

Personal, Social, Health and Economic Education (PSHE)



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 curriculum:

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

PSHE – Introduction

At Oak Green School we value Personal, Social, Health & Economic Education (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 teach PSHE 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 that we use 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. It is aligned to the PSHE Association Programmes of Study for PSHE and is designed as a whole-school approach. Jigsaw PSHE / Health and Wellbeing provides a detailed and comprehensive scheme of learning for ages 3-16, providing well-structured, progressive lesson plans with all teaching resources included, for consistency and compliance with requirements. Jigsaw's effective scheme of work aims to prepare children/young people for life, helping them to know and value who they are and understand how they relate to other people in our 21st century world.

This also supports the 'Personal Development and wellbeing', 'Inclusion', 'Curriculum and teaching' and 'Attendance and behaviour' aspects required under the new 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.

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 our 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. (See links to overviews in Parent section and [Jigsaw – parent information](#))

This programme's update policy ensures we are always using the most up to date teaching materials and that teachers are well-supported to offer highest quality content.

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 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).

Rights Respecting Schools Approach

As Oak Green School works towards becoming a UNICEF 'Rights Respecting School', we support the 'UN Convention on the Rights of the Child' (UNCRC) and the Articles for the rights of children worldwide. This policy particularly promotes Articles: 3 (All organizations concerned with children should work towards what is best for each child); 6 (All children have the right to life. Governments should ensure that children survive and develop properly); 13 (Children have the right to get and to share information as long as the information is not damaging to them or others); 34 (The Government should protect children from sexual abuse) and 36 (Children should be protected from any activities that could harm their development).

What do we teach when and who teaches it?

Jigsaw - Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships Education 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:	<i>Being Me in My World</i>	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	<i>Celebrating Difference</i>	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	<i>Dreams and Goals</i>	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:	<i>Healthy Me</i>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	<i>Relationships</i>	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	<i>Changing Me</i>	Includes Relationships and Sex Education in the context of coping positively with change

At Oak Green School we allocate 45 minutes – 1 hour to PSHE each week in order to teach PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. These discrete lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Class Charter, through relationships child to child, adult to child and adult to adult across the school and through our work on children's rights. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Health and Wellbeing Education

We include statutory 'Relationships Education' and 'Health Education' **within** our whole-school PSHE Programme. Please see these separate policies for more details regarding Relationships and Health.

We deliver statutory Health and Wellbeing education through our Jigsaw PSHE curriculum. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies *

*Developing bodies education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names and all body parts from the start of the PSHE curriculum. A list of key vocabulary can be provided on request. Using the scientific names on genitalia is part of statutory Health Education (Developing Bodies) and recommended by the NSPCC, the PSHE association and supports the safeguarding of pupils.

Relationships Education

Our PSHE curriculum covers statutory Relationships education (please see Relationships policy for further details). Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Pupils will be taught relationships education from EYFS at an age-appropriate level. Further details on what we are required to teach can be found in the DfE Relationships Outcomes.

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 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.

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). This is explained more in the separate RHE policy.

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

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. 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'.

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE, parents/carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any of concerns they may have and make an informed choice about whether to exercise the right to withdraw their child.

Please see our separate Sex Education policy for more details of how we cover this in Oak Green School and the parent's right to withdraw their child from these lessons.

Drugs 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.'

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.

Drugs and alcohol education is taught through the Jigsaw Scheme of work. This topic is compulsory and is taught in all year groups throughout the school. Lessons will be planned, adapted and delivered as appropriate to the age and phase of the pupils and will be differentiated according to individual learning styles. Where appropriate, visitors and outside speakers maybe invited in to the school to lead classes on prescription drug education, and drug and alcohol misuse.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Across the school, PSHE lessons are evidence depending on the nature of the lesson, this is either recorded as part of whole class books or presentations through words and pictures whilst maintaining the confidentiality of the children.

At present, there are no statutory requirements to formally assess children at the end of each Key Stage. However, teachers are responsible for ensuring formative assessments are made throughout each topic to monitor whether children have met the learning objectives within the topic. This is then to be used by the teachers to adapt future plans to enable all children to access the learning intentions.

EYFS:

All PSHE activities are to be evidenced. This can be children's work or observations, depending on the nature of the activity. As PSHE is not taught as a standalone lesson in EYFS, it will not be assessed as it is in the rest of the school. However, as Personal, Social, and Emotional Development (PSED) and Understanding the World are statutorily assessed teachers will be expected to observe and assess in these areas, and therefore monitor the progress children have made in PSHE.

Protected characteristics and equality

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

All primary schools should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics. At Oak Green School 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 Jigsaw PSHE teaching materials help schools understand and promote protected characteristics more fully and in a child-centred way. Our inclusive approach starts in reception and continues to develop through the age ranges. Ground rules are fundamental to creating and maintaining an inclusive and safe teaching and learning environment. Establishing such an environment for both pupils and teachers is important in PSHE lessons – especially those focusing on equality and the protected characteristics, as it:

- enables them to feel comfortable exploring values and attitudes
- enables them to express their own opinions and consider the views of others, without fear of negative feedback, and only if they choose to.

The 'Celebrating Difference' Puzzle is the most relevant unit for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone's right to 'difference', and the majority of year groups explore the concept of 'normal'. Bullying – what it is and what it isn't, including cyber and homophobic bullying - is an important aspect of this puzzle.

The 'Relationships' Puzzle also has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which can help to deliver the vital messages behind the Equality Act. A vital part of this puzzle is about safeguarding and keeping children safe; children learn how to deal with conflict, their own strengths and self-esteem.

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?' (Appendix 2)

Inclusivity and SEN

All classes consist of pupils of varying abilities and with varying needs. Our classroom practice ensures that all children are able to meet the lesson objectives to their appropriate level. Teachers should be aware of individuals in their class

who may need support to meet the learning objective and provide appropriate resources, or support in order for them to achieve. Some children may need challenging to extend their thoughts to reach a greater depth of knowledge. Teachers should also be aware of these children and provide opportunities for them to extend their knowledge.

Some topics within the scheme of work may be of a sensitive nature and may emotionally impact some pupils. Teachers should be aware of these pupils and adapt lessons, ensuring they are taught sensitively and appropriately. SLT and the CP team should be made aware of when a lesson of a sensitive nature is taught so they can be prepared to support any children that may need space or time to talk about any issues that have arisen from the lesson.

Working with Parents

It is vital that parents and carers know what is being taught and how to support their child/children. Due to this, the PSHE curriculum overview is accessible via the school website, along with the PSHE policy, RHE policy and Sex Education policy. A full overview of the PSHE learning can be found by following this link

[Jigsaw Snapshot Overview](#)

[Jigsaw Statutory Relationships and Health Education](#)

[PSSED Early Years Framework and Jigsaw](#)

We welcome and encourage parents and carers to make an appointment with the class teacher, assistant headteacher, deputy headteacher or Co- headteachers to discuss any aspect of the PSHE curriculum or to raise any concerns they have regarding this vital area of education. We consult with parents, carers and the wider community through parent consultation meetings to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for more details) and there is no right to withdraw from PSHE which includes statutory Relationships and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.