



Lancot Challenger Academy

Personal, Social, Health Education (PSHE) Policy (including Relationships and Health Education statutory from September 2020)

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Introduction:

At Lancot Challenger Academy, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. Personal, social, health and economic education (PSHE) is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. At Lancot we understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education curriculum for all our pupils.

This policy has been developed in conjunction with the school's obligations under section 78 of the Education Act (2002). 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 school for the opportunities, responsibilities and experiences of later life.

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.

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 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).



Purpose:

The purpose of this policy is to set out the framework for our personal, social, health and economic education (PSHE) and relationships education, sex and health education curriculum (RSHE), providing clarity on how it is informed, organised and delivered.

Wider school aims/ethos:

Lancot is an inclusive school where we promote an awareness of individual needs. Our mission, to 'Embrace Challenge, Expect Excellence,' is at the forefront of every decision we make. Our aim is to nurture our pupils to become confident, caring, compassionate children, ready to make a positive contribution to the wider community. We work hard to create an environment which provides children with numerous opportunities to experience success and develop a life-long attitude of learning, equipping them with the skills needed in today's world. The teaching of PSHE and RSHE (Relationships Education, Sex Education and Health Education) through a broad and balanced curriculum allows us to give children the best possible preparation for life beyond Lancot.

Procedures and practice:**PSHE**

At Lancot, 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.

We follow the Jigsaw Programme, as it offers 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 that we provide for our children.

Statutory Relationships and Health Education

Here, at Lancot 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 also include the statutory requirements of Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use the Jigsaw Scheme of Work as the framework for our teaching and learning programme.

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.



Roles and responsibilities

The PSHE subject leader is responsible for:

- Overseeing the delivery of the subject.
- Ensuring the subject is age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support the teaching of the subject.
- Ensuring the school meets its statutory requirements in relation to the PSHE and relationships, sex and health education curriculum.
- Ensuring that the PSHE and relationships, sex and health education curriculum is inclusive and accessible for all pupils.
- Works with other subject leaders to ensure that the PSHE and relationships, sex and health education complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subject and providing reports to the Headteacher.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Reviewing requests from parents to withdraw their children from the aspects of the curriculum.
- Reporting to the governing board on the effectiveness of this policy.

The governing board is responsible for:

- Making sure the subject is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

Pupil Learning Outcomes

At Lancot we want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge



- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

The expected outcomes for each element of the relationship education and health education can be found in the Appendix of this policy.

Curriculum Content

At Lancot PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time; with the learning deepening and broadening every year.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons). Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SMSC learning intentions but also enhanced).

At Lancot, our creative curriculum is designed to also provide rich learning experiences that link aspects of our PSHE and RSHE curriculum. Explicit PSHE lessons are reinforced and enhanced in many ways:

- Special theme days
- Assemblies
- Behaviour Policy
- Extra-Curricular Activities
- School Visits and visitors
- School council
- Enterprise curriculum

Relationships Education, Health Education and Sex Education:

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Relationships education and Health education overview can be found in the Appendix.

At Lancot, sex education will be taught as part of our PSHE RSHE curriculum. Further guidance and details can be found on the school website and within our Sex & Relationship Education Policy.



Teaching and Learning

PSHE is taught using a range of teaching strategies which will be used to ensure that learning is purposeful, active and exciting. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson.

Inclusivity is an integral part of the philosophy of our PSHE and RSHE curriculum. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. 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 successful and effective teaching and learning within this subject.

Weekly PSHE learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development.

In KS1 and KS2 PSHE lessons are part of the weekly time-table. Learning opportunities in other subjects through our creative curriculum are regularly built in and specific events and activities are planned into the school year to enrich learning.

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.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSHE related issues are varied. However, while personal views are respected, all PSHE and RSHE issues are taught without bias. 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 PSHE and RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) 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 and refer to the designated safeguarding lead.

Our school believes that PSHE and RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In the area of the curriculum that cover 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 will liaise with parents/carers on this issue to reassure them of the content and context.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Each class from Year 1 uses Jigsaw books to record children's learning.

For the early years, evidence of learning will be on Tapestry.

Involving Parents and Carers

At Lancot we believe that it is important to have the support of parents, carers and the wider community for our PSHE and RSHE curriculum. Parents and carers are/will be given the opportunity to find out about and discuss aspects of the curriculum through:

- Information on the school website
- Parent workshops / information events

Appendices:

This policy will be implemented in conjunction with the school's:

- Behaviour Policy 2019
- Accessibility Policy
- Anti-Bullying Policy
- Anti-Terrorism, Extremism & Radicalisation Policy
- British Values Policy
- Equality information & Objectives Policy
- Online Safety Policy
- Religious Education Policy
- SEND Policy
- SRE Policy
- Staff Code of Conduct



Jigsaw Content

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

Term	Puzzle name	Content
Autumn 1	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of looking at change

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Changing Me Celebrating Difference Being Me in My World



	<p>to be lifelong (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).</p> <ul style="list-style-type: none"> ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ● 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	<ul style="list-style-type: none"> ● 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference
Being safe	<ul style="list-style-type: none"> ● 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 e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference



Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me ● Relationships ● Changing Me ● Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. 	<p>All of these aspects are covered in lessons within the Puzzles</p>



	<ul style="list-style-type: none"> ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> ● Relationships ● Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> ● the characteristics and mental and physical benefits of an active lifestyle. ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● the risks associated with an inactive lifestyle (including obesity). ● how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me
Healthy eating	<ul style="list-style-type: none"> ● what constitutes a healthy diet (including understanding calories and other nutritional content). ● the principles of planning and preparing a range of healthy meals. ● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> ● Healthy Me



	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Governor Referral Date:

This policy will be reviewed by the Governing Body on an annual basis.

Review Date: May 2021

