

Varna Community Primary School



Policy and Guidelines for PSHE

Approved by: Varna Governing Body

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Last reviewed on: June 2021

Next review due by: June 2024 (review every 2 years)

1. Intent

PSHE is taught from nursery to year 6. The children's knowledge and understanding is built upon each year through the spiral curriculum of Jigsaw. Each area of the curriculum is repeated each year but advances in line with children's age and development. PSHE uses a range of games, books, written activities and calming techniques to deliver the aims of the curriculum. Topics engage and enthuse children and have been adapted to suit the needs of the school.

Pupils learn transferable skills in PSHE, which they can apply to social situations and the wider world. Children are given the chance to self-reflect and evaluate their learning, which provides an assessment tool for teachers. We liaise with Healthy Schools in order to ensure consistency across Manchester and regularly access their support and services. It is our aim to give children a holistic learning experience to help prepare them for the future.

2. National Curriculum Expectations

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#). **This has been active since September 2020.**

Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to

schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet.

RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science, which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

3. Scheme of Work

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and [Keeping Children Safe in Education, 2018](#)) and [equality](#) (Equality Act 2010: Advice for school coordinators, school staff, governing bodies and local authorities, revised June 2014).

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.

Jigsaw offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE because we believe this program is most suited to our school community.

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

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory

Relationships and Health Education guidance, 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. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

- Class teachers are responsible for teaching of the PHSE curriculum
- PSHE Lead – Mrs. A. Heatley is responsible for leading and developing the PSHE curriculum

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

4. Role of the Subject Coordinator

The subject coordinator:

- Is enthusiastic and positive in regards to their subject
- Is committed to raising the profile of the subject across the school
- Oversees quality outcomes across the whole school
- Keeps up to date with key research in regards to their subject
- Understand how pupils view their subject

5. Curriculum Content

See Appendix A

6. SEND Information

Varna Community Primary School is an inclusive environment where we welcome and celebrate diversity. In order to manage and support all pupils and their varying needs, reasonable adjustments are made within the school day across all subject areas. Teachers are responsible and accountable for the planning, teaching, assessment, progress and

development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN/D. In addition to this we make the following adaptations to ensure all pupils' needs are met. This is not an exhaustive list, but provides clear examples of support in place across the school:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. Some children may work from a curriculum lower than their peers for example Pre-Key stage pupils.
- Adapting and being flexible with our resources and staffing
- Using recommended aids, such as computing equipment, coloured overlays, visual timetables, larger font, fidget toys etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Some children may have an individualised timetable in order to support and meet their needs whilst at school.
- Additional interventions which are monitored and reviewed regularly, and at least every 6 – 8 weeks.

See Appendix B

7. Progression of Skills

See Appendix C

8. Assessment

Assessment is broken down into different categories for each unit in every year group. The school's approach to assessment means that it is ongoing, taking place after each lesson to give a clear idea of progress and identify gaps. This then gives a clear picture of what each child has achieved at the end of each unit. The subject coordinator has converted the assessment statements into child-friendly statements to ensure the children understand what is being asked of them at every stage, and they have a clearer understanding of the key learning.

There is also the opportunity for self-assessment after each lesson for the pupils which gives further opportunities for reflection.

See Appendix D

9. Spiritual, Moral, Social and Cultural Development

The Jigsaw scheme 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.

Jigsaw includes unit breakdowns for each year where SMSC is being taught.

10. Equality

We teach a broad and balanced curriculum at Varna, and at no point is the curriculum narrowed. We plan units of work that can be accessed by all SEND and EAL learners as we believe our children possess unique gifts and qualities; as such they have the right to succeed, recognise their own greatness, and develop who they are in a respectful and caring environment. We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

11. Other Key Information

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support.

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness session
- Involvement in policy development
- Involvement in curriculum development
- Information leaflets/displays

12. Evaluation

Evaluation is carried out to improve the teaching and learning of PSHE within Varna. The PSHE coordinator and the curriculum coordinator appraise the curriculum provision made for PSHE within the school, in order that pupils make the greatest possible progress.

Evaluation includes a review of the content of the art curriculum to ensure that National Curriculum requirements are being fulfilled. The effectiveness of any INSET for art provided internally or by an external agency is assessed by the subject and curriculum lead.

Evaluation can be by a number of methods, including: the assessment of pupils' work, achievements and pupil voice; the analysis of teachers' planning; discussion amongst groups of staff or all staff including staff voice; classroom observation, and external inspection and advice.

The policy is reviewed every 2 years.

9. Appendices

Appendix A – Curriculum Content

Jigsaw Content

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

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	SRE	Includes Sex and Relationship Education in the context of looking at and managing change - this is delivered using Manchester Healthy Schools, Imatter curriculum.

Jigsaw relationships education content

<p>EYFS</p>	<p><i>My family and me, making and staying friends, falling out and bullying and being the best friends we can be.</i></p>
<p>Year 1 Age 5-6</p>	<p><i>Families, making friends, greetings, people who help us, being my own best friend and celebrating my special relationships.</i></p>
<p>Year 2 Age 6-7</p>	<p><i>Families, keeping safe - exploring physical contact, friends and conflict, secrets, trust and appreciation and celebrating my special relationships.</i></p>
<p>Year 3 Age 7-8</p>	<p><i>Family roles and responsibilities, friendship, keeping myself safe online, being a global citizen and celebrating my web of relationships.</i></p>
<p>Year 4 Age 8-9</p>	<p><i>Jealousy, love and loss, memories, getting on, falling out, girlfriends and boyfriends, and celebrating my relationships with people and animals.</i></p>
<p>Year 5 Age 9-10</p>	<p><i>Recognising me, safety with online communities, being in an online community, online gaming, my relationship with technology: screen time and relationships and screen time.</i></p>
<p>Year 6 Age 10-11</p>	<p><i>What is mental health? My mental health, love and loss, power and control, being online: real or fake? Safe or unsafe? Using technology responsibly.</i></p>

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group

Age 4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
Age 5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
Age 6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
Age 7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
Age 8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
Age 9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
Age 10-11	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

Appendix B – SEND Information

EYFS

<p>Universal</p>	<p>Visual representations of PSHE/PSED. In foundation stage, hold expectations of a lower developmental stage in PSED (using Development Matters)</p>
<p>Targeted class action plan / IEP</p>	<p>For children who are unable to mark- make or effectively record their responses to learning, children could record in a different way e.g. through video recordings or verbal responses</p>
<p>Specialist EHCP</p>	<p>One to one adult support to access learning in PSHE/PSED and meet relevant expectations. Video recordings or verbal responses instead of written responses, if necessary</p>

KS1 and KS2

<p>Universal</p>	<p>Quality first teaching, group discussions in a safe and encouraging environment. Class teacher always leads sessions. Chance to pair work, share and discuss. Visuals to support learning – key characters Jigsaw piece and cat.</p>
<p>Targeted class action plan / IEP</p>	<p>Support and guidance in discussion and independent task work..Talk to the children ahead of the session to give them time to think and chance to build a response to share during discussions.</p>
<p>Specialist EHCP</p>	<p>Adult support and visual representations. Alterations made to the independent task if appropriate.</p>

Appendix C – Progression of Skills Documents

Appendix D – Assessment End Points