



Burbage C of E Infant School



Loving



Living



Learning

PSHE Policy

(Personal, Social, Health and Economic Education)

(including Relationships and Health Education, statutory from September 2020)

Policy Date: May 2024

Review Date: May 2027

The governing body adopted this policy on:

Chair of Governors:

Signed:

Dated:

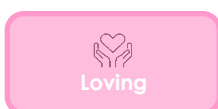
Changes made in May 2024:

2.5	Whole extra paragraph added from Jigsaw
3.4	Whole extra paragraph added from Jigsaw
5.2 and 5.3	Added 2 extra paragraphs
7.1 and 7.3	Cambridgeshire changed to Jigsaw
7.3	Extra information added applicable to Jigsaw
7.4	Extra paragraph

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1. Our vision and values



We all belong to the Burbage Church of England Infants extended family (school, church, community). We all care for everyone within it. We believe everyone can be a good friend.

'Love the Lord your God with all your heart and with all your soul and with all your mind.' Matthew 22:37



We work hard at learning to live together and to be the best we can. We celebrate everybody's strengths, and embrace each other's differences, respecting all, and living honest lives together.

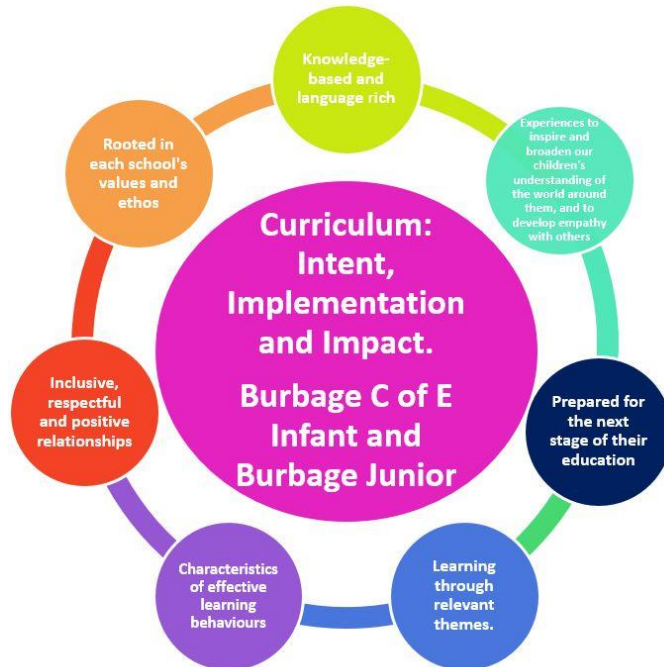
'Love your neighbour as you love yourself.' Luke 10:27



Learning is amazing, and we all strive to discover the next exciting adventure. We all believe that we can, and if we can't now, we will soon.

'Everyone who hears these words and puts them into practice is like a wise man who built his house on the rock.' Matthew 7:24

Our values:



2. Context

- 2.1 This policy supports a whole school approach to PSHE and citizenship (PSCHE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and non-statutory guidance.
- 2.2 This policy takes account of the requirement that all schools with primary aged children must teach Relationships Education and Health Education from September 2020. We will teach these two statutory subjects in the context of our wider Personal, Social, Health and Citizenship Education (PSHE) curriculum.
- 2.3 Our approach to the teaching of PSHE supports our duties relating to *Keeping Children Safe in Education*, *Equality Act 2010*, SEND, promoting fundamental 'British Values' and Spiritual, Moral, Social and Cultural (SMSC) development. It also supports us in meeting the standards set out by OfSTED in relation to 'Behaviour and Attitudes' and 'Personal Development'.
- 2.4 **Duty to Promote Wellbeing**

The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. It also includes a duty to support community cohesion. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the significant connection between wellbeing and learning. PSHE is a significant part of our response to these duties.

2.5 National Curriculum

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.

3. PSHE

- 3.1 As a church school, PSHE is an essential part of the curriculum, and fundamental to everything we do at Burbage C of E Infant School. It has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's aims.
- 3.2 PSHE helps children to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives, now and in the future, as individuals, citizens, workers and parents. It is embedded within wider learning to ensure that children learn to develop resilience and healthy relationship skills, which they will practise and see enacted in the school environment.
- 3.3 We will use PSHE as an umbrella term for all aspects of practice and learning in our school associated with wellbeing and health. A significant part of our PSHE provision will be accessed through the planned, taught curriculum. Our PSHE curriculum is supported by whole school enrichment activities.
- 3.4 We do not seek to teach Relationships Education and Health Education as separate subjects, but integrated through the topics we cover in our broader PSHE programme.
- 3.5 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 also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated 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 development opportunities provided for our children.

