

# Donnington Wood Infant School & Nursery



## PSHE Policy

**(Personal, Social, Health Education, including Relationships and Health Education)**

<b>Date of Policy Creation</b>	April 2020	<b>Named Responsibility</b>	Deputy Headteacher – Mrs S Pitt
<b>Date of review completion</b>	October 2023	<b>Named Responsibility</b>	Teaching and Learning Committee
<b>Inception of new Policy</b>	October 2023	<b>Named Responsibility</b>	Deputy Headteacher – Mrs S Pitt
<b>Date of Policy Adoption by Governing Body</b>	October 2023	<b>Review due</b>	October 2024

All staff will be given access to a copy of this policy.

Copies are available from the office or via the website for parents and members of the wider community

## **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.

## **PSHE**

At Donnington Wood Infant School and Nursery, 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.

We use 'Jigsaw' to deliver the taught elements of the curriculum as it 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.

Jigsaw supports the "Personal Development" and "Behaviour and Attitudes" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to SMSC (Spiritual, Moral, Social, Cultural) and other aspects of learning and development opportunities provided for our children in school

The following mapping documents show how Jigsaw contributes to :

- [Equality Duties](#)
- [Government's British Values agenda](#)
- [Preventing racism](#)

## **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

At Donnington Wood Infant School and Nursery 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 [Equality Act 2010: advice for 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)

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. 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
<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
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Donnington Wood Infant School and Nursery we allocate 60 minutes (20mins in Nursery) to 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 including:

- Assemblies and collective worship
- Visits and visitors
- Praise and reward systems
- Learning Charters
- School Council
- Relationships child to child, adult to child and adult to adult
- Incidental learning opportunities

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Each term we write to parents of Year 1 and Year 2 children to inform them of what will be taught as part of Jigsaw (PSHE & RHE curriculum). Each Spring term we hold meetings to discuss the contents of this policy and Jigsaw theme 'Changing Me.'

This ensures we establish a partnership which will:

- enable us to listen to concerns of parents so they know they will be taken seriously and acted upon
- enable us to share our approaches and strategies so that we are mutually supportive

If parents have concerns, or wish to discuss any aspect of the PSHE / RHE curriculum, they are encouraged to contact the school office in the first instance. Parents have the right to withdraw their children from the RSE part of RHE curriculum, but children cannot be withdrawn from those parts included in National Curriculum Science or the Health and Relationships Education which is compulsory in all primary schools.

### **Relationships Education**

***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 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.

### **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.

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. This is part of the Key Stage 2 curriculum and so is not covered at our school.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### **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 Donnington Wood Infant School and Nursery 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?'](#)