PSHE Policy

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PSHE Policy 2024

Introduction

PSHRE (Personal, Social, Relationships Health and Economic Education) is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

According to section 78 of the Education Act 2002 and the Academies Act 2010, a PSHRE curriculum should support the development of the spiritual, moral, cultural, mental and physical growth of pupils at the school and of society. Furthermore, it must enable pupils at the school to be prepared for responsibilities and experiences later on in life.

From September 2020, Relationships Education will be a statutory requirement in Primary schools. This means that Relationships Education and Health Education is compulsory for all pupils receiving primary education.

We believe that by selecting the Jigsaw approach to PSHE at Whale Hill Primary School, Relationships Education and Health Education are covered in an engaging and age-appropriate way. Personalising the Jigsaw scheme of work to suit the needs of the pupils at our school is our priority. Through assemblies, our personal best achievement folders, making links with our community and adapting lessons accordingly, we strive to meet the needs of the children at our school. 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.

This policy will be updated in line with any new government guidance and is informed by existing Department for Education (DfE) guidance.

Curriculum Content

Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Aim of PSHE at Whale Hill

Our aim is 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.

At Whale Hill, we have an emphasis on encouraging our pupils to actively take part in a wide range of activities and experiences outside of the classroom, and to contribute to the life of the school and its community. In doing so, pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own education by becoming resilient learners. They are encouraged to reflect on their experiences and understand how they develop personally, mentally, physically, and socially. As part of this, they will encounter many of the spiritual, moral, social and cultural issues that are part of growing up.

With an emphasis on British Values, the pupils will learn to understand and respect each other and have a respect, tolerance and appreciation for the differences in our society. This includes developing an awareness and understanding of the nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Therefore, with this understanding, pupils are well-equipped to go on to form safe and fulfilling relationships in the future.

Pupil Learning Intentions:

PSHE at Whale Hill Primary School 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 positive and valuable relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Recognise the power of their voice
- Be active citizens within the local community
- Explore issues related to living in a democratic society

• Become healthy and fulfilled individuals

Other Links

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

• Anti-Bullying Policy
• Behaviour Policy
• Confidentiality Policy
• Drug and Alcohol Education Policy
• Equal Opportunities Policy
• Health and Safety Policy
• Computing Policy and Safe Internet Use Policy
• Inclusion Policy
• RE Policy
• Safeguarding Policy (MAT)
• Child Protection Policy
• SMSC Policy
• Special Educational Needs Policy
• RSE Policy
• Whole School Food Policy
• Packed Lunch Policy
• PE Policy
• Sex Education Policy

The Teaching of PSHE and Inclusion

Although our principal aim is to develop children's knowledge, skills, and understanding of personal social health and economic education, great emphasis will also be placed on the pupil's enjoyment of the subject. At Whale Hill Primary School, all children will have the opportunity to take part, whatever their ability and individual needs and we will ensure that all children are supported in their learning accordingly.

Safeguarding

We are aware that sometimes disclosures may be made during PSHE lessons. If this occurs, safeguarding procedures will be followed immediately (please see the Safeguarding Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes or the lesson finishes. We recognise it is important to allow the time for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is also followed.

In the teaching of Relationships Education, 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, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, 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 stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

Recording and Tracking Progress

Each pupil will complete a Personal Best Achievement Folder where they can identify their own strengths, set their own goals and demonstrate collaborative learning, teamwork and evaluative skills throughout their time at Whale Hill. In this way, children take ownership of their own achievements and progress throughout their school journey.

Monitoring and Evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff, pupils, parents and carers to ensure consistent and coherent curriculum provision.

External Contributors

We will also encourage and welcome external contributors from the community such as health specialists, school nurse, community police and fire officers, who all make a valuable contribution to the PSHE programme. Their input will be carefully planned, monitored and recorded to fit into and complement the programme. Teachers will always be present during these sessions and remain responsible for the delivery of the PSHE programme.

The Learning Environment

We will establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children. To enable this, it is important that 'core values' are referred to and owned at the beginning of the year and are reinforced in every lesson.

Recording our Learning

The Jigsaw approach to PSHE, which has an emphasis on discussion can often lend itself to being recorded on iPads. All children have either a Jigsaw Journal (Key Stage One) or PSHE books (Key Stage Two) to ensure that they have a personal record of their PSHE work to look back on during their journey through Whale Hill Primary School.

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. It could also be 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.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education 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 RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupils 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.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Pupil Consultation

It is useful for pupils to be consulted on their own personal, social and citizenship development. Pupil voice and subject consultations enable pupils to say either in individual classes or through the school council what sort of person they would like to be by the time they leave this school.

This will be developed further by asking pupils how they feel the school could support them with this, what initiatives the school have implemented to support this e.g. peer mentoring systems, such as playground buddies.

Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider community. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:
- Parent/carer engagement sessions
- Parents'/carers' evenings
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

Links to Other Policies and Curriculum Areas

We recognise the clear link between PSHE, and the other previously mentioned policies and staff are aware of the need to refer to these policies and following curriculums when appropriate:
- Science curriculum
- RSE policy
- PE curriculum
- RE curriculum
- Online Safety curriculum
- Computing curriculum
- Healthy Schools
- Core values
- British values
- School Council
- Eco-Committee
- Dental and oral health policy

Training and Support for Staff

All staff benefit from PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

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 child protection co-ordinator 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.

	Signed Head Teacher	Signed Chair of Governors
Date of review: September 2024		
Date of next review: September 2025		