



North Somercotes CE Primary School

Personal, Social and Health Education Policy (Including Sex and Relationships Education)

What is PSHE and SRE?

PSHE stands for Personal, Social and Health Education. It covers the education of the whole child and the choices they make. SRE stands for Sex and Relationship Education and is a compulsory part of this policy. SRE is integrated into the key concepts of PSHE.

Our definition for KS2:

PSHE is learning about how to keep ourselves safe and healthy, physically and emotionally as well as understanding differences.

Our definition for Foundation and KS1:

PSHE is learning about ourselves.

Our definition of SRE:

Exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

PSHE encourages our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Context

Over 90% of our families come from a white British background. Less than 3% of our families come from a non-white background. This is broadly in line with North Somercotes and the immediate surrounding area. Due to this, children at our school have limited experiences of non-white British people, both in this country and in the wider world. Following the Covid-19 pandemic and enforced school closures many children have shown increased levels of anxiety both at school and at home. As a result the level of emotional support school provides to the children has significantly increased.

Intention

"No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite." Nelson Mandela

We want our children to leave North Somercotes CE Primary School being resilient, responsible, respectful citizens. Every day we encourage our children to "Let their Light Shine". We also want our children to 'broaden their horizons' and have knowledge of the world outside our school, including different faiths and religions and different relationships. We intend for our children to be emotionally intelligent; able to understand their own feelings and emotions and be fully equipped to deal with various emotional situations.

Through our PSHE curriculum we aim to widen our children's knowledge, skills and understanding of themselves and others around them. PSHE is a hugely important subject, especially in today's world. We want our children to have the knowledge to make their own informed decisions in life. We want our children to have the skills to question evidence that they are given and to interrogate; not accepting information at face value. We want them to be able to reflect upon information and be able to make independent, informed decisions. We want our children to know and understand our British Values; to know how to debate reasonably; to understand their whole self and how to keep themselves healthy. We want our children to be kind, caring individuals who respect others. We ensure the application of British Values runs through all of this linked, as always to our school's Core Christian Values.

They should be excited by PSHE and eager to learn more, questioning what they have learnt so far. They should be aware of current world issues and able to debate them within their learning. The children should be fully invested in the purpose of their learning and understand the importance of understanding themselves and others. They should learn what it means to be empathic and strive to learn about people with different lifestyles or who follow different religions to them.

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 this to the 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.

Implementation

To meet the needs of our children we have chosen to use the Jigsaw Programme of PSHE. 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. This also supports the 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.

Roles and Responsibilities

Subject Leader

The PSHE subject leader monitors the way their subject is taught throughout the school by:

- Planning scrutiny
- Work scrutiny
- Learning walks
- Pupil voice
- Lesson observations
- Teacher interviews

The PSHE subject leader has the responsibility for monitoring the way in which resources are stored and managed. They provide ongoing CPD to ensure the highest quality of teaching and learning. They will ensure that staff have access to current research into PSHE and any current world issues.

Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. All staff are responsible for modelling the values we teach through PSHE: through the way they communicate with children and each other; through the vocabulary they use and through the attitudes they expect within their classroom and, in turn, the whole school. Staff will ensure they are using the correct vocabulary for their year group. They will be confident with their subject knowledge and are aware of the expectations for key endpoints of the previous/ next year groups and also the end of key stage.

Organisation and planning

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

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; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Sex and Relationships Education

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach. Health Education 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'.

Relationships Education will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. 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; this 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.

Right to withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request an appropriate member of staff would discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Inclusion

- The school's PSHE curriculum, lessons and materials will support equality of opportunity and an inclusive attitude to all learners. We will ensure that children are provided with a broad and balanced curriculum. Children will be able to engage in informed debate on environmental issues.
- All pupils will have equal opportunity to reach their full potential across the PSHE curriculum regardless of their race, gender, cultural background or ability. Class teachers will be responsible for planning activities that are differentiated and suitably challenging to meet the needs of all children, enabling access to the study of PSHE using Jigsaw – The Mindful Approach to PSHE.
- We will ensure our Bottom 20% readers are able to fully access all aspects of the PSHE curriculum through adapting of resources, additional adult support and other means of quality first teaching support.

Impact

“Be the change you want to see in the world.” - Mahatma Gandhi

PSHE is a subject that we are proud of and its impact can stretch wider when its value is recognised. Our children will leave North Somercotes CE Primary School with a depth of knowledge embedded through the Jigsaw Programme. They will have learnt knowledge and skills, through high-quality teaching, which can support them through later life. Having an understanding of other cultures and knowing that there are many similarities as well as differences between people, is so valuable in a society from many different backgrounds.

Our children will also be critical thinkers and will challenge an idea using arguments of their own. They will know what it means to belong and be cared for by others within their community. They will have pride in themselves whilst recognising difference and diversity and knowing it is something to be celebrated. They will grow into respectful, tolerant and caring citizens.

Our children will know how to take care of themselves, physically and emotionally. They will understand the importance of keeping healthy and know the impact they can have upon others, both positively and negatively. They will strive to make the world a kinder, more caring place by showing empathy and kindness towards others.

We hope PSHE will teach them that they should be proud to “Let their Light Shine so others can the good they can do”. This will ensure our children enter the next stage of their learning as resilient, respectful and tolerant pupils.

Policy Agreed: Autumn '22

Policy Review: Autumn '25