



Coastal Learning
PARTNERSHIP

PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from Sept 2020)

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Local Governors
Policy Ratified:	15 th June 2021
Review Date:	June 2023

Specific to:





PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020)

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Name of school	Courthill Infant school
Date of policy	May 2021 – draft and consultation June 2021 – final draft
Member of staff responsible	V.Jackson
Review date	June 2023

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.

Personal, Social, Health Education (PSHE)

At Courthill Infant 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.

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.

The Jigsaw programme supports children alongside teaching of our school values of independence, resilience, problem solving, teamwork and creativity. As a Rights Respecting school jigsaw offers children the opportunity to make links to the rights respecting agenda within the PSHE curriculum.

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 p.8

“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

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Courthill Infant 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 with the relevant information and quality materials.

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](#))
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary> Relationship and Health Education in Primary School DfE Guidance
- [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).
- Ten Protected Characteristics <https://www.equalityhumanrights.com/en/equality-act/protected-characteristics>

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 primary phase including statutory Relationships and Health Education. At Courthill Infant School we focus on the first three years of the Jigsaw programme. 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 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 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.
Summer 2:	Changing Me	Includes Relationships in the context of coping positively with change.

At Courthill Infant School we either teach weekly discrete lessons or block them during the half term, in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. All lessons are delivered by the class teacher and themes are explored through circle times. Where possible we do not teach Relationship, Sex or Health Education lessons as a block, but rather as weekly sessions as children need time to process the learning from week to week and make links. We also use the NSPCC 'Pants' resources to support their children.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school and through our School values. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Relationships Education

At Courthill, **we define Relationships Education in it's simplest form as a persons' interaction with themselves and others.** It is about emotional, social and cultural development of pupils, and involves learning about relationships, diversity and personal identity. Relationship Education involves a combination of sharing information, exploring issues and values.

What does the DfE statutory guidance on Relationship Education expect say?

Relationship Education will cover 'Families and people who care for me', Caring Friendships', Respectful Relationships', Online Relationships' and Being Safe'.

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.

Protected characteristics

The Equality Act came into force from October 2010 providing a modern, single legal framework with clear, streamlined law to more effectively tackle disadvantage and discrimination. It stated that it is against the law (UK) to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics', and schools have a duty of care to protect all pupils from discrimination or harassment.

Jigsaw PSHE can help schools understand and promote these characteristics more fully and in a child-centred way. The Puzzle '**Celebrating Difference**' focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'; bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.

The **Relationships** Puzzle also has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss – all of which can help to deliver the vital messages behind the Equalities Act. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs and can help them understand the wider world.

Health Education

At Courthill we define Health Education as an understanding of how to maintain good physical health and mental wellbeing.

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

Health Education in Infant schools will cover 'Mental Wellbeing', 'Internet Safety and Harms', 'Physical Health and Fitness', 'Healthy Eating' and 'Health and Prevention'.

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.

Sex Education

As we are an infant school we are not required to provide sex education. However through the teaching of the KS1 science (national requirements for 'animals including humans') children are taught to identify and name main body parts and understand life cycles.

At Courthill Infant School if a child asks for the correct terminology for private areas, the staff would give children the accurate and scientific name and the terms penis, vagina and vulva are all taught as a part of our jigsaw changing me puzzle and NSPCC Pants topic.

Sex Education in later key stages builds upon the teaching and learning that is delivered in an KS1, is an essential foundation for this later learning.

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... drawing on knowledge of the human life cycle set out in National Curriculum Science.

From September 2020, RHE (Relationships Education and Health Education) has been made compulsory in all primary schools in England, with an emphasis on Relationship Education, meaning primary schools have a legal duty to provide and teach the children this curriculum content. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty. Alongside this the DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

At Courthill Infant School, we **define Sex Education as understanding human reproduction** and therefore do not teach explicit Sex Education lessons in Key Stage 1. Specific lessons on human reproduction are taught in key Stage 2, when your child moves onto middle school.

Within Key Stage 2, the Changing Me Puzzle includes, in every year group, two or three lessons to help children understand the changes puberty brings and how human reproduction happens. There is a very serious safeguarding aspect to this work; obviously, the younger year groups within an infant school are not looking at these issues directly and explicitly, but rather learning correct terminology for body parts and doing the foundation work for learning that will follow in later year groups. The Years 5 and 6 lessons look more fully at puberty and reproduction.

Monitoring and Review

The PSHE Subject Leader will monitor and evaluate delivery of the subject using a variety of approaches and through collating different sources of evidence of impact. This will be done termly and reported to the Governing Body in the Head Teachers annual report. These may include; discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision scrutiny of books observation and learning walks analysis of pupils' outcomes in Relationship and Health Education. Evaluation of the subject's impact will be supported through collating information relating to:

- Pupil and teacher written evaluations of the content and learning processes
- Staff meetings to review and share experience

- School council

Assessment –

Pupils' progress and development in Relationship and Health Education is monitored by classteachers as part of our internal assessment systems. Assessment is key to PSHE and with regular reflection on personal experiences information can be provided that gives an indication of progress and achievement. This is recorded using whole class assessment grids linked to the objectives within Jigsaw. All teachers use this assessment tool twice a year to tie into their yearly overviews. Reception teachers track PSED against the Early Learning Goals and use the EYFS profile as a summative tool.

Policy development

We are consulting with parents and carers as we are making changes to our PSHE policy and have consulted with teaching staff.

