



PSHE (Personal, Social, Health and Economic) Education Policy

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

May 2022

<i>Title:</i>	Personal, Social, Health and Economic Education (including Sex and Relationship Education)
<i>Function:</i>	Information and Reference
<i>Subject Category:</i>	Safeguarding
<i>Audience:</i>	Staff, Parents, Children and Governors
<i>Date of Review:</i>	
<i>Member of Staff Responsible:</i>	PSHE Subject Leader



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 education curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and for society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE Education

At Chase Lane Primary School and Nursery, we teach Personal, Social, Health and Economic 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. Information of the programme can be seen on the school website. The Jigsaw programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

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.

Our PSHE Education 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).

What do we teach?

Whole-school approach

Jigsaw covers all areas of PSHE Education 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 by being built upon 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 diversity and inclusion.
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 Chase Lane Primary School and Nursery, we allocate an hour to PSHE Education each week in order to teach the PSHE Education knowledge and skills in a developmental and age-appropriate way.

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 on the school website: Jigsaw 3-11 and Statutory Relationships and Health Education, which can also be found in Appendix 1.

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. For example, the Celebrating Difference Puzzle (unit) helps children appreciate inclusion and 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 way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education, which can also be found in Appendix 1.

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. For example, 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

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)

Schools are to determine the content of sex education at primary school. 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 Chase Lane Primary School and Nursery, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as 'understanding human reproduction and preparing boys and girls for the changes that adolescence brings' and intend to teach this as part of Jigsaw curriculum in summer term 2 (Changing Me) throughout the school.

Puberty

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

Jigsaw SRE Content

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle (Unit/Puzzle 6).

Year	Puzzle Piece	Learning Intentions
Group	Number and Name	'Pupils will be able to...'
Year 1	Piece 4	identify the parts of the body that make boys different to girls
Year 2	Boys' and Girls' Bodies	and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
	Piece 4	recognise the physical differences between boys and girls,
	Boys' and Girls' Bodies	use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
Year 3	Piece 1	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
Year 4	How Babies Grow	express how I feel when I see babies or baby animals
	Piece 2	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Babies	express how I might feel if I had a new baby in my family
	Piece 3	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
	Outside Body Changes	identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings

Year 5	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
Year 6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive

Piece 4	describe how a baby develops from conception through the nine months of pregnancy, and how it is born
Babies – Conception to Birth	recognise how I feel when I reflect on the development and birth of a baby
Piece 5	understand how being physically attracted to someone changes the nature of the relationship
Attraction	express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

LGBTQ+

At Chase Lane Primary 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.

The DfE guidance (p.15) recommends that ‘in teaching Relationships Education and RSE, 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 that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

The guidance also goes on to state that, ‘Schools should ensure that all their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBTQ+, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.’

Jigsaw is a complete scheme of work for Personal, Social, Health and Economic (PSHE) Education 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. In the Relationship Puzzle (unit), lessons predominantly focus on respect and regard between people e.g. friendships and families.

What LGBTQ+ material is taught in Key Stage 1?

LGBTQ+ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources 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 others’ 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.

What LGBTQ+ content is discussed in Key Stage 2?

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBTQ+ phobic. In the same lessons, they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word 'gay' (or other LGBTQ+ -related words) should not be used in an insulting or derogatory way.

In Jigsaw's Relationships and Changing Me lessons for pupils aged 7-11 that cover relationships, puberty, growing-up and how a baby is made, children are given opportunities to ask questions if there is something they don't understand. LGBTQ+ relationships or being LGBTQ+ are not explicitly discussed in the lessons, unless questions are raised about it. In which case, Jigsaw's teacher notes give possible age-appropriate ways for teachers to answer these questions.

Monitoring and Review

The delivery of the PSHE and RSE curriculum is monitored by our subject lead through:

- Learning walks
- Journal evidence
- Discussion with pupils
- CPD with staff

Pupils' development in RSE is monitored by class teachers.

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 LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Queer), 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 LGBTQ+ content at a timely point as part of this area of the curriculum".