



Great Bradfords Infant & Nursery School

Personal, Social, Health Education (PSHE) Policy

Ratified by the Governing Board: 30th March 2023

Signed Headteacher: _____

Chair of Governors: _____

Review Date: March 2024

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

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, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Great Bradfords Infant & Nursery 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 have adopted the Jigsaw Programme as it 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.

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 Spiritual, Moral, Social and Cultural development (SMSC) 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. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

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 Education, Relationships and Sex Education 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 individual 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.

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).

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. See Appendix 1 for year group overview.

We allocate a minimum of one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. This may be delivered as one lesson or a series of lessons during a week.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- Praise and reward systems
- 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.

Class teachers and Higher Level Teaching Assistants (HLTAs) deliver the weekly lessons to classes.

Relationships Education

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

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, 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

Health Education will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs' (medicines) and 'Health and prevention'.

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.

Relationships & Sex Education

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Some elements may be taught as part of the Science curriculum. For instance: naming body parts and the introduction to the processes of reproduction and growth in animals.

Parents' right to request their child be excused from Sex Education

Parents have the right to withdraw their child from any lesson specifically related to sex education. At Great Bradfords this information would be linked to the specific naming of human body parts with the correct language. This would include vagina, penis, testicles and anus.

This language is taught in year 1 and repeated in year 2 and parents are notified in advance as to when these lessons will be taught. All other elements are taught within the Science curriculum. A child may not be withdrawn from this.

Monitoring and Review

The governing board monitors this policy on a bi-annual basis. Governors give 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.

Equality

This policy will inform the school's Equalities Plan.

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 characteristic...

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.

Policy Review

This policy is reviewed annually.

Appendix 1

PSHE Curriculum Overview

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Nursery	<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I understand how feeling happy and sad can be expressed • I can work together and consider other people's feelings • I can use gentle hands and understand that it is good to be kind to people • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means 	<ul style="list-style-type: none"> • I know how it feels to be proud of something I am good at • I can tell you one way I am special and unique • I know that all families are different • I know there are lots of different houses and homes • I can tell you how I could make new friends. • I can use my words to stand up for myself 	<ul style="list-style-type: none"> • I understand what a challenge means • I can keep trying until I can do something • I can set a goal and work towards it • I know some kind words to encourage people • I can start to think about the jobs I might like to do when I'm older • I can feel proud when I achieve a goal 	<ul style="list-style-type: none"> • I know the names for some parts of my body and am starting to understand that I need to be active to be healthy • I can tell you some of the things I need to do to be healthy • I know what the word 'healthy' means and that some foods are healthier than others • I know how to help myself go to sleep and that sleep is good for me • I can wash my hands and know it is important to do this before I eat and after I go to the toilet • I know who my safe adults are and how to stay safe if they are not close by me 	<ul style="list-style-type: none"> • I can tell you about my family • I understand how to make friends if I feel lonely • I can tell you some of the things I like about my friends • I know what to say and do if somebody is mean to me • I can use Calm Me time to manage my feelings • I can work together and enjoy being with my friends 	<ul style="list-style-type: none"> • I can name parts of my body and show respect for myself • I can tell you some things I can do and some food I can eat to be healthy • I understand that we all start as babies and grow into children and then adults • I know that I grow and change • I can talk about how I feel moving to School from Nursery • I can remember some fun things about Nursery this year

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception	<ul style="list-style-type: none"> • I understand how it feels to belong and that we are similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means 	<ul style="list-style-type: none"> • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you about a time I didn't give up until I achieved my goal • I can set a goal and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know who my safe adults are and how to stay safe if they are not close by me 	<ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend 	<ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1. • I can share my memories of the best bits of this year in Reception

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<ul style="list-style-type: none"> • I know how to use my Jigsaw Journal • I feel special and safe in my class • I understand the rights and responsibilities as a member of my class • I know that I belong to my class • I understand the rights and responsibilities for being a member of my class • I know how to make my class a safe place for everybody to learn • I know my views are valued and can contribute to the Learning Values • I recognise how it feels to be proud of an achievement • I can recognise the choices I make and understand the consequences 	<ul style="list-style-type: none"> • I can identify similarities between people in my class • I can tell you some ways in which I am the same as my friends • I can identify differences between people in my class • I can tell you some ways I am different from my friends • I can tell you what bullying is. • I understand how being bullied might feel • I know some people who I could talk to if I was feeling unhappy or being bullied • I can be kind to children who are bullied • I know how to make new friends 	<ul style="list-style-type: none"> • I can set simple goals • I can tell you about a thing I do well • I can set a goal and work out how to achieve it • I can tell you how I learn best • I understand how to work well with a partner • I can celebrate achievement with my partner • I can tackle a new challenge and understand this might stretch my learning • I can tell you how I feel when I am faced with a new challenge • I can tell you about obstacles which make it more difficult to achieve my new challenge 	<ul style="list-style-type: none"> • I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy • I feel good about myself when I make healthy choices • I know how to make healthy lifestyle choices • I feel good about myself when I make healthy choices • I know how to keep myself clean and healthy, and understand how germs cause disease/illness • I know that all household products including medicines can be harmful if not used properly • I am special so I keep myself safe • I understand that medicines can help me if I feel poorly 	<ul style="list-style-type: none"> • I can identify the members of my family and understand that there are lots of different types of families • I know how it feels to belong to a family and care about the people who are important to me • I can identify what being a good friend means to me • I know how to make a new friend • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I can recognise which forms of physical contact are acceptable and unacceptable to me • I know who can help me in my school community 	<ul style="list-style-type: none"> • I am starting to understand the life cycles of animals and humans • I understand that changes happen as we grow and that this is OK • I can tell you some things about me that have changed and some things about me that have stayed the same • I know that changes are OK and that sometimes they will happen whether I want them to or not • I can tell you how my body has changed since I was a baby • I understand that growing up is natural and that everybody grows at different rates • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus

	<ul style="list-style-type: none"> • I recognise the range of feelings when I face certain consequences • I understand my rights and responsibilities within our School Values • I understand my choices in following the School Values 	<ul style="list-style-type: none"> • I know how it feels to make a new friend • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique 	<p>and have ideas to overcome them</p> <ul style="list-style-type: none"> • I can explain how I feel when I face obstacles and how I feel when I overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it • I know how to store the feelings of success in my internal treasure chest 	<p>and I know how to use them safely</p> <ul style="list-style-type: none"> • I know some ways to help myself when I feel poorly • I know how to keep safe when crossing the road, and about people who can help me to stay safe • I can recognise when I feel frightened and know who to ask for help • I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy • I can recognise how being healthy helps me to feel happy 	<ul style="list-style-type: none"> • I know when I need help and know how to ask for it • I can recognise my qualities as person and a friend • I know ways to praise myself • I can tell you why I appreciate someone who is special to me • I can express how I feel about them 	<ul style="list-style-type: none"> • I respect my body and understand which parts are private • I understand that every time I learn something new I change a little bit • I enjoy learning new things • I can tell you about changes that have happened in my life • I know some ways to cope with change
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	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 2	<ul style="list-style-type: none"> • I can identify some of my hopes and fears for this year • I know how to use my Jigsaw Journal • I can recognise when I feel worried and know who to ask for help • I understand the rights and responsibilities for being a member of my class and school • I recognise when I feel worried and know who to ask for help • I listen to other people and contribute my own ideas about rewards and consequences • I help make my class a safe and fair place • I understand how following the School Values will help me and others learn • I work cooperatively 	<ul style="list-style-type: none"> • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) • I understand some ways in which boys and girls are similar and feel good about this • I understand some ways in which boys and girls are different and accept that this is OK • I understand that bullying is sometimes about difference • I can tell you how someone who is bullied feels • I can be kind to children who are bullied • I can recognise what is right and wrong and know how to look after myself 	<ul style="list-style-type: none"> • I can choose a realistic goal and think about how to achieve it • I can tell you things I have achieved and say how that makes me feel • I carry on trying (persevering) even when I find tasks difficult • I can tell you some of my strengths as a learner • I can recognise who I work well with and who it is more difficult for me to work with • I can tell you how working with other people helps me learn • I can work well in a group to create an end product • I can work with other people in a group to solve problems 	<ul style="list-style-type: none"> • I know what I need to keep my body healthy • I am motivated to make healthy lifestyle choices • I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed • I can tell you when a feeling is weak and when a feeling is strong • I understand how medicines work in my body and how important it is to use them safely • I feel positive about caring for my body and keeping it healthy • I can sort foods into the correct food groups and know which foods my body needs every 	<ul style="list-style-type: none"> • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I accept that everyone's family is different and understand that most people value their family • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I know which types of physical contact I like and don't like and can talk about this • I can identify some of the things that cause conflict with my friends • I can demonstrate how to use the 	<ul style="list-style-type: none"> • I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent • I can recognise the physical differences between boys and girls, use the correct names for parts of

<ul style="list-style-type: none"> • I recognise the choices I make and understand the consequences • I can follow the School Values 	<ul style="list-style-type: none"> • I understand that it is OK to be different from other people and to be friends with them • understand we shouldn't judge people if they are different • I know how it feels to be a friend and have a friend • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique 	<ul style="list-style-type: none"> • I can explain some of the ways I worked well in my group to create the end product • I can express how I felt to be working as part of this group • I know how to share success with other people • I know how contributing to the success of a group feels and I am able to store those feelings in my internal treasure chest (proud) 	<p>day to keep me healthy</p> <ul style="list-style-type: none"> • I have a healthy relationship with food and know which foods I enjoy the most • I can make some healthy snacks and explain why they are good for my body • I can express how it feels to share healthy food with my friends • I understand which foods to eat to give my body energy • I have a healthy relationship with food and I know which foods are most nutritious for my body 	<p>positive problem-solving technique to resolve conflicts with my friends</p> <ul style="list-style-type: none"> • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I recognise and appreciate people who can help me in my family, my school and my community • I understand how it feels to trust someone • I can express my appreciation for the people in my special relationships • I am comfortable accepting appreciation from others 	<p>the body (penis, anus, testicles, vagina) and appreciate that some parts of my body are private</p> <ul style="list-style-type: none"> • I can tell you what I like/don't like about being a boy/girl • I understand there are different types of touch and can tell you which ones I like and don't like • I am confident to say what I like and don't like and can ask for help • I can identify what I am looking forward to when I move to the Juniou school • I can start to think about changes I will make when I move to the Junior school. I can think about starting in Year 3, and know how to go about this
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