PHSE policy Autumn 2020

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| **Elements** |  | **Actions 2020-2021** |
| CoordinatorGovernor lead | Sharon HuntCaleb Brown |
| IntentWhat do we believe? | * At Milborne School, we teach Personal, Social, Health, Sex and relationships Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.
* 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 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. 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* At MIlborne 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.
* 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.
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| ImplementationWhat do we do? | **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.

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| 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 |

At Milborne School we typically allocate an hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way, although sometimes these sessions are shorter or put together to make longer sessions depending on the cohort and the lesson context.These explicit 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, and so this is reflected in our behaviour and relationships policy.Class teachers (or regular known adults) deliver the weekly lessons to their own classes.This link shows the full programme and when topics are taught.[PHSE Progression of Skills](https://docs.google.com/document/d/1fT_d9AYyf8ODle-qjCAAZLlbPYs2q5k11KhowynuxBw/edit) | .  |
| ImplementationUnderstanding yourself and your emotions | This policy links closely to the Behaviour and relationships policy. Children will be taught about their emotions and how to label and control them and how to use common calming down strategies such as:* Deep breaths - rocket breaths, smell the flowers blow out the candle.
* Calm down area in the classroom/just outside classroom with Tiny Turtle (KS1) - stay in there for no longer than 5 minutes.
* Calm down thermometer: Think ‘stop’ - take 3 deep breaths - stay cool.
* Blow a feather across the room.
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| Implementation Relationships | **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.
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| ImplementationHealth Education | **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’, ‘Basic First Aid’, ‘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).
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| ImplementationSex education | **Sex Education*** The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.
* Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’. As we are not a primary school we believe that these lessons should be taught in Year 5 and Year 6 at Middle school
 | Send new curriculum home through newsletter to link on website  |
| ImpactWhat will happen? | * Children are taught using a spiral curriculum linked to assemblies. All children return to each topic each year building on knowledge as it is age and stage appropriate. Teachers who know their group well will make this decision within the scope of the planning each year.
* Assessment will take place at the end of each half term formally and informally through teacher observation
 | Check coverage at Middle school so that gaps are completed |
| References | Our PSHE policy is informed by existing DfE guidance:* Keeping Children Safe in Education (statutory guidance)
* 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)
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| Review | **Monitoring and Review**The governing body monitors this policy on an annual basis and has an allocated Governor on the board. The Headteacher and Governor lead reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school’s ethos. **Equality****This policy will inform the school’s Equalities Plan.**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. | Print off new curriculum sheets to go in class folders  |