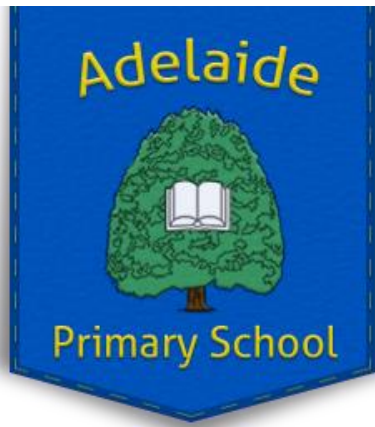


Adelaide Primary School



PSHE (Personal, Social, Health Education) Policy

(including **Relationships and Health Education** statutory from September 2020, and our position on Sex Education)

Respect – Equality – Effort

“Our vision is to provide all of our children with a body of knowledge, skills and vocabulary alongside the development of an exceptional character so that they thrive and succeed in all that they do!”

Our children experience an inspirational learning journey that develops a genuine thirst for knowledge and curiosity of the possibilities that sit within the wider world around them.

Our children deserve the very best and the [Adelaide Curriculum Experience](#) gives them the opportunities, knowledge, skills and vocabulary alongside the personal attributes and attitudes to inspire them to be the best that they can be.

Ratified by Governors: Summer July 2022

To be updated: Summer 2023

Context

All schools must provide a curriculum that is broad, 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

Our vision and intent for PSHE:

- Children will develop the knowledge, understanding, attitudes, values and skills they need to reach their potential as individuals and within the community
- Children will reflect on their experiences and understand how they are developing personally and socially,
- Children will learn how to form effective, fulfilling relationships.
- Children will learn how to make and act on informed decisions and communicate effectively with others
- Children will learn how to respond to challenge positively and openly and be an active partner in their own learning
- Children will be active citizens within the local community and explore issues related to living in a democratic society.
- Children will become resilient, healthy and fulfilled individuals, equipped to live in modern Britain and ready for any challenges that life may present.

At Adelaide Primary School, we deliver Jigsaw, the mindful approach to PSHE. It is an integrated scheme of learning, for Personal, Social, Health Education, with emphasis on emotional literacy, mental health, SMSC and spiritual development. Jigsaw is a unique, spiral, progressive and effective PSHE scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world. Curriculum Intent from PSHCE and Jigsaw: a progression in the knowledge and understanding.

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 "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, and Cultural) development opportunities provided for our children.

Here at Adelaide 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.

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 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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

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 |

At Adelaide Primary School, we compliment the Jigsaw PSHE scheme with carefully chosen additional whole school PSHE events throughout the year. The events we mark are chosen to support specific local contextual safeguarding concerns:

- White Ribbon event (anti domestic violence messages)
- Road safety week
- Anti-bullying week (including 'expect respect' positive relationships work)
- Safer internet day
- Random acts of kindness day
- Mental Health awareness week
- RSE day (NSCPP Pants rules)
- Sun safety awareness week
- Rail safety awareness
- Bikeability and pedestrian skills

Additional PSHE Support

The school recognises that some children require additional support beyond the universal offer for all. Adelaide Primary School has a range of PSHE interventions for children who require additional support with their personal, social and emotional development.

- We have two trained ELSA workers, who are able to assess and support children's emotional development. ELSA session can take place in small groups or 1:1, as needed.
- We have around five members of staff who are trained to develop 'Friendship groups' work to children in FS & KS1, and those with significant SEND. These sessions develop children's ability to connect with others and their basic social skills, such as eye contact and responding to other's compliments.
- We have two members of staff who are trained to deliver the 'POWER' intervention programme to small groups of Year 5 and Year 6 pupils. These sessions develop children's wellbeing, empathy and resilience.
- The school regularly refers children to local services, such as the SMILE group counselling programme, Headstart services and CAMHs. All referrals are made with the consent of parents or carers.

Relationships Education

Relationships Education at Adelaide Primary School will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- 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.

Health Education

Health Education at Adelaide Primary School 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, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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)

At Adelaide Primary School, we believe children should participate in a programme of sex education before they leave primary school. We define sex education as understanding human reproduction.

We believe that all children at Adelaide Primary School should have access to a sex education programme in order to:

- Be safe
- Be provided with the correct scientific terminology and information by trusted, well trained adults
- Make responsible, informed and healthy choices about their lives now and in the future
- Be respectful of themselves and others to enable them to move confidently through childhood, adolescence into adulthood
- Have the understanding to develop and maintain positive and healthy relationships

At Adelaide Primary School, we intend to teach sex education as part of the PSHE (Jigsaw) curriculum.

