



## LEYS FARM JUNIOR SCHOOL

### **PSHE (Personal, Social, Health Education) and RSE (Relationships and Sex Education) POLICY 2022**

#### **Introduction**

Here, at Leys Farm Junior School (LFJS) 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. Since January 2021, LFJS has used the Jigsaw scheme for PSHE which promotes a mindful approach and is a spiral curriculum. It is a well-recognised scheme across the country and allows us to ensure our PSHE teaching is up to date with new legislations and developments across the world, most recently national lockdowns.

#### **Aims and objectives of PSHE at Leys Farm Junior School**

At LFJS, 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.

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.

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.

The overview of the programme can be seen on the school website.

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.

#### **Intent of the LFJS PSHE Curriculum**

At LFJS, we are passionate and dedicated to ensuring that all of our children have a sound understanding of themselves and of others. This includes having a working knowledge of emotions not only being able to recognise their own emotions, but also recognising them in others and developing empathy and compassion skills. This links in with our teaching of strengths too as we encourage our children to be respectful of everyone, regardless of how they differ from us. We also teach children to treat everyone equally and embrace differences. This then allows children to understand themselves, understand others and this understanding will benefit them throughout their

later life. We also teach children about potentially risky situations they might find themselves in and equip them with a range of strategies to help keep them safe. We are dedicated to instilling knowledge and skills in our children that will support them in every aspect of their life, both as a child and as an adult. At LFJS, our PSHE curriculum aims to assist children to prepare for adult life, supporting them through physical, emotional and moral development. This includes giving them the knowledge to help them understand themselves; respect others; form and sustain healthy relationships; and keep themselves safe.

### **Implementation of the LFJS PSHE Curriculum**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

At LFJS we allocate approximately one hour a week to an explicit PSHE lesson. This is so that children are able to learn the PSHE knowledge and skills in a development and age-appropriate way. PSHE is however woven into many other areas of the curriculum and we also partake in the teaching of strengths. These seemingly separate aspects to our teaching and learning help us to mould our learners into respectful, tolerant individuals with a broad and balanced understanding of the world in which they live.

The values that children are taught in PSHE lessons are reinforced and enhanced in many ways throughout other areas of the curriculum. An example of some of these ways include: class assemblies; whole school assemblies; Learning Charters; the school rights; and the relationships children form with one another, and the adults in school. At LFJS, we are incredibly passionate to “live” what is learnt and encourage the children to apply this to everyday situations in the school community. To assist the children in being able to do this, all adults are encouraged to model this in their behaviour around school and the relationships they develop with the children and the other adults in school.

### **Impact of the LFJS PSHE Curriculum**

The impact of the PSHE Curriculum at LFJS is evident to see through observing and talking to our pupils. Children understand each other’s differences and behave mindfully and respectfully when faced with both group situations and unfamiliar situations. Children understand our school rights and participated in the writing of them, children know what is expected of them and that our school rights are important to us as they help keep us all happy and safe. With the teaching the children receive from PSHE lessons at LFJS, they are able to communicate well with others, understand the emotions of others and reflect on how their actions impact on those around them. Children are equipped with strategies to keep them safe in a range of situations and know who to speak to if they feel unhappy.

Within school, children are asked to nominate two key adults they feel are their “trusted adults” - somebody they could go and speak to about any issued. Children also have school buddies, made up of Year 6 children to help with any friendship problems. Every class has a Bubble Time book and can sign up for bubble time. This involves the children speaking to their class teacher or TA and can speak about anything that might be bothering them, in school or at home. Children develop strong, trusting relationships with adults in school through PSHE sessions, which is something we are very proud of.

### **Monitoring and Reviewing**

We monitor and review the impact and implementation of the teaching of PSHE at LFJS by:

- sharing and scrutiny of planning;
- sharing of work produced;
- informal moderation across year groups;
- discussions and sharing of good practice/new ideas;
- attending relevant CPD and staff training- staff to then share this with teaching staff, usually through staff meetings;
- termly assessments, in line with foundation subject assessments;
- subject reports being submitted to Headteacher/SLT (completed by subject leader);
- subject leader completing action plan- shared again with Headteacher/SLT;
- self-assessment within lessons;
- Bubble Time books (one in each class).

We are going to utilise the assessment tools that Jigsaw provide to track and monitor children’s PSHE learning a lot more closely which will then help us identify any gaps in their learning or in our teaching, which we will be able to respond to accordingly.

### PSHE Curriculum Planning

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. When teaching mixed year classes, Year 3/4 access the Ages 7-8 units and Year 5/6 access the Ages 9-10 units.

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.

## **Statutory Guidance - Relationships Education, Health Education, Sex Education and right to withdrawal**

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 the needs of our children. 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. School uses Big Talk Education once every two years to deliver a graduated, age-appropriate programme of Relationships Education and teaching staff use the Jigsaw Curriculum every other year to deliver RSE to our children.

### **By the End of Y6 at LFJS pupils will have been taught about:**

#### **Families and People Who Care for Me**

Pupils should know:

- 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
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- that 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.

