

Southam Primary School



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

Chair of Governors signature *A. Lester*

Headteacher's signature *E. Laguna*

Ratified: May 2022

Review: Summer Term 2023

Person responsible for overseeing the implementation: PSHE Lead and Headteacher



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Southam Primary School PSHE Policy

Rational:

Personal, Health and Social Education is at the heart of Southam Primary School.

We believe children's attitudes to themselves and each other must be healthy if they are to be happy at school and for effective learning is to take place. Our curriculum promotes pupil's spiritual, moral, social and cultural development and prepares them for the opportunities, responsibilities and experiences of life. We aim to help our children develop into healthy, safe and responsible citizens and prepare and equip them for adulthood.

Aims:

'At Southam Primary School children are at the heart of our school. Everything we do is aimed towards helping our children develop as individuals and to equip them for life in the future. Our purpose is to give each individual child every opportunity and encouragement to achieve their full potential intellectually and physically; to develop emotional, social, spiritual and moral values; and to become a valuable citizen.' E.L

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.
- To teach pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

British Values:

At Southam Primary School, the core British Values are an integral part of our school ethos. These are:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

We believe that these values should be celebrated throughout the year through our whole school assemblies and events. Furthermore, we teach these values throughout our curriculum, in all subjects, rather than in isolation. The British Values, are also a focus within our PSHE curriculum and can be referenced on the Jigsaw British Values Progress Grid by Year group (see separate document).

Curriculum:

In our school we choose to deliver Personal, Social, Health Education using the 'Jigsaw' curriculum, which fully covers the new statutory Sex and Relationships Education. Alongside this we also teach Protective Behaviours in the Spring Term.

We chose to use the Jigsaw curriculum, because we feel that the mindful approach best fits the needs of our children at Southam Primary School. The progress of skills and knowledge throughout the Jigsaw Curriculum can be seen on the whole school skills progression grid, which shows this from Receptions to Year 6 (see separate document).

Sex and Relationships Education:

At Southam Primary school children will be following the new Sex and Relationships Education through the Jigsaw curriculum from The Autumn Term in 2020, when all schools will be required to comply with the updated requirements. The statutory guidance can be found at:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At Southam Primary school we believe it is vital for children to learn about what makes a healthy relationship and how to keep safe and healthy in the modern world. Our SRE education will cover a wide range of topics relating to physical and mental health, wellbeing, safeguarding, changes and healthy relationships.

Through learning about the emotional, social and physical aspects of growing up, we aim to give our children the information, skills and positive values to have safe, fulfilling relationships and to help them take responsibility for their own well-being.

We believe children should understand the facts about human reproduction before they leave primary school so we have ensured that these facts are covered through our PSHE provision and our science curriculum. We define Sex Education as understanding human reproduction.

At Southam Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle unit in the Summer Term. 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 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)

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 SRE. At Southam Primary this is delivered to children in Years 5 and 6 through the Jigsaw Units: Changing me in Summer Term. Any requests must be made prior to the teaching units and go through the headteacher. If a request is received, as a school we will always meet with parents and carers to:

- discuss the background to their request
- offer assurances about our school's approach
- set out the benefits of pupils accessing sex education in school

There is no right for parents to withdraw their child from Relationships Education, Health Education or the science curriculum.

The Jigsaw Objectives:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content:

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

How is Jigsaw PSHE organised in school?

Class teachers are responsible for delivery of lessons, which are taught weekly for approximately one hour, every half term. However, teachers are also encouraged to use the breathing exercises (Calm Me Time) whenever they feel children need it and also circle time if the need arises.

Lleryn Gardner is the PSHE curriculum leader and is responsible for monitoring and evaluation and supporting staff where necessary.

The Jigsaw curriculum brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Mental Health

Southam School is fully committed to creating good mental health for all. The Jigsaw scheme teaches this through mindfulness activities and Calm Me breathing time in each lesson. It teaches children to be able to use these techniques in any situation they feel it is necessary. The importance of talking about our feelings and emotions are also discussed. Children are taught to understand that mental health is as important as physical health is. They are also taught how to help improve their own mental health and how to help others with theirs.

Differentiation/SEN:

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools. Provision is inclusive of all pupils and consistent with the 2010 Equality Act

Safeguarding:

Teachers and all adults working in class are aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one before or after the lesson. It is important to allow the time and appropriate staffing for this to happen.

Preventing and Responding to Harmful Sexualised Behaviour

Through PSHE lessons and the Protective Behaviours programme children will be taught about appropriate and harmful behaviours.

Assessment:

We are developing criteria based on our Assessment Progression for PSHE to reflect what meeting in each year group looks like in PSHE and the level is recorded on OTrack. Work to evidence this is recorded in PSHE books/ class books (KS1) and in the Subject Leader Portfolio.

Reporting to Parents/Carers:

Each Puzzle's assessment tasks and children's Jigsaw Journals assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors are used as a starting point when considering what to write on children's reports.

Monitoring and evaluation:

The PSHE lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Work and planning trawls
- Staff meetings to review and share experience
- Parent consultation

External contributors:

We have several contributions from the local community to enrich our PSHE curriculum, including: community police and fire officers, e-safety experts and anti-bullying workshops. Through parental support we have also had visits from vets and dental nurses.

The Learning Environment:

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy

Answering Difficult Questions and Sensitive Issues:

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBTQ+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers:

We believe that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parents'/carers' consultation of both this policy and the new statutory Relationships and Sex Education,
- Information and guidance through leaflets, letters, the school website, Class Dojo and school displays.

Links to other policies and curriculum areas:

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science and R.E curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

Dissemination:

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection/Safeguarding Issues:

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named designated safeguarding lead (Miss Longworth) who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Policy Review

This policy is reviewed annually.