



Tylers Green First School
PSHE (Personal, Social, Health Education)
Policy
*including Relationships and Health Education and
our position on Sex Education*

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.

The aim of this policy is to

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships and Health Education within our PSHE curriculum
- Help parents and carers to understand Relationships and Health Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships and Health Education

Responsibilities

- It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Relationships and Health Education policy. The Governing Body are required to approve the policy and hold the Headteacher to account for its implementation.
- The Headteacher is responsible for ensuring PSHE is taught consistently across the school.

Parents

The school will consult parents and provide information about the contents of the PSHE curriculum, including Relationships and Health Education before the implementation of this policy in September 2020. Parents are welcome to speak to the Headteacher in relation to any aspect of this policy.

PSHE

At Tylers Green First School, we teach Personal, Social, Health Education as a wholeschool approach to underpin children's development as people and because we believe that this also supports their learning capacity.

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 SMSC (Spiritual, Moral, Social, Cultural) development 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

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Tylers Green First School 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 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 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.

The Jigsaw Programme 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.

The overview of the programme can be seen on the school website.

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. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; 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 bullying included) and understanding differences
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 medicine safety, 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.
Summer 2:	Changing Me	Includes Relationships education in the context of coping positively with change and naming body parts.

At Tylers Green First School we allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, 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 deliver the weekly lessons to their own classes.

Relationships Education

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

The expected outcomes for each of these elements and the way the Jigsaw Programme covers these can be found further on in this policy.

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', 'medicine safety', 'Health and prevention', and the correct anatomical names for body parts.

The expected outcomes for each of these elements and the way the Jigsaw Programme covers these can be found further on in this policy.

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.

Again, the mapping document later in this policy transparently shows how the Jigsaw wholeschool approach spirals the learning and meets all statutory requirements and more.

Sex Education

Sex Education is not taught explicitly at Tylers Green First School.

The National Curriculum programmes of study are statutory. The Key stage 1 science curriculum includes the following:

Year 1:

Identify, name and label the basic parts of the human body and say which part is associated with which sense.

Year 2:

Notice that animals, including humans, have offspring which grow into adults

Managing Difficult Questions

All aspects of PSHE are delivered in a safe and well managed environment.

Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise teaching materials to check they are in accordance with the school's ethos.

Equality and LGBTQ content

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 characteristics... At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Tylers Green First School LGBTQ is not mentioned specifically in lessons. However, in lessons that explore differences in families, some resources are used as a discussion focus such as “what is important about a family?” help children understand about their own and others’ families and how a family is founded on love and respect. Some pictorial resources may show a same gendered couple. If this is questioned by the children, the teachers are advised to explain this to the children in the following way : “ Some children have two mummies or two daddies”. Teachers are not expected to go beyond this response or give more detail as this would not be age-appropriate. However, this does acknowledge and include any children who have LBTQ people as part of their family.

At Tylers Green First School 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.

If any member of the school community wishes to discuss any aspect of the policy they are welcome to make an appointment with the Headteacher.

Policy Review

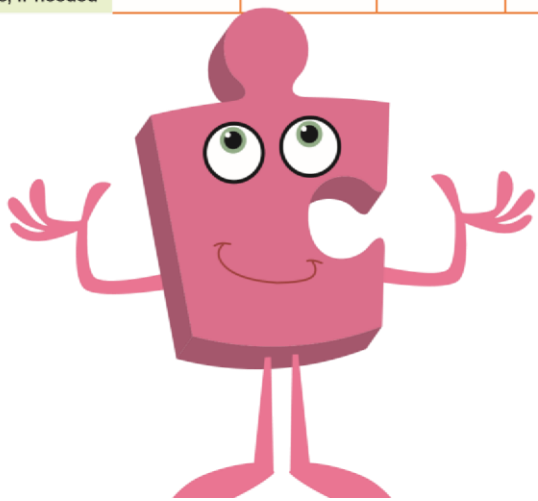
This policy is reviewed annually.

Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7							
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability					✓	✓					✓		
	(R2) 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					✓	✓					✓		
	(R3) 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					✓	✓						✓	
	(R4) 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					✓	✓						✓	
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong												✓	
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed						✓						✓	

Relationships Education

By the end of Primary pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	✓	✓			✓			✓			✓	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	✓	✓						✓			✓	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	✓	✓			✓			✓			✓	
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		✓			✓			✓				
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		✓			✓			✓			✓	



Relationships Education By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	✓	✓	✓		✓		✓	✓	✓		✓	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	✓	✓			✓		✓	✓	✓			
	(R14) the conventions of courtesy and manners	✓					✓	✓	✓	✓			
	(R15) the importance of self-respect and how this links to their own happiness					✓	✓	✓		✓			✓
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	✓	✓	✓		✓	✓	✓	✓	✓		✓	
	(R17) 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		✓						✓				

		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive							✓					
	(R19) the importance of permissionseeking and giving in relationships with friends, peers and adults			✓	✓		✓	✓	✓		✓	✓	
Relationships Education													
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not								✓			✓	
	(R21) 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								✓				
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them								✓			✓	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met												
	(R24) how information and data is shared and used online												

Year 1 - Ages 5-6

Year 2 - Ages 6-7

Relationships Education
By the end of Primary pupils should know:

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		✓			✓	✓	✓	✓			✓	✓
	(R26) 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						✓					✓	✓
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					✓	✓					✓	✓
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					✓						✓	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		✓				✓	✓	✓			✓	✓
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		✓				✓					✓	✓
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		✓						✓			✓	✓
	(R32) where to get advice e.g. family, school and/or other sources		✓				✓	✓	✓	✓		✓	✓

Physical Health and Mental Wellbeing

By the end of Primary pupils should know:

Year 1 - Ages 5-6

Year 2 - Ages 6-7

		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits								✓					
	(H12) 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								✓					
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private									✓				
	(H14) why social media, some computer games and online gaming, for example, are age restricted													
	(H15) 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									✓			✓	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted													
	(H17) where and how to report concerns and get support with issues online										✓			

Year 1 - Ages 5-6

Year 2 - Ages 6-7

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle			✓							✓		
	(H19) 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			✓							✓		
	(H20) the risks associated with an inactive lifestyle (including obesity)			✓							✓		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health										✓		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				✓						✓		
	(H23) the principles of planning and preparing a range of healthy meals				✓						✓		
	(H24) 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)				✓						✓		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				✓ Medicine safety						✓ Medicine safety		
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				✓								
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				✓					✓			
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				✓					✓			
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				✓								
	(H31) the facts and science relating to allergies, immunisation and vaccination												

Year 1 - Ages 5-6

Year 2 - Ages 6-7

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary												
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						✓ Naming body parts						✓ Naming body parts
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle												