#### **Caring Friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful Relationships**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- 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.

### **Online Relationships**

Pupils should know:

- 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.

### **Being Safe**

Pupils should know:

- 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, for example family, school or other sources.

### **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 LFJS, we believe children should understand the facts about human reproduction before they leave primary school so we cover human reproduction in Science as part of our Science curriculum. We also invite Big Talk Education in every other year to come and speak to the children and deliver Relationships and Sex Education this way too, in an age appropriate way. Parents are also invited into school to find out more about the curriculum.

At LFJS, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum.

Big Talk Education also come to deliver sessions to the children at an age appropriate level, building upwards every year. Parents are always invited to come along beforehand to see what the session will entail and ask any questions they may have regarding the content, including whether they wish their child to access this specific session. Therefore, the parent right to withdraw their child is not applicable when referring to the scientific learning of reproduction. We are of course happy to discuss the content of the curriculum and invite you to contact the school office.

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this policy therefore focuses on Relationships Education.

LFJS teaches about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

As well as consulting parents more generally about the LFJS's RSE policy, staff also consult parents every year of school about the detailed content of what will be taught.

Parents have a right to withdraw their child/children and the headteacher must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

### **Relationships Education**

LFJS 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.

Within the Relationships unit on Jigsaw, most of the statutory Relationships Education outcomes are covered. However, they are also taught elsewhere in other Jigsaw units too. The Celebrating Difference unit for example, helps children appreciate the many different compositions of families and that each is important and special. This holistic approach, ensures that learning is reinforced throughout the year but also across the whole PSHE curriculum.

### **Health Education**

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'.

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.

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

### **Assessment**

Currently, we assess PSHE in line with our school's Assessment policy - mainly using teacher assessment including marking and feedback of work produced. PSHE is assessed as all other foundation subjects, where a class is assessed against the objectives for the unit of learning they have just finished. These are completed termly and shared with PSHE subject leader.

However, since we have now implemented Jigsaw, as of January 2021, they offer a range of assessment tools and trackers which we will introduce into our PSHE teaching. Children also complete a self-assessment sheet at the end of every lesson, with that lesson's objectives on it. This is a key assessment tool as it informs teachers of how well the children feel they have understood and achieved the intended learning goal.

Jigsaw offer a range of mapping documents including SMSC mapping and British Values mapping, as well as an interactive summative assessment document. All of which will prove incredibly useful when assessing children in PSHE.

### **British Values**

At LFJS, we ensure that the teaching of PSHE, supports the teaching of British Values. We are always keen to ensure that our children are taught to be tolerant, respectful and kind to all. These values are instilled in a number of ways: through knowledge rich teaching; modelling from adults in school; and through content taught in PSHE lessons. Jigsaw provide a British Values mapping document. This shows which of the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs) are covered in which of the 6 lessons within each unit. The mapping document covers all of the units taught for all year groups, so even when teaching mixed year classes, we are able to easily identify where the British Values are being taught throughout the chosen unit.

### **Cultural Capital**

At LFJS, teachers are passionate about PSHE teaching and learning and recognise the importance of delivering knowledge-rich lessons to children. Our lessons, now with the support of Jigsaw, are well-resourced and well-researched - keeping up to date with world affairs. PSHE lessons in our school aim to give children valuable knowledge and understanding of themselves, others and the world as whole.

This knowledge, we know, is going to positively impact them as they advance through school and life as a whole. Activities are carefully and considerately planned to ensure children receive a rich PSHE education, one which focuses on their emotions, the emotions of others and teaches them to be responsible, safe, worldly citizens. This helps them engage and understand themselves first and foremost but then others locally and ultimately the global community too.

PSHE lessons allow us to facilitate open and frank conversations about a range of topics in a safe and nurturing environment- conversations they may not have access to otherwise. Similarly, the knowledge, advice and strategies we are able to impart on the children which will remain as lifelong strategies and knowledge that will stay with them, is delivered in such a way that otherwise the children would not have access to. We are able to, as teachers, ensure children are being taught helpful, relevant and accurate information and feel safe within PSHE lessons if discussions or content is of a sensitive nature.

Also, with using Jigsaw, we are confident that all the knowledge taught, is high quality and representative of current global issues. This is something children may not otherwise be exposed to; an environment where they are able to learn, ask questions, reflect and delve deeper into subjects they would perhaps not come across, or be given opportunities to talk frankly, openly and safely about without PSHE lessons. This is where subject knowledge from teachers is vital as teachers can understand any areas of potential misconception or complete gaps in knowledge and ensure these are being filled sensitively and appropriately to their specific class' needs, taking into account their children's backgrounds.

### **Resources**

Each class has a Bubble Time Book.

<https://jigsaw3-11.com/>



**All Jigsaw provided resources including but not limited to, Jigsaw Pieces, Calm me Chime, Jerrie Cat, REST (Resilience and Engagement Scale and Toolkit)**

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