

Hillshott Infant School and Nursery

Personal, Social, Health Education Policy

Including; Relationships, Health and Sex Education 2023



The persons responsible for this policy are:

Mrs Melissa Peacock (Headteacher)

Mr Chris Bassett (Chair of Governors)
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The responsibility for updating this policy lies with the Headteacher. The policy will be reviewed every 2 years in consultation with the governing body or more frequently if advised.

Introduction

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.

We teach our aims and objectives with an awareness of the moral code and values which underpin all our work in school.

Aims and Objectives

We teach children about how to:

- flourish, setting and achieving goals
- live and learn safely in the modern world
- gain the knowledge, skills and confidence to make their own positive, healthy and safe choices
- develop their own values, attitudes and opinions
- safeguard and care for themselves and others
- develop resilience to cope with life's ups and downs
- get help if they need it
- Respect themselves and develop healthy, respectful relationships focussing on family and friends

Context

PSHE

At Hillshott School, 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 use the Jigsaw Scheme to support us in this 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 and in Appendix 1.

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.

Statutory Relationships and Health Education

“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...They also make Health Education compulsory in all schools except independent schools.” DfE Guidance p.8

Organisation

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 include the statutory 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 our chosen teaching and learning programme and tailor it to our pupil's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw meets the statutory Relationships and Health Education requirements.

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))

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach, when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The programme overview can be found on the school website.

We teach PSHE each week allowing us to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways, for example:

- Through assemblies and collective worship
- Using a praise and reward system
- Developing a Learning Charter
- Through relationships child-to-child, adult to child and adult-to-adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community. We do this by teaching the children to follow the core Hillshott values of being kind, determined, active, curious and respectful. Class teachers deliver the weekly lessons to their own classes.

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

We teach the children about a range of appropriate relationships and we encourage children to discuss matters of interest to them. During the sharing of books and conversations, questions children may raise will be dealt with in a factual way, as would questions of any other nature.

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.

The Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education and some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate 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

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.

Please see the mapping document Appendix 1 for more information.

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.'

Children are not explicitly taught about reproduction or other matters relating to sexual behaviour at Hillshott School due to the age of the pupils.

Relationships education does not involve sex education, we teach body parts using anatomically correct vocabulary and how bodies change building on our safeguarding curriculum.

Children will discuss age appropriate issues relating to physical change, respect for their bodies, how to develop positive relationships and develop an understanding of the moral and social expectations for tolerance and respect.

Issues related to sex education are also covered in other areas of the curriculum including but not limited to Science and P.E.

In Key Stage 1 we teach the children about how animals, including humans, move, feed, grow and reproduce and we also teach them about the main parts of the body. Children learn how to appreciate the differences between people and how to show respect for each other. This sex education element is within the Key Stage 1 National Curriculum for science and is therefore compulsory.

In P.E. we feel we can contribute significantly to a child's knowledge and understanding of their body and how it is changing and developing.

Equality

This policy will inform the school's Equalities Plan.

At Hillshott 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 Role of families

The school is well aware that the primary role in children's sex education lies with families. We wish to build a positive and supporting relationship with the families of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- inform families about the school's PSHE and relationships and sex education policy and practice via the school's web site and by request with a paper copy. The Jigsaw materials are also available for families to view on request;

- answer any questions that families may have about the education of their child;
- take seriously any issue that families raise with teachers or governors about this policy or the arrangements for teaching PSHE, Relationships, Health and Sex education at school.

The Role of Other Members of the Community

We encourage relevant members of the community to work with us to provide advice and support to the children with regard to health education. Members of the local Health Authority, such as the school nurse and other health professionals, give us valuable support. We may also bring on other professional agencies and charities such as the NSPCC to provide support in helping children understand age-appropriate facts about their body and behaviour as they grow and develop.

Confidentiality

Teachers conduct all lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Staff will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the member of staff will follow the procedures outlined in the school Child Protection Policy. The Headteacher or other Designated Safeguarding Leads will then deal with the matter urgently following the school procedures (See the Child Protection Policy for further clarification regarding statutory processes and procedures).

The Role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and families are informed about our PSHE, Relationships, Health and Sex education policy and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach, and supervise children, effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school PSHE, Relationships, Health and Sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

Monitoring and Review

The Curriculum Committee of the governing body monitor our PSHE, Relationships Health and sex education policy on a regular basis. This group reports its findings

and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee give serious consideration to any comments from families about the education programme and makes a record of all such comments received in writing to the school.

Related policies

Child protection policy, Behaviour Policy, Equalities Policy and Action Plan, Complaints Procedure, Contenance Policy

Appendix 1

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The programme overview can be found on the school website.

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:	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	Respect for similarity and difference. Anti-bullying and being unique
Spring 1:	Dreams and Goals	Aspirations, how to achieve goals and understanding the emotions that go with this
Spring 2:	Healthy Me	Being and keeping safe and healthy
Summer 1:	Relationships	Building positive, healthy relationships
Summer 2:	Changing Me	Coping positively with change

Each puzzle (unit) comprises of 6 lessons