4. Relationships and health education

- 4.1 "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." (*DfE Guidance p.8.*)
- 4.2 We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help

pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

- 4.3 We deliver Relationships Education as part of our whole school provision of PSHE, which also includes statutory Health Education. The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide.
- 4.4 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 children's needs. The mapping document: [jigsaw-3-11-and-rshe-overview-map.pdf](#) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. 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.

5. Intent of our PSHE curriculum

- 5.1 This policy is carried out within the context and spirit of the school's vision statement and distinct Christian values. This prepares our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern multicultural, British society. Pupils are taught to be responsible citizens, successful learners and confident individuals taught through vibrant experiences to make learning real and open their minds to wider worlds beyond their own. Our language-rich curriculum develops an understanding of cultural capital and supports the development of characteristics to enable them to contribute fully within their school and wider community now and into the future. Pupils are taught the skills to develop positive relationships and high expectations of behaviour; enabling everyone to be the best versions of themselves where they are equipped for the next stage of education.
- 5.2 Through the delivery of our PSHE and Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.
- 5.3 We use the Jigsaw scheme for PSHE as this aims to provide children with relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others. The Jigsaw Scheme of work aims to 'hold children at its heart' and its cohesive vision helps children understand and value how they fit into and contribute to the world. There is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health.
- 5.4 Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. There are opportunities for mindfulness in every lesson, allowing children to advance their emotional awareness, concentration and focus.
- 5.5 All adults in school will work towards achieving these aims for PSHE & Relationships Education. We seek to enable our children to:
 - Enhance skills for communication, empathy and healthy relationships which underpin both success in learning and positive relationships;

- Respect themselves and others, their views, backgrounds, cultures and experiences;
- Develop their ability to keep themselves and others safe, physically and emotionally, both on and off line;
- Develop their understanding of a variety of families and how families are central to the wellbeing of children;
- Value, care for and respect their bodies;
- Support the development of resilience, self-esteem, self-efficacy and aspiration;
- Offer the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

6. PSHE policy aims

6.1 The policy aims to:

- Provide guidance to members of staff in all roles about their responsibilities in relation to PSHE;
- Ensure that the entire school community understands the role of PSHE in the ethos of the school;
- Ensure a consistent approach to planning and delivering PSHE;
- Ensure that children receive an entitlement curriculum with progression and a high quality experience of teaching and learning;
- Promote partnership work with parents/carers to support children's learning and development in PSHE, health and wellbeing;
- Enable the assessment of children's learning in line with local and national guidance;
- Ensure continuing development as a healthy school.

7. Our PSHE curriculum

- 7.1 The Jigsaw Scheme 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. Jigsaw includes all areas of PSHE for Primary Schools including statutory Relationships and Health Education.
- 7.2 The programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well supported. The overview of the programme can be seen on the school website.
- 7.3 The Jigsaw programme is designed to be tailored to the children's needs. It includes teaching and learning within the following strands and themes and these are taught across the school; the learning deepens and broadens as it is revisited. 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 and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

7.4 At Burbage C of E Infant School we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced through assemblies, collective worship, Whole Class Learning Charter, through relationships child to child, adult to child and adult to adult across the school. Class teachers will deliver the weekly lessons.

8. Inclusion, equality and diversity

8.1 We promote the needs and interests of all pupils, inclusive of gender, culture, ability and aptitude. Our approach to teaching and learning takes into account the ability, age, readiness and cultural backgrounds of the children to ensure that all can access the PSHE curriculum. In relation to those with special educational needs, we will review our PSHE programme to ensure that appropriate provision is made. When working with children with additional needs we consider:

- their level of vulnerability;
- their need to develop assertiveness and their sense of self;
- the need to involve all staff and carers in policy development, planning and training;
- the need for a range of approaches to teaching and learning to ensure they are genuinely inclusive;
- sources of support for pupils.

8.2 In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

- 8.3 We are particularly aware of our duties under the Equalities Act and will ensure that all children with protected characteristics, or whose family members may have protected characteristics, see themselves reflected in our PSHE provision. We will achieve this by careful selection of teaching resources, case studies and children's fiction. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 8.4 We recognise that PSHE is a prime location for proactive teaching of skills relating to empathy, acceptance and respect for diversity. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHE is an important vehicle for addressing both cultural and gender issues and for promoting equal opportunities and access for all.

9. Safeguarding

- 9.1 The delivery of high quality PSHE supports us in delivering our statutory duties relating to Safeguarding. We recognise that many areas of PSHE will prompt children to reflect on their own families, relationships and personal experiences. We know that, for some children, this will highlight disparities which may cause them to seek help from trusted adults in school.
- 9.2 All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

10. Parents' right to withdraw

- 10.1 "Parents have the right to request that their child be withdrawn for some or all of sex education delivered as part of Statutory Relationships and Sex Education" (*DfE Guidance p.17*). Requests for withdrawal should be put in writing and addressed to the Executive Headteacher.

