaw PSHE portal to access plans and resources and can confidently deliver each unit. The PSHE lead will identify training needs and plan for these. The PSHE lead will use a range of methods to analyse and evaluate the effectiveness of the PSHE curriculum, including holding pupil voice in regard. Monitoring outcomes will be shared with the teacher and SLT. Recommendations are then made, supported and monitored.

The PSHE lead will work alongside SLT, DSLs, the Computing lead and class teachers to ensure the PSHE curriculum is meeting the learning and development needs of the school community based in relation to local safeguarding priorities, cohort needs, online safety and current affairs. The PSHE lead, will ensure additional lessons, workshops and visitors are arranged to supplement the PSHE curriculum or to support identified needs not covered by Jigsaw.

The PSHE lead will ensure parents are alerted to SRE delivery in term 5 and will offer meetings with all parents who raise concerns or would like to remove their children from particular SRE lessons.

The PSHE Lead will keep a relevant action plan and will share this with the Headteacher, SLT and Governors.