

## UPLANDS JUNIOR SCHOOL

### PSHE Policy

April 2022 DRAFT

## INTRODUCTION

The Education Reform Act of 1988 requires all schools to provide a broad and balanced curriculum that meets the needs of all pupils. Under section 78 of the Education Act 2002, a PSHE curriculum:

- promotes the spiritual, moral, social and cultural development of young people at the school and of society; and
- prepares young people for the opportunities, responsibilities and experiences of adult life.

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, Relationships Education and Health Education are a statutory curriculum requirement for all primary schools in England. At Uplands, we include statutory Relationships and Health Education within our whole-school PSHE Programme; some elements will also be reinforced through links in other areas of the curriculum such as Online Safety, Science and Religious Education. Alongside this policy, we have a Relationships and Sex Education (RSE) policy which is available via the school website. Please refer to this RSE policy for information regarding our approach to implementing this element of PSHE education.

At Uplands Junior school we place a high value on the development of the 'whole child'. The teaching of Personal, Social, Health & Economic (PSHE) education underpins children's development as individuals and supports their learning capacity. PSHE also forms part of our approach to addressing sensitive subjects and protecting our pupils. Through our PSHE curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens who make a positive contribution to society.

Our school has a 'Respect for all' ethos, which has been in place since January 2015. This ethos underpins all our work. It has been shared with governors, staff, parents and children and is displayed in prominent areas across school. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help to develop their sense of self-worth. We teach them how society is organised and governed, ensuring that they experience the processes of democracy in school through the school council. We teach them about rights and responsibilities and what it means to be a positive member of a diverse, multicultural society. As a curriculum subject, PSHE education plays a hugely important part in supporting these aims. An effective PSHE curriculum also allows us to discharge various other statutory duties, most notably those required of schools within the Ofsted Education Inspection Framework and the need to teach children about safeguarding.

## INTENT

We have selected the Jigsaw Programme for PSHE as this 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. An overview of the programme is attached as an appendix to this policy. Jigsaw is a 'mindful' approach to PSHE with a spiral curriculum that deepens and broadens the children's learning each year. The programme's complimentary update policy ensure that we will always be using the most up-to-date teaching materials and that staff are well-supported in ensuring that statutory requirements are met.

Jigsaw PSHE incorporates statutory Relationships Education and Health Education for all primary school pupils. Children are taught to recognise the characteristics of healthy and positive relationships, including online relationships, and how to seek support if they experience problems or have concerns. Statutory Relationships education includes understanding friendship, family and other relationships, conflict resolution and communication skills, and dealing with bereavement and loss. Children are taught to celebrate difference, how to recognise bullying behaviour and strategies for dealing with bullying situations.

Statutory Health education covers mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, rest and exercise, basic first aid, and the physical and emotional changes associated with adolescence and puberty. Please note that we are required by law to deliver statutory lessons on adolescence and puberty and there is no parental right to withdraw children from these lessons.

The mapping document "Jigsaw 3-11 and statutory Relationships and Health Education" shows how Jigsaw, and therefore Uplands, meets the requirements of statutory Relationships and Health Education. The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study for PSHE.

Jigsaw PSHE sits within a wider approach to promoting mental wellbeing that includes Trick Box strategies for dealing with feelings, and the Art of Brilliance project. Some elements of statutory Relationships and Health Education are also reinforced through links in other areas of the curriculum such as Online Safety, Science (Animals including Humans) and Religious Education.

The government recommends that all primary schools have a sex education programme, tailored to the age and maturity of pupils, that teaches the facts about human reproduction. We therefore provide some non-statutory sex education in Years 5 and 6, covering how human reproduction occurs. Parents have the right to request their child be withdrawn from the PSHE lessons that specifically refer to human reproduction. For more information please see our Relationships and Sex Education Policy.

## IMPLEMENTATION

Jigsaw PSHE is taught as a blocked unit delivered during afternoon lessons over approximately a week, once per half term. Using techniques such as role play, reflection and group discussion, children are taught to develop self-awareness, empathy, resilience, self-management and social skills. Children are supported in setting aspirational goals, coping with difficult situations and dealing with interpersonal issues such as falling out with friends. Class teachers deliver PSHE lessons to their own classes, supported by expert visitors where appropriate and useful. We aim to provide an environment and atmosphere for PSHE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

The Jigsaw programme includes six "Puzzles" (units) which are completed by every year group over the course of each year. All year groups cover the same unit at the same time, which allows a whole-school approach including assemblies and awards. The learning deepens and broadens every year. The six Puzzles and their learning themes are set out below.

