

Caldecote Community Primary School
PSHE (Personal, Social, Health Education) Policy
Inc. Relationships, Sex and Health Education

Date of policy

Sept 2024

Member of staff responsible

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Review date

September 2026

Introduction

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.

In Key Stage 1 and 2, Caldecote Community Primary School will follow the Jigsaw Programme, which covers all aspects of both PSHE, and Relationships, Sex and Health Education (RSHE), in an age-appropriate way to ensure all statutory duties are fulfilled. See Appendix 1.

The Jigsaw programme is informed by:

- [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).

Aims of the PSHE policy

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.

We will ensure that children will:

- take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- recognise their own worth, work well with others and become increasingly responsible for their own learning.
- 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.
- 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.

In our school we choose to deliver Personal, Social, Health Education using a mindful approach.

PSHE Content

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

Term	Puzzle name	Content
Theme 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Theme 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Theme 3:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events

Theme 4: Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Theme 5: Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Theme 6: Changing Me	Includes Sex and Relationship Education in the context of looking at change

Drug and Alcohol Education

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being. The statutory Relationships and Health Education document states that children should understand about legal and illegal harmful substances, including drugs, alcohol and tobacco.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Drug and Alcohol Education Content taught through the Jigsaw Programme

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart

be motivated to find ways to be happy and cope with life's situations without using drugs

Piece 3
Alcohol

evaluate when alcohol is being used responsibly, anti-socially or being misused
tell you how I feel about using alcohol when I am older and my reasons for this

PSHE in the Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The areas that demonstrate the prerequisite skills for PSHE in the National Curriculum fall under the following areas of learning and Early Learning Goals:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

Personal, Social and Emotional Development (PSED) is one of the prime areas of learning within the EYFS. It is recognised that this supports children to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

At this early age, PSED is something that doesn't happen in isolation. Often larger, over-arching topics are discussed with all or groups of children, however the most meaningful learning happens in the moment, providing an immediate context in which a child can relate to and consider the actions and reactions of themselves and others.

Within our setting, the adults are a major tool to support the development of this Prime area. These are some of the ways in which we do this at Caldecote:

- Children are supported to manage their emotions and develop a positive sense of self. Adults are quick to recognise and name an emotion for the child. They provide some comfort and then help provide a solution and support the child to action this.
- Through adult modelling and guidance, children learn how to look after their bodies, including healthy eating, and manage their personal needs independently.
- During play, adults support the interaction with other children; they learn how to make good friendships and co-operate and resolve conflicts peaceably.

This is mostly through an adult sensitively commenting on the play, suggesting different approaches, providing the language for others to engage and modelling the desired outcomes and behaviours.

- Our team of Practitioners work hard to create a secure environment in which to build positive relationships with each child. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- We reinforce the behaviour that we like to see by acting as role models and providing positive praise to those children showing these behaviours (in line with our Relationships and Behaviour Policy).

The role of the headteacher

It is the responsibility of the headteacher to ensure that staff and parents are informed about the PSHE and RSHE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school PSHE and RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The governing body monitors the PSHE and RSHE policy on an annual basis. The governing body gives serious consideration to any comments from parents about the policy, and makes a record of all such comments. Governors should scrutinise materials to check they are in accordance with the school's ethos.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. An inclusive approach will foster good relations between pupils, tackle all types of prejudice and promote understanding and respect.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Assessment

Each Jigsaw Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

The attainment descriptors are specific to Jigsaw and are **not** nationally-recognised. There are no national level descriptors for PSHE.

Monitoring and evaluation

The PSHE and RSHE co-ordinator 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
- Staff meetings to review and share experience
- Learning walks
- Jigsaw journal scrutinies

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 – by using The Jigsaw Charter.

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 (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

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 who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the Designated Safeguarding Lead and deputies. 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.

Appendix 1

Statutory Relationships, Sex and Health Education (RSHE)

“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.”

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.”

“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

Here, at Caldecote Community 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, Sex and Health Education within our whole-school PSHE Programme.

We use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. We ensure we are always using the most up to date teaching materials.

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'. For example, the Celebrating Difference Puzzle in Jigsaw helps children appreciate that there are many types of family composition and that each is important to the children involved.

We use a holistic approach which 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' and 'Changing adolescent body'. 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.

Also, 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).

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Caldecote Community Primary School, we follow the statutory Science National Curriculum that states that children should understand about the changes experienced in puberty and describe the life process of reproduction in some plants and animals (including humans) before they leave primary school.

The DfE Guidance (p.17) states that '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'.

However, parents cannot withdraw children from lessons which are specifically related to the Science National Curriculum or the Statutory Relationship and Health Education document.

Annual parent consultations will be held to discuss the content of our Sex Education programme during the Spring or Summer term. Parents will be informed which lessons they have the right to withdraw their child from should they so wish.