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit.

In upper KS2, some RSE lessons will be taught to single gender discussion groups. This is in response to pupil and parental voice, and to support the inclusion of as many pupil as possible.

Parents' right to request their child be excused from Sex Education lessons

“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

At Adelaide Primary School, we define sex education as content that refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach Human Reproduction i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

The lessons we identify as covering Human Reproduction and can therefore be withdrawn from are:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

All parents will be notified prior to the Changing Me unit being taught (second half of Summer term) via a parent letter. The school will inform parents/carers in year groups containing Sex Education lessons (Year 4, 5 and 6) by a specific letter, which will explain when the lessons will be taught and outlines the parental right of withdrawal.

If a parent/carer wishes to withdraw their child from Sex Education lessons then they must inform the school a week prior to the lesson taking place in order that alternative arrangements can be made for the child's education.

Parental Consultation

Throughout the month of January 2021, all parents had the opportunity to contribute towards a full consultation process of our school's SRE policy. Curriculum documents were shared with parents, alongside power points explaining the school's curriculum choices. Parents were invited to comment on the policy and ask any questions they had. The school received no requests to alter or change any content during the consultation process.

On an annual basis, letters to notify parents of upcoming sex education lessons will be send to all parents/carers of children in Year 4, 5 and 6 prior to the lessons taking place. The letters will include an invitation for parents/carer to come into school to discuss the content of the lessons and view the resources to be used.

Through an on-going annual consultation process, class teachers, the PSHE coord and other senior leaders from the school will be available to meet with parents on a 1:1 or small group basis to share teaching materials prior to the lessons taking place. This is offered to parents each year in order to support decisions around participation and answer any questions. Feedback from parents will be shared with senior leaders. The content of lessons will be reviewed each year by senior leaders and the PSHE coordinator.

Staff training

The staff at Adelaide Primary School are well training and experienced in delivering SRE lessons to primary aged children in a sensitive and effective manner. The school's PSHE coordinator receives regular SRE training and updates, including regional Jigsaw training specifically for SRE. All teaching staff receive annual training on how to deliver SRE lessons in an appropriate manner prior to these lessons taking place. The school has clear teaching and learning practices for SRE lessons that ensure

that the content is delivered as effectively as possible. New members of staff will be supported by more experienced members of staff when delivering sensitive content for the first time.

SEND

In line with 'quality first teaching' for SEND pupils, classroom resources will be differentiated as appropriate to address the learning needs of children in order for them to have full access to the contents of the PSHE (Jigsaw) curriculum.

In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the PSHE (Jigsaw) curriculum. In some cases, the SENCo and parents/carers may wish to work in partnership with the class teacher to tailor the curriculum for individual pupils.

Monitoring and Review

The Local Governing Body (LGB) monitors this policy on an annual basis. The LGB will give serious consideration to any comments from parents about the PSHE (Jigsaw) programme, and makes a record of all such comments. Governors will work closely with the school staff to scrutinise the teaching materials to ensure they are in accordance with the school's ethos and that they meet the school community's needs.

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..."

LGBT content is integrated fully into the PHSE (Jigsaw) programme of study. It is not specifically taught as stand-alone lessons within units. All pupils will be taught LGBT content in an age appropriate manner at a timely point in the curriculum.

At Adelaide Primary School, we promote the value of respect for everyone. Messages of respect and equality for all people, including those members of the LGBT community, are interwoven through our PSHE curriculum. However we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise. Should any content within the PHSE (Jigsaw) curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school. 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?' document on our school website.

Other relevant policies or documents

This policy should be read in conjunction with the school's:

- Behaviour Policy
- Safeguarding Policy
- Inclusion Policy
- Anti-Bullying

- SEND
- Equalities

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?

Policy Review

This policy is reviewed annually.

Date of next review: Summer 2023

| | |
|--|---------------------------|
| Signed Head of school <i>SMAtkinson</i> | Signed Chair of Governors |
| Date: Summer Term 2022 | Date: |

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
|--|--|--|
| Families and people who care for me | <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World |

| | | |
|------------------------------------|---|--|
| <p>Online relationships</p> | <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |
| <p>Being safe</p> | <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | Pupils should know | How Jigsaw provides the solution |
|-------------------------|--|--|
| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference |

| | | |
|------------------------------------|---|---|
| | right support is made available, especially if accessed early enough. | |
| Internet safety and harms | <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me |
| Physical health and fitness | <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |

| | | |
|-----------------------------------|--|---|
| | <ul style="list-style-type: none"> the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me |
| Basic first aid | <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Changing Me Healthy Me |