



PSHE (Personal, Social, Health Education) and Citizenship Policy (Including Relationships and Health Education statutory from September 2020)

Aims of the PSHE policy

At Honeywell Infant School, it is our intention to deliver a PSHE curriculum that is engaging, mindful and inclusive thus allowing our pupils to thrive not only academically, but also emotionally and socially, together. Our approach to PSHE provides all children with the skills, knowledge and understanding they need in order to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally, socially and physically and how to navigate the opportunities and challenges of the modern world.

We aim to:

- Deliver a broad and balanced curriculum, which tackles many of the spiritual, moral, social and cultural issues that are part of growing up.
- Provide our children with opportunities for them to learn about their rights and responsibilities.
- Encourage children to appreciate what it means to be a member of a diverse society.
- Develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- Put in place the building blocks needed for positive and safe relationships.
- Promote positive learning behaviours that can be used in all aspects of their school experience.
- Create a warm and safe environment using a PSHE charter for children to express themselves freely and confidentially.
- Teach and practise mindfulness as a reflection tool in order to be emotionally healthy individuals.
- Implement necessary strategies to support emotional literacy across the school.
- Support children to make healthy choices regarding their lifestyle.

Our whole-school PSHE curriculum allows all pupils from nursery to Year 2 to cover the same themes throughout each academic year. This spiral and progressive curriculum encourages deeper thought and discussion as the children move up the school towards a clearly defined end point. At Honeywell, we believe this approach to PSHE ensures our children are provided with the necessary tools to integrate themselves safely and confidently into the wider world.

Content

Whole-school approach

As an Infant School, we cover all areas of PSHE for the primary phase including statutory Relationships and Health Education, which are appropriate for Early Years and Key Stage 1. The table below gives the learning theme of each of the six terms and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle	Content
	• Puzzle – term’s focus	*see appendix for further details
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, understanding, and celebrating difference.
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 respecting my body, learning the life cycles in nature, how babies develop into children and discussing how parts of our bodies are private including the differences between female and male bodies. As well as preparing for transition between year groups and coping with change. In Year 1 and 2 learning to name body parts using the correct terminology.

At Honeywell Infant School, we allocate up to 60 minutes of PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

- School adapted assemblies delivered by the school staff and external visitors
- The school behaviour policy
- Learning Charter
- Relationships across the school.

We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

The role of the Head Teacher and the Governing body

The school Governors, Senior Leadership Team and subject leaders monitor this policy on an annual basis. The Senior Leadership Team and subject leaders deliver findings and recommendations to the governing body, as necessary, if the policy needs modification to fall in line with statutory requirements and DFE PSHE and RSE Guidance. The Senior Leadership Team and Subject Leaders gives 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.

How is PSHE organised in school?

At Honeywell Infant School we follow the JIGSAW PSHE curriculum which offers a comprehensive, progressive syllabus, giving our children the relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others.

JIGSAW PSHE consists of six half-termly units of work, each containing 6 lessons covering each academic year.

- Term 1: Being Me in My World
- Term 2: Celebrating Difference (including anti-bullying)
- Term 3: Dreams and Goals
- Term 4: Healthy Me
- Term 5: Relationships
- Term 6: Changing Me (including Sex Education)

Across the school, each lesson has two learning intentions, one specific to Relationships and Health Education and the other designed to develop emotional literacy and social skills. Each term's learning is enriched by accompanied assemblies delivered by the senior leadership where children are provided with opportunities to develop their cultural capital by discussing a range of themes linked with the whole-school termly objectives. Each lesson is introduced using our individualised class JIGSAW Charter, which underpins the behaviour and respect that is the basis for every session. The Charter ensures the classroom is an environment where the children take ownership of their learning and have mutual respect for one another. The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation. The Early Years planning is aligned to the new National Early Years Framework (England).

Each session follows a 6-step structure that ensures the learning follows the optimum progression.

Connect us – This is usually a game or activity designed to build social skills and foster positive relationships in order to learn collaboratively with one another.

Calm me – This allows the children to gain awareness of their minds. It encourages children to relax and quieten their thoughts and emotions to a place of optimum learning capacity. It is an invaluable life skill, which also enhances reflection and spiritual development.

Open my mind – This section allows children to refine their views and ideas and places a spotlight on the learning at hand, thereby improving concentration and learning.

Tell me or show me – This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

Let me learn – After receiving new information or concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

Help me reflect - Children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in 'Pause Points'. 'Pause Points' are brief pauses within the lesson where the children can have a couple of moments to reflect on what they are learning.

Closure – Each lesson always includes a safe closure where the teacher will praise all children for their effort, positive attitude and achievement as well as summarising the key learning of the session.

