

COGNITA



Personal, Social, Health, Economic, Spiritual, Moral and Cultural Education

(PSHE and SMCE)

***(including Health, Sex and Relationship
Education)***

September 2019

Introduction

“Today’s children young people are growing up in an increasingly complex world and living their lives seamlessly both 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.”

Department for Education; Relationships and Sex Education and Health Education, June 2019

Personal, social, health and economic education promotes pupils’ personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen.

Aim of the PSHE/SMSC Policy

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

Department for Education; Relationships and Sex Education and Health Education, June 2019

The aims of PSHE and SMSC are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- understand those concepts, such as tolerance, respect and liberty, which are foundational to our liberal and democratic society;
- appreciate the role of Britain’s parliamentary system and democracy in general;
- acquire those skills, such as those relating to personal safety, discussion and decision- making, which are vital to their well-being and their interaction with others;
- be aware of safety issues;
- understand what makes for good relationships with others, understanding how to resolve conflict;
- have respect and understanding for the beliefs, feelings and values of others;
- be independent and responsible members of the school community;
- be positive and active members of society investigating moral and ethical issues;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- recognise right from wrong, understand consequences;
- to have a basic understanding of finance;
- understand and appreciate the range of different cultures and faiths;
- increase awareness of issues on the world wide stage and promote a caring and sympathetic approach to those less fortunate than themselves;
- understand and respond to risk, for example risks associated with extremism, technology, gangs, relationships and substance misuse.

PSHE/SMCE Policy (Including Health, Sex and Relationship Education)

Charterhouse Square School's PSHE/SMSC provision provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Teaching about mental wellbeing is central to all subjects and a priority of both the school and parents is children's happiness. Children are increasingly experiencing challenges and are at risk of feeling lonely as well as other negative mental emotions. The new subject knowledge outlined in this policy works towards giving children the knowledge and capability that they need to take care of themselves and receive support if problems arise.

Our PSHE/SMSC provision supports the wider work and ethos of the school in helping pupils to foster a sense of wellbeing and develop resilience and strength of character to ensure that they go on to become happy, successful and productive members of society. We aim to instil in pupils that they are capable of achieving their goals and that they can recover from challenging periods in their lives. PSHE/SMSC provision encourages the development of personal attributes including kindness, integrity, generosity and honesty.

The knowledge and attributes gained support their own and others' wellbeing and attainment and help our children to go on to become successful and happy young people who make a meaningful contribution to society.

HOW IS PSHE/SMSC ORGANISED IN THE SCHOOL?

- In all classes PSHE is timetabled weekly and taught through the Jigsaw programme, with the exception of the Green Room who use an alternative scheme. It is also taught through cross-curricular opportunities eg drama, science. For example, the science curriculum includes teaching about the main external parts of the body and changes to the body as it grows from birth to old age. The computing curriculum includes e-safety and escalating online risks including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support. Lastly, the PE curriculum ensures that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.
- In addition, to this we provide enrichment activities to support the curriculum such as the school charity vote in the autumn term, Etiquette Week, WP visit (Drugs Education), Cool to be Kind Week and guest speakers eg dentist visit, police and fire services, NSPCC.
- School trips to places of worship or assemblies on important religious days.
- Extensive sports curriculum.
- Star Room cake sale allows for an appreciation of financial management.
- The residential trip in the Star Room makes an important contribution to the pupils' personