

BURLINGTON INFANT AND NURSERY SCHOOL

Policy Title: PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020)

Persons with Responsibility:

Headteacher: Su Yay-Walker

PSHE Coordinator: Amanda Onslow and Katherine Wilkinson

Key Legislation: Section 78 of the Education Act 2002 and the Academies Act 2010

Documents consulted:

'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance' DfE 2019

PSHE Association Programmes of Study for PSHE

Key System Documents:

- Code of Conduct
- Jigsaw Programme

| Policy History: | | | | |
|------------------------|---------------|-------------------------|--|-------------------------|
| Issue No. | Date | Author | Summary of Changes | Next Review Date |
| 1 | December 2017 | SYW | Model policy from School Bus | Autumn 2019 |
| 2 | Oct 2019 | PSHE Coordinator | In line with new statutory regulations | Autumn 2020 |
| 3 | June 2020 | PSHE Coordinators AO/KW | In line with new statutory regulations and with Jigsaw PSHE scheme | Summer 2020 |

Approved by Governors at a meeting on:

Please refer to signed minutes of this meeting

Introduction

At Burlington Infant and Nursery School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as well-rounded members of society, who can make a positive contribution to their community. We believe that this also supports their learning capacity and enables them to make responsible and well-informed decisions in their lives.

We have chosen to teach PSHE through the Jigsaw Programme which 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. This curriculum incorporates the Relationship and Health Education requirements (2020) and supports the pastoral care provision at Burlington. It also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework (2019), 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.

Aims of this policy

Here, at Burlington Infant and Nursery School we value the importance of PSHE 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.

We aim 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 the children's needs.
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around all types of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Safeguard pupils so that they understand positive relationships and can identify and seek support around harmful/abusive relationships

Organisation of the programme

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 recognising similarities and differences between people and how we are unique. This unit also includes anti-bullying |
| 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 (medicine) education, mental health and wellbeing as well as healthy lifestyle choices including sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, online safety, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationship Education in the context of coping positively with change |

For a more detailed organisation of the programme (*see appendix 1*).

At Burlington Infant and Nursery School we allocate 30 minutes to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: *See PSHE embodiment map (see appendix 2)*

When appropriate to do so, external experts such as the school health team or a local authority advisor on e-safety will be invited to speak to the children and/or Parents / Carers. Such experts will have informed the class teacher / PSHE co-ordinator of the contents of their presentations and resources used. This policy will be shared with outside speakers prior to their delivery.

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'.

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.

For a more detailed list of DfE guidance related to 'Online Relationships' (*see appendix 4*).

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', 'Changing adolescent body'.

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.

Also, 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 Puzzle (unit) (*see appendix 3*) in an age appropriate way for infant children.

For a more detailed list of DfE guidance related to 'Mental wellbeing' and 'Internet safety and harms' (*see appendix 5*).

1. Training of staff

All staff members will undergo training on a regular basis to ensure they are up to date with the PSHE Statutory guidelines as well as the Jigsaw Programme. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

2. Working with parents

At Burlington Infant and Nursery School we promote respect for all and value every individual child, their families and our staff; to hold beliefs, religious or otherwise. Parents and carers will be informed and supported to understand the programme delivered at Burlington Infant and Nursery School and the role they have as primary educators of their children. Parents do not have the right to withdraw their children from PSHE lessons as it is a statutory requirement in school.

3. Equal opportunities

The school understands and abides by The Equality Act 2010, and fully respects the rights of pupils and staff members, regardless of any protected characteristics that he/she may have.

The school is dedicated to delivering PSHE with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence. Extra care will be taken with pupils that have Special Educational Needs to ensure sensitivity is shown towards children whose maturity, experience of family life, sexual knowledge and moral framework is a cause of concern.

4. Confidentiality

Confidentiality within the classroom is an important component of PSHE and teachers are expected to respect the confidentiality of their pupils as far as possible.

Teachers must, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Safeguarding Policy.

5. Bullying incidents

The school has a zero tolerance approach to bullying. Any occurrence of these incidents should be reported to a member of school staff. These incidents will be dealt with following the process in our Anti-bullying Policy.

6. Monitoring and review

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

The Head Teacher is responsible for ensuring that PSHE is taught consistently across the school. This policy will be reviewed by the headteacher in conjunction with the PSHE coordinator every three years. Serious consideration to any comments from parents about the PSHE programme, will be considered. Any changes to the policy will be clearly communicated to all members of staff.

The role of the PSHE Co-ordinator is to ensure resources are up to date and appropriate for each year group. These roles are to be undertaken annually. In addition to this, they will be supported by a member of the SLT to ensure curriculum coverage through planning monitoring and learning walks.

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Creating an environment where pupils feel safe and can access and engage in PSHE
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the Head Teacher.

Appendix 1 – Jigsaw Content Overview

| Age Group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|-------------------------|---|---|---|---|---|---|
| Ages 3-5 (F1-F2) | Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| Ages 5-6 | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter | Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness | Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships | Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition |
| Ages 6-7 | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends | Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| Ages 7-8 | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful 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 scenarios Respect for myself and others Healthy and safe choices | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends | How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |

Appendix 2 – PSHE embodiment map

| General School | Nursery | Reception | Year 1 | Year 2 |
|--|--|---|--|---|
| <p><u>Embedded into daily school life</u></p> <ul style="list-style-type: none"> Learning characters – lessons, displays, assembly Learning trees 20 minute weekly lessons Golden tickets – including lunchtime staff-marbles in the jar – golden time Good deed assembly / display board Top Table Small hall lunch help - nurture table Rainbow bench Picture news (British values linked) Celebration assembly Open door policy ELSA support Lunchtime / indoor behaviour ladder SMSA is class based – build relationship Be There Bear – linked to attendance Dramatherapy Links to external services Music lessons linked to PSHE | <ul style="list-style-type: none"> Home visits Stay and play Family tree display Marvellous me first term- songs, books, celebrating differences Fire engine visit Music club before school Butterflies 2-year-old teddy bears picnic Hobble down trip – lifecycles | <ul style="list-style-type: none"> Home visits Stay and play Weekly Good Deed assembly Grandparents tea party Show and tell Class rules voting / displays Behaviour chart (sun/rain cloud) Marvellous me first term- songs, books, celebrating differences Weekly PE lesson- independently changing Proud Cloud Advent calendar of Kindness at Christmas time Book week- buddy reading with Juniors Rhyme Time concert to parents Star helpers Tapestry for observations and | <ul style="list-style-type: none"> Proud pegs Superheroes topic- people who are important / help us Golden rules display Story voting Olympics / Paralympics Teddy bear picnic | <ul style="list-style-type: none"> Proud pegs Story voting Golden Rules/Classroom rules display, reward charts Trip to Allotment (keeping healthy – healthy eating) Y2 <u>Leaver's</u> Assembly Transition to Y2 – Reading Morning A1 Transition to Juniors – Buddy Sports Day with Y5, Buddy reading, meet new teacher in their own classroom, then meet new teacher in the Junior School classroom and go for lunch SATs- Workshop for Parents, breakfast on day of tests, trip |

| | | | | |
|--|--|--|--|---|
| <ul style="list-style-type: none"> KS1 Class Assemblies Think boxes School Council, Eco Council, Learning Council <p><u>Events</u></p> <ul style="list-style-type: none"> Fudge and Mango days Healthy living week Road safety week – zebra visit Visit from nurse (Height/weight checks R) / dentist (N, targeted Yr 1 & 2) Around the world week WWF week Mental health awareness week Wear it pink day Children in need Safer internet week / assembly / music and songs linked Transitions – meet new class. Teacher sessions, welcome to New Year Group Meeting for Parents Don Rae- dance and movement Sports day NSPCC Assembly Remembrance Day Assembly KS1 football trips Internet Safety Day | | <p>home/school communication</p> <ul style="list-style-type: none"> Clubs- Sunshine singers, Art/RE after school club, Lego club, Good Start Great Start People who help us- invited into school | | <p>to park to celebrate</p> <ul style="list-style-type: none"> Science/Florence Nightingale– hygiene, exercise, diet |
|--|--|--|--|---|

Groups / training

- Social skills groups
- Family groups
- Happy Club
- Buddy times - working with juniors
- Councils – eco/ learning/ school
- Parenting groups
- Emotional welfare practitioner working with parents to support child
- Trained 'Youth Mental Health First Aiders in school (MD,CB)
- Workshops – maths/phonics/reading/writing
- Jenny Mosley training (circle time)
- Attachment training

Supporting Parents

- Family Links Parenting Course
- Good Start/Great start
- Anxiety Workshop
- Practical Ideas for Better Living (New course led by Your Healthcare) to support parent's stress and mental wellbeing
- Ongoing parent surveys

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|--|--|--|--|--|
| <p><u>Groups / training</u></p> <ul style="list-style-type: none">• Social skills groups• Family groups• Happy Club• Buddy times - working with juniors• Councils – eco/ learning/ school• Parenting groups• Emotional welfare practitioner working with parents to support child• Trained 'Youth Mental Health First Aiders in school (MD,CB)• Workshops – maths/phonics/reading/writing• Jenny Mosley training (circle time)• Attachment training <p>Supporting Parents</p> <ul style="list-style-type: none">• Family Links Parenting Course• Good Start/Great start• Anxiety Workshop• Practical Ideas for Better Living (New course led by Your Healthcare) to support parent's stress and mental wellbeing• Ongoing parent surveys | | | | |
|--|--|--|--|--|

Appendix 3: Changing Me – Year1 – Piece 4

To recognise the physical differences between boys and girls.

To use the correct names for parts of the body and appreciate that some parts of my body are private.

Vocab:

Male

Female

Vagina

Penis

Testicles

Vulva

Anus

Public

Private

Appendix 4- Online Relationships

Relationships Education in Primary schools – DfE Guidance 2019

The guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
|-----------------------------|---|--|
| Online relationships | <ul style="list-style-type: none">· that people sometimes behave differently online, including by pretending to be someone they are not.· 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.· the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.· how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.· how information and data is shared and used online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">· Relationships· Changing Me· Celebrating Difference |

Appendix 5- Mental health and well-being and Internet Safety/Harms

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | Pupils should know | How Jigsaw provides the solution |
|--|---------------------------|---|
|--|---------------------------|---|

| | | |
|--------------------------------|--|--|
| <p>Mental wellbeing</p> | <ul style="list-style-type: none"> · that mental wellbeing is a normal part of daily life, in the same way as physical health. · 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. · 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. · how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. · the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. · simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. · isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. · that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. · 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). · it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Healthy Me · Relationships · Changing Me · Celebrating Difference |
|--------------------------------|--|--|

| | | |
|---|---|---|
| <p>Internet safety and harms</p> | <ul style="list-style-type: none"> · that for most people the internet is an integral part of life and has many benefits. · 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. · 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. · why social media, some computer games and online gaming, for example, are age restricted. · 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. · how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. · where and how to report concerns and get support with issues online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> · Relationships · Healthy Me |
|---|---|---|