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. Teachers and children will devise their own 'charter' at the beginning of the year so that they have ownership of it. It needs to include the aspects below in the 'child's own words':

- 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)

SEN and Inclusion

Inclusivity is part of the philosophy of our PSHE curriculum at Honeywell Infants School. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many lessons include creative learning activities that allow children to choose the media with which they work and give them scope to reach their full potential. The Jigsaw lesson content has been converted into smartboards to support the students who learn through visuals.

Assessment

The lessons provide teachers with opportunities to assess formatively throughout the term. The accumulation of these assessments provide the teachers and subject leaders with a clearer understanding of their learners and where they are in relation to the teaching standards.

Monitoring and evaluation

Whole-school CPD sessions (led by the PSHE subject leaders) are delivered to ensure all teaching staff are up to date with the most recent statutory updates and how best to implement this in their planning and teaching. To ensure there is consistency in approaches to PSHE across the school, regular lesson observations allow all teachers to receive whole-school, year group, and individual feedback.

Safeguarding, Confidentiality and Child Protection

Teachers need to be aware that sometimes disclosures may be made during PSHE 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 a lesson closes. It is important to allow time and appropriate staffing for this to happen. If disclosures occur, the school's Child Protection and Safeguarding Policy is followed.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Statutory Relationships and Health Education (RSE)

***See appendix for RSE DfE guidance coverage**

"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

RSE (Relationships and Sex Education) is the lifelong learning about relationships, emotions and looking after ourselves, different families, and embedding the necessary skills required in order to behave safely and responsibly in the modern world. At Honeywell Infant School, the intent of our RSE curriculum is to help and support our pupils through their physical, emotional and moral development. RSE plays a key role in developing the skills required in order to develop personally, socially, morally and spiritually. Our programme is delivered discretely through our weekly PSHE content and aims to provide the basic, fundamental skills in order to:

- Develop confidence in recognising and discussing their emotions and expressing them effectively and appropriately.
- Develop a sense of self-worth, self-respect, confidence and empathy.
- Develop awareness of the diverse range of relationships and family units, and their importance for the care and support of children.
- Develop a sense of self-worth and confidence to value themselves and others as individuals.
- Behave responsibly and develop safe relationships with others, eg: being a good friend, respecting others.
- Recognise unsafe situations and be able to make safe and responsible decisions to keep themselves safe, and identify trusted adults who they can go to for support.
- Recognise and respect that individuals make different decisions and that we should respect these decisions.
- Develop appropriate and effective communications skills.
- Empower them with a voice and to equip them for life and learning.
- Teach children the correct terminology to describe themselves and their bodies.

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 curriculum mapping documents for each year group 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.

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'.

The expected outcomes for each of these elements can be found further on in this policy (**appendix**). The way Honeywell Infant School covers these are explained in the **DFE Guidance below (appendix)**.

It is important to explain that whilst the Relationships Puzzle covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in PSHE 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

What does the DfE statutory guidance on Health Education expect children to know by the time they leave the Infant School?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'medicine safety', 'The changing body',

The expected outcomes for each of these elements can be found further on in this policy (**appendix**). The way Honeywell Infant School covers these are highlighted in the RSE DfE Guidance below (**appendix**).

It is important to explain that whilst the Healthy Me Puzzle in PSHE covers most of the statutory Health Education, some of the outcomes are taught elsewhere in PSHE 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.

Equality

This policy will inform the school's Equalities Policy.

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 Honeywell Infant 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 different beliefs, religious or otherwise. As part of our work on Equalities, the protected characteristics are represented as part of our resources and teaching materials in PSHE and across the whole school curriculum.

Appendix

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

<u>PSHE curriculum content in the Infant School</u>		
	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • 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. • 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 and advice from others, if needed. 	<ul style="list-style-type: none"> • Relationships • Assemblies
Respectful relationships	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Relationships • Assemblies

	<ul style="list-style-type: none"> • 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. • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive. • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Online relationships	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Assemblies
Being safe	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Assemblies

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
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 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). 	<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 • Assemblies
Internet safety and harms	<ul style="list-style-type: none"> • 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. • 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. • H17 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 • Assemblies

Physical health and fitness	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Assemblies
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet. • 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 and other behaviours. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Assemblies
Health and prevention	<ul style="list-style-type: none"> • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Assemblies
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Assemblies
The body	<ul style="list-style-type: none"> • Includes respecting my body. • Learning the life cycles in nature. • How babies develop into children. • Discussing how parts of our bodies are private. Including the differences between female and male bodies. • Learning to name body parts using the correct terminology; male, female, penis, testicle and vagina. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me • Assemblies

- R/H numbers are not sequential as those statements are covered in Years 3-6.

Policy Review

This policy is reviewed **annually**.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

School documents needed to explain this policy:

- Whole School Content Overview
- Year Group Overview