- Being Me in My World (Autumn 1); understanding my own identity and how I fit well in the class, school and global community.
- Celebrating Difference (Autumn 2); antibullying (including cyberbullying and homophobic bullying) and understanding.
- Dreams and Goals (Spring 1); goal-setting, aspirations, who do I want to become, what would I like to do for work and to contribute to society.
- Healthy Me (Spring 2); drugs and alcohol education, self-esteem and confidence, healthy lifestyle choices, sleep, nutrition, rest and exercise.
- Relationships (Summer 1); understanding friendship, family and other relationships, conflict resolution and communication skills, dealing with bereavement and loss.
- Changing Me (Summer 2); puberty, relationships and sex education in the context of coping positively with change. We have tailored this unit specifically to suit the needs of our school, our pupils and their parents. Please see our Relationships and Sex Education policy for more details.

In addition to the half-termly Jigsaw unit, we deliver PSHE in a weekly session focusing on either Online Safety or Trick Box strategies for dealing with feelings. PSHE and our school's approach to mental wellbeing is also embedded in our programme of assemblies, through links across the curriculum and in dedicated workshops on specific topics.

All planning and Jigsaw resources are available to staff on the school platform. Planning and lesson plans and paper resources are also available in hard copy within each

year group. We subscribe to the Jigsaw Online portal which allows all staff access to continuously updated resources to support the Jigsaw curriculum. A range of additional resources is available for PSHE across school, for example storybooks and resources for specific topics. These additional resources are kept primarily within year groups, whilst the subject leader for PSHE holds a selection of additional reference materials.

### Managing questions

PSHE lessons begin with a set of ground rules to help clarify boundaries and mitigate disclosures in class. These ground rules clarify that personal questions should not be asked and that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

Pupils are encouraged to ask questions during PSHE sessions. Questions from pupils are answered according to the age and maturity of the pupils concerned, and if the teacher delivering the session deems it appropriate to answer. In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. Teaching staff will answer questions as openly as possible but if faced with a question they do not feel is appropriate to answer within the classroom, provision may be made to address the individual child/young person's requirements. Teachers are expected to use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom on PSHE-related topics.

## IMPACT

### Assessment

We recognise the importance of assessing progress within PSHE to allow better planning and reporting upon the subject. Whilst opportunities to assess in PSHE are less tangible, as many sessions do not create written or physical outputs, we utilise a range of assessment techniques including peer and self-assessment, teacher observation, special projects and events. At the end of each unit, class teachers provide the PSHE Subject Lead with a simple assessment grade for each child based on curriculum outcomes. Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit.

### Monitoring, Evaluating and Reporting

SLT and the PSHE co-ordinator monitor the planning, teaching and learning of PSHE regularly. Monitoring consists of observations, book trawls, learning walks, staff voice and pupil voice as deemed appropriate and in accordance with the school's monitoring

cycle (see SIP). Teachers will continually reflect on the effectiveness of our PSHE provision. PSHE pupil assessment data will be monitored by the PSHE Subject Lead on an ongoing basis. The scheme of work itself is monitored and reviewed on an annual basis.

Children's successes and achievements will be recognised through the awarding of house points, stickers, achievement assemblies, class assemblies, merit certificates, etc.

The PSHE policy will be reviewed according to the review cycle as identified in the SIP. It may also be reviewed as required should national guidance or policy changes mean it is necessary to do so. We value the input of stakeholders, so where possible, we will also seek and consider the views of staff, pupils and parents/carers around PSHE-related practice to ensure that our PSHE curriculum is valued, understood and reflective of the needs of our school community

### SAFEGUARDING

In providing children with an understanding of healthy relationships and appropriate boundaries, choices, and their rights and responsibilities, we consider effective PSHE to be an important part of our school's approach to safeguarding.

Teachers are aware that the nature of some of the topics covered in the PSHE education programme, especially RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher and deputy head, the designated safeguarding lead and child protection officer within the school. The headteacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy).

### EQUAL OPPORTUNITIES

At Uplands 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 some aspects of Relationships, Health and Sex Education. As with all teaching at Uplands, PSHE is taught in such a way as to include and value all children irrespective of their ability, gender, race, ethnicity or any other protected characteristic.

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation. This policy has been written according to the guidelines laid down in the school's Equal Opportunities Policy.