11. Development of the policy

- 11.1 This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved the following steps:
- 11.1.1 Review – working group pulled together all relevant information and current documents including national guidance.
 - 11.1.2 Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
 - 11.1.3 Parent/stakeholder consultation – parents/carers were invited to view the policy and given the consultation period to make comments.
 - 11.1.4 Ratification – once amendments were made, the policy was shared with the governors and ratified.

12. Involving the whole school community

12.1 Staff

Support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff training is used where there are development needs for the whole staff. Individual staff members are offered training opportunities to enable them to fulfil their roles. We recognise that PSHE and wellbeing are relevant to members of staff in all roles, and we ensure training and support is accessible for all staff. Some training opportunities may be organised for all staff.

Staff members are informed about the location and content of policies that apply throughout the school. The coordinator is entitled to receive training in their role. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also take responsibility for supporting other members of staff in their work relating to PSHE, which may include ensuring appropriate training opportunities.

12.2 Working with Governors

PSHE will be monitored by the Values Committee of the Governing body. When aspects of PSHE appear in the school improvement plan, the Values Committee will be assigned to reflect on, monitor and review the work as appropriate.

12.3 Communicating with Parents/Carers

We recognise the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents and carers when planning and delivering PSHE. We encourage this partnership by:

- informing parents/carers about aspects of the PSHE curriculum through year group Dojo communications.

Parents and carers will be given access to this policy on request. It is also available on the school website.

12.4 Working with External Agencies and the Wider Community

Where appropriate we use visits and visitors from outside agencies or members of the community to support the PSHE programme. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils.

External trips and residential visits make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the PSHE curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a significant part of school life, and we recognise and value its contribution to the PSHE programme. Many of our links with the community enable us to practise active Citizenship.

We include a range of opportunities for community involvement and activities, such as:

- Links with the local churches (e.g. visits from Church leaders, visits to church);
- Charity fundraising (e.g. links with the local care homes, supporting events such as Comic/Sports Relief, Children in Need and The Children's Society);
- School clubs (eg. choir/dance performances for the local community);
- Links with local services (eg. visits from Police Community Support Officer, fire brigade);
- Community use of school premises;
- Community events (eg. Burbage Community Arts Festival, Burbage Common Open Day).

13. Curriculum organisation

13.1 The DfE guidance for Relationships Education and Health Education require that the curriculum is organised in such a way that:

'Effective teaching ...will ensure the 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.'

'Opportunities to practise applying and embedding new knowledge so that it can be used confidently and skilfully in real life situations.'

13.2 We recognise the increased importance of PSHE within our timetable, now that Relationships Education and Health Education have become statutory. We will ensure that it has equal status with other foundation subjects in the curriculum.

13.3 Children receive their entitlement for learning in PSHE through a progressive, spiral curriculum. Our PSHE programme is delivered through a variety of opportunities for children of all ages, including:

- designated timetabled lessons in PSHE;
- Cross-curricular links;
- enrichment weeks/days, eg. Anti-bullying Week;
- visitors, eg. church leaders, nurse, PCSO;
- residential and day visits;
- Collective Worship on our school and Christian values;
- small group interventions, eg. social skills groups, ELSA.

13.4 Teaching Methodologies

A wide range of methodology is used in teaching PSHE curriculum. The focus is on interactive learning, and approaches include:

- Circle time;
- Whole class discussion;
- Social skills games and activities;
- Working in pairs/groups;
- Thought Showers;
- Drama and role play;
- Use of story and picture books;
- Use of technology.

13.5 We acknowledge that sensitive issues will arise in PSHE, as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way that reflects the stated school aims and curriculum content for PSHE. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader or Executive Headteacher.

Questions may be referred to parents/carers if it is not appropriate to answer them in school. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead (DSL), in line with school policy and procedures.

13.6 Curriculum Materials and Resources

We use primarily The Jigsaw Programme and the resources recommended within it when planning and delivering PSHE. We also use our Everyone's Welcome programme and the whole school 'My Toolkit' teaching (Teamwork, Friendship, Perseverance, Resilience, Kindness, Concentration, Independence and Courage).

We will carefully select resources which meet the needs of the children and our planned learning objectives. We will use children's books, both fiction, and non-fiction, extensively within our PSHE programme. The teachers will read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual children in the class when reading texts.

13.7 Assessment, Recording and Reporting

We assess children's learning in PSHE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning objectives which are explained to the children. Teachers draw on their observation of children's learning to arrive at their overall assessments.

We record children's work in PSHE using photographs, observations, children's work and teacher's records of work completed.

14. Monitoring arrangements

- 14.1 The delivery of PSHE is monitored by the Executive Headteacher, PSHE Co-ordinator and governors through subject scrutiny involving learning walks, work sampling and pupil interviews.