

Ladysmith Federation

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education, statutory from September 2020, and our position on Sex Education)

Approved by: Full Governing Body Date: 30.11.22

Last reviewed on:

Next review due by: November 2023

Contents

Personal, Social and Health Education Policy	Error! Bookmark not defined.
1. Aims	2
2. Statutory requirements	2
3. Content and delivery	3
4. Roles and responsibilities	4
5. Monitoring arrangements	4
6. Links with other policies	5

1. Aims

At the Ladysmith Federation we believe that PSHE education promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding

Taken from our Vision for Every Child:

- To develop self-motivated, ambitious, independent, caring and happy children
- To promote an active and healthy lifestyle with good mental wellbeing and an understanding of how to stay safe
- We help children to understand our rapidly changing world
- We embrace and value diversity within our own community and beyond

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote healthy lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for their future.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

2.1 Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

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

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 Relationships 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 unit 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.

2.2 Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me unit.

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

2.3 Sex Education

At Ladysmith Federation, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit. We conclude, from the DfE guidance, that Sex Education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

The school will inform parents of this right by Parent Mail before the 'Changing Me' unit is taught.

Human Reproduction as also taught as a statutory requirement of the Science National Curriculum which requires children to know how mammals reproduce. Therefore, the right to withdraw your child from these science lessons is not applicable. We are of course happy to discuss the content of the curriculum and invite parents to contact their child's class teacher should they have questions.

3. Content and delivery

3.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). 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 your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units which are taught across the Federation; 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	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition,

rest and exercise

Summer 1: Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

Summer 2: Changing Me Includes Relationships and Sex Education in the context of coping positively with change

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This is available on the policies section of the school website.

3.2 How we teach it

At Ladysmith Federation, PSHE is taught weekly by the class teacher in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, class charters, 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

EQUALITIES STATEMENT

The staff and Governors of Ladysmith Federation are committed to promoting equal opportunities and diversity. All staff will ensure that all areas of the taught and informal curriculum take account of the rich and varied balance of cultures, faiths, race and nationalities, physical, emotional, gender and economic diversity that exist in the United Kingdom today.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy, and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the PSHE subject lead and Senior Leaders through:

- Learning walks
- Pupil and staff interviews
- Professional Development Meetings

This policy will be reviewed by the head teacher and governing body every 3 years. At every review, the policy will be approved by [the governing body.

6. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- SEND