The consultation and policy development process involved the following steps:

1. Review – The PSHE subject leader reviewed the school's policy, including relevant national and local guidance.
2. Staff consultation through an RSHE training– all school teaching staff were given the opportunity to look at the policy and make recommendations. The PSHE subject leader also met with the Designated Safeguarding Lead to discuss RSHE at Courthill and relevant local guidance.
3. Governors – an RSHE curriculum update was delivered to the governors and the draft policy shared
4. Parent/stakeholder consultation – parents and any interested parties were invited to take part in an online RSHE survey and were e-mailed the draft policy to read. The consultation questions and responses are available to view on our school website. (See appendix 3 for the survey)
5. Ratification – once amendments were made, the policy has been shared with governors and ratified
6. Pupils – This is ongoing during the school year, with lesson drop ins about particular topics and talking to pupils. The children will be asked what they're learning about and gauge how much of it they understand. This can help staff identify what the curriculum should cover and when it should be taught.

Equality

This policy will inform the school's Equalities Policy. 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 characteristic. 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 Courthill Infant 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, Sex and Health Education. Schools are not required to teach all the protected characteristics in every year group, however as a staff we give our pupils opportunity to develop age appropriate knowledge and understanding through a well planned and delivered curriculum. ‘Children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued’.

Jigsaw is a complete scheme of work for Personal, Social, Health Education (PSHE) covering the entire PSHE curriculum for primary children aged 4-11. Only a very small number of these lessons in the entire scheme have any focus upon LGBTQ issues. Jigsaw’s philosophy is about inclusion and valuing all children.

What LGBTQ material is taught in lower primary (infants)?

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources such as those below are used as a discussion focus. Questions such as; ‘Which photos show a family?’ ‘What is important about a family?’ and ‘What does your family mean to you?’ help children understand about their own and other’s families and how a family is founded in love and respect. Should children raise the question about pictures that show a same-gender couple, Jigsaw’s teacher notes suggest this is explained to children in the following way: ‘Some children have two mummies or two daddies.’ Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and include any children who have LGBTQ people as part of their family.

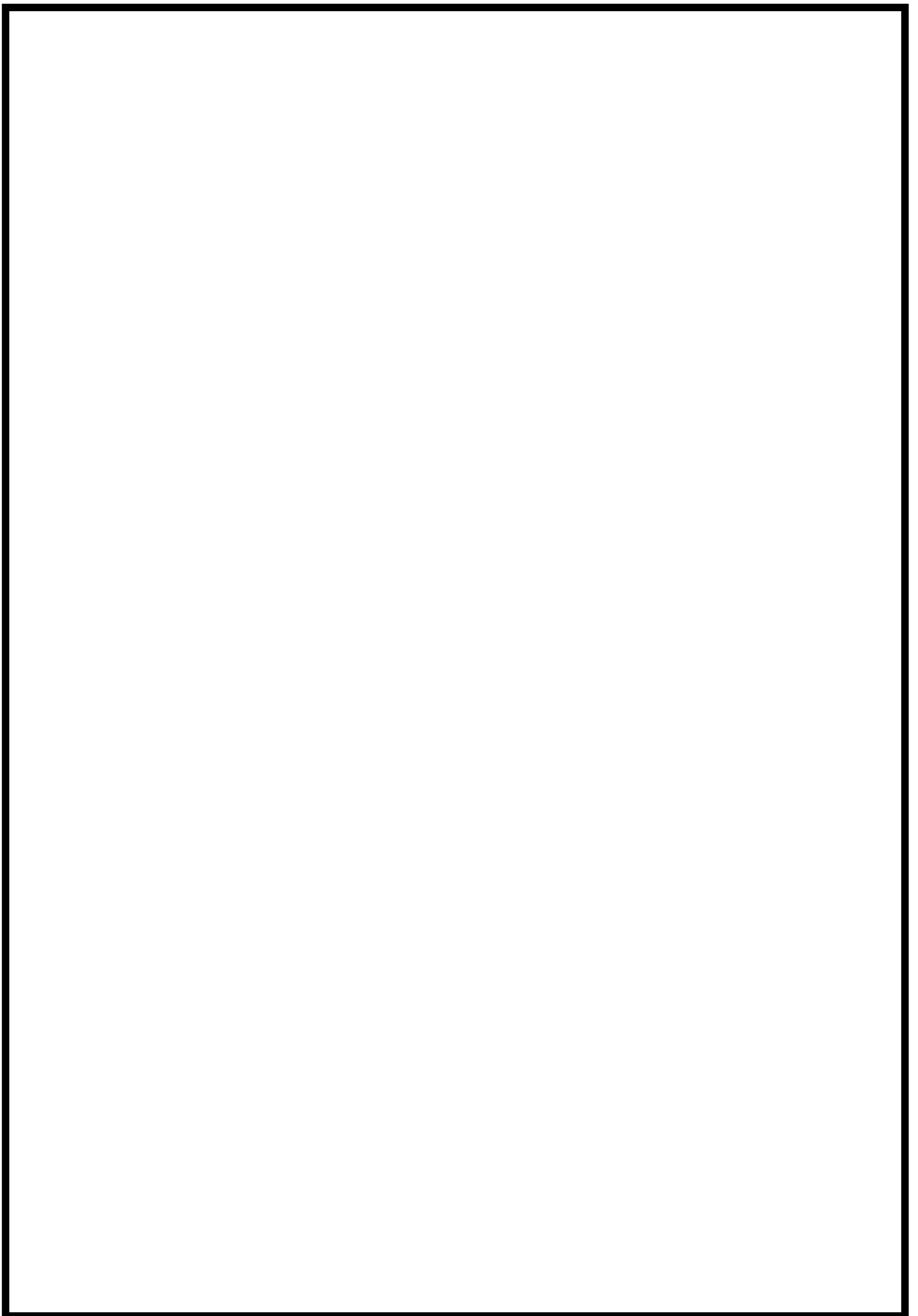
Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?





PSHE Policy

May 2021

Person Responsible:

Governor Committee:

Date Ratified:

Date of Review:

Chair of Governors Signature _____