### SPECIAL EDUCATIONAL NEEDS, DISABILITIES AND LEARNING DIFFERENCES

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in PSHE. All children access the same curriculum. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEND or learning differences, and in line with relevant legislation. Children with SEND or with English as an additional language (EAL) work in mixed ability pairs or groups and are supported by peer buddies. Children with an Educational Health Care Plan or EAL might additionally be supported by teachers to ensure they have fully understood the input. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. Any differentiation is by support and output rather than by input or task set.

### RIGHTS RESPECTING SCHOOL

Uplands is a Rights Respecting School. Our PSHE Curriculum is extremely supportive of the rights of the child, with a number of specific links to the United Nations Convention on the Rights of the Child. These are set out below.

Article 12 - the right to express views, feelings and wishes and to have those views taken seriously.

Article 13 - the right to express thoughts and opinions and access all types of information.

Article 14 - the right to freedom of thought, belief and religion.

Article 15 - the right to form and join groups.

Article 16 - the right to privacy.

Article 17 - the right to reliable information from a variety of sources.

Article 19 - protection from violence, abuse and neglect.

Article 24 - the right to the best possible health.

Article 28 - the right to an education.

Article 29 - the right to education that develops every child's personality, talents and abilities to the full, and teaches children respect for human rights, their own and other cultures, and the environment.

Article 33 - protection from the illegal use of drugs.

Article 34 - protection from sexual abuse and exploitation.

### STAFF SUPPORT AND TRAINING

Uplands Junior School believes in the importance of appropriate staff training to enable staff to deliver effective PSHE. The PSHE co-ordinator will access courses or INSET opportunities to assist staff involved in the delivery of PSHE as required and/or in accordance with the School Improvement Plan.

### RELATED POLICIES (check these are all the correct policy titles for your school)

- Relationships and Sex Education policy
- Safeguarding policy

- Online safety policy
- Anti-bullying policy
- Behaviour policy
- Inclusion policy

### LOCATION AND DISSEMINATION

Copies of this policy are held by the Headteacher and PSHE co-ordinator. Electronic copies are available to parents on the school website and to staff on the school learning platform. A hard copy is available from the school office on request from parents.

Head teacher: \_\_\_\_\_

PSHE coordinator: \_\_\_\_\_

Date: \_\_\_\_\_

Review date: June 2024

# Jigsaw PSHE KS2 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>

## Uplands coverage of puberty (Health Education) and reproduction (Sex Education) in “Changing Me” unit of PSHE

This unit is taught in the second half of Summer term in all year groups. Health and Puberty education is statutory and there is no right to withdraw children from lessons on puberty. Parents do have the right to withdraw their children from lessons that teach how human conception occurs in Year 5 and Year 6. We will contact parents and carers in advance of these lessons occurring to provide an opportunity to view the materials used and make an informed decision about your child's participation.

Year Group	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Health/Puberty coverage</b>	<ul style="list-style-type: none"> <li>• Naming body parts including private parts.</li> <li>• The NSPCC underwear rule.</li> <li>• That growing up involves physical and emotional changes; girls only menstruation (mentioning that menstruation is part of your body changing as it gets ready to have babies, if you want to, when you are grown up)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to body changes in puberty for boys and girls.</li> <li>• Girls body changes, menstruation.</li> </ul>	<ul style="list-style-type: none"> <li>• Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.</li> </ul>	<ul style="list-style-type: none"> <li>• Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.</li> </ul>
<b>Sex Education coverage</b>	<ul style="list-style-type: none"> <li>• That for a baby to grow, part comes from a woman (the mother) and part from a man (the father). (We do not teach where these come from or how they get to each other in Year 3.)</li> <li>• That it is usually the female that has the baby and that in mammals including humans, the baby grows inside the mother.</li> </ul>	<ul style="list-style-type: none"> <li>• For a baby to be made, the “ingredients” needed are a sperm from the father, an egg from the mother, a mother’s womb to grow in.</li> <li>• That the sperm and egg can meet when a grown-up man and woman share an especially close and loving embrace that is an intimate, loving and very private part of a grown-up relationship. (We do not teach how conception occurs in detail in Year 4.)</li> </ul>	<ul style="list-style-type: none"> <li>• How conception occurs. We use the “Living and Growing” series to contextualise this within a committed, loving adult relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• How conception occurs and how babies are born. We use the “Living and Growing” series to contextualise this within a committed, loving adult relationship.</li> </ul>