

# PSHE (& SRE) Policy Wrenthorpe Academy



## Introduction

We aim to provide a PSHE policy that:

- Promotes spiritual, moral, cultural, mental and physical development of all children, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **We are aware that:**

The Education Secretary intends to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

At Wrenthorpe Academy we deliver the **Jigsaw Programme** from Reception to Year 6 as we are confident that the Jigsaw Programme covers all aspects of Relationships Education, Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled. Likewise, this policy will be updated in line with any new government guidance. This Jigsaw PSHE policy is informed by existing DfE guidance and meets all the outcomes in the PSHE Association Programmes of Study, 2017.

## Main Aim of the Jigsaw PSHE policy

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

## How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning and teaching strategies are varied.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time. Each theme is introduced by the PSHE Lead (Mrs Mayman) in assembly time.

There are six themes in Jigsaw that are designed to progress in sequence from September to July.

Each theme has two Learning Intentions:

one is based on specific PSHE learning (covering the nonstatutory national framework for PSHE Education but enhanced to address children's needs today); and

one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

## Jigsaw Content

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

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

**Pupils are encouraged to:**

- Take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

### **Objectives/Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form 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

### **Relationships Education**

Relationships Education in primary schools will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010. The education that children receive should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their health and well-being.

### **Sex Education**

- Sex education should ensure that all children are prepared for the changes that adolescence brings by drawing on knowledge of the human life cycle set out in the national curriculum for science.

Health Education will be mandatory in all primary schools in England (except Independent Schools who have separate requirements on PSHE education as per the Independent Schools Standard) from September 2020. Relationships Education, Health Education, science and sex education work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong. Effective education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

The Jigsaw programme also has clear links with our other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy

- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

### **Relationship Education**

The Jigsaw Programme provides opportunities:

- to teach 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:

	<b>Pupils should know:</b>	<b>Lessons delivered in Jigsaw Programme:</b>
<b><u>Families and people who care for me</u></b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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.</li> <li>• 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</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> <li>• 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</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<b>Relationships</b>  <b>Changing Me</b>  <b>Celebrating Difference</b>  <b>Being Me in My World</b>
<b><u>Online relationships</u></b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online.</li> </ul>	<b>Relationships</b>  <b>Changing Me</b>  <b>Celebrating Difference</b>

<p><b><u>Being Safe</u></b></p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p><b>Relationships</b></p> <p><b>Changing Me</b></p> <p><b>Celebrating Difference</b></p>
<p><b><u>Mental wellbeing</u></b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• 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</li> <li>• 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</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</li> <li>• 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).</li> </ul>	<p><b>Healthy Me</b></p> <p><b>Relationships</b></p> <p><b>Changing Me</b></p> <p><b>Celebrating Difference</b></p>
<p><b><u>Internet safety and harms</u></b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• 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</li> <li>• 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</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> </ul>	<p><b>Relationships</b></p> <p><b>Healthy Me</b></p>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>	
<b><u>Physical health and fitness</u></b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• 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</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<b>Healthy Me</b>
<b><u>Healthy eating</u></b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• 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).</li> </ul>	<b>Healthy Me</b>
<b><u>Drugs, alcohol and tobacco</u></b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>	<b>Healthy Me</b>
<b><u>Basic first aid</u></b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<b>Healthy Me</b>
<b><u>Changing adolescent body</u></b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<b>Changing Me</b> <b>Healthy Me</b>

**Learning intentions for each year group:**

<b><u>Relationships Education</u></b>	
Rec	I can tell you about my family I can identify some of the jobs in my family and how I feel like I belong I understand how to make friends if I feel lonely I know how to make friends to stop myself from feeling lonely I can tell you some of the things I like about my friends I can think of ways to solve problems and stay friends I know what to say and do if somebody is mean to me

	<p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I can work together and enjoy being with my friends</p> <p>I know how to be a good friend</p>
Y1	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I know how it feels to belong to a family and care about the people who are important to me</p> <p>I can identify what being a good friend means to me</p> <p>I know how to make a new friend</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>I can tell you why I appreciate someone who is special to me</p> <p>I can express how I feel about them</p>
Y2	<p>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</p> <p>I accept that everyone's family is different and understand that most people value their family</p> <p>I know which types of physical contact I like and don't like and can talk about this</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I understand how it feels to trust someone</p> <p>I can express my appreciation for the people in my special relationships</p>
Y3	<p>I can identify the roles and responsibilities of each member of my family</p> <p>I can describe how taking some responsibility in my family makes me feel</p> <p>I can identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>I know how to negotiate in conflict situations to try to find a solution</p> <p>I know and can use some strategies for keeping myself safe</p> <p>I know who to ask for help if I am worried or concerned</p> <p>I know how to express my appreciation to my friends and family</p> <p>I enjoy being part of a family and friendship groups</p>
Y4	<p>I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant</p> <p>I know how it feels to belong to a range of different relationships and can identify what I contribute to each of them</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>
Y5	<p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I know how to stand up for myself and how to negotiate and compromise</p> <p>I understand that relationships are personal and there is no need to feel pressured into having a boyfriend/ girlfriend</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it</p> <p>I understand how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>
Y6	<p>I can identify the most significant people to be in my life so far</p> <p>I understand how it feels to have people in my life that are special to me</p> <p>I can recognise when my friends are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends</p>

	<p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>I can take responsibility for my own safety and well-being</p>
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<b>Sex Education</b>	
Rec	<p>Show affection and concern for people who are special</p> <p>Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings</p>
Y1	Identify the parts of the body that make boys different to girls and use the correct names for these
Y2	<p>Identify the parts of the body that make boys different to girls and use the correct names for these</p> <p>And recognise that some parts of our body are private</p>
Y3	<p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>Express how I feel when I see babies or baby animals</p> <p>Understand that babies grow and develop inside the mother and understand what a baby needs to live and grow</p> <p>Express how I might feel if I had a new baby in my family</p> <p>Understand that boys' and girls' bodies need to change as they grow</p>
Y4	<p>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience</p>
Y5	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me</p> <p>Describe how boys' and girls' bodies change during puberty</p> <p>Express how I feel about the changes that will happen to me during puberty</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways</p>
Y6	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>Express how I feel about the changes that will happen to me during puberty</p> <p>Ask the questions I need answered about changes during puberty</p> <p>Reflect on how I feel about asking the questions and about the answers I receive</p> <p>Recognise how I feel when I reflect on the development and birth of a baby</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

<b>Drug and Alcohol Education</b>	
Rec	
Y1	
Y2	<p>Understand how medicines work in my body and how important it is to use them safely</p> <p>Feel positive about caring for my body and keeping it healthy</p>
Y3	<p>Tell you my knowledge and attitude towards drugs</p> <p>Identify how I feel towards drugs that help us</p>
Y4	<p>Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</p>
Y5	<p>Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>Make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p>

	Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
Y6	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart Be motivated to find ways to be happy and cope with life's situations Evaluate when alcohol is being used responsibly, anti-socially or being misused Tell you how I feel about using alcohol when I am older and my reasons for this

**How Wrenthorpe Academy will involve parents/carers**

Involving parents is integral to the new guidance.

We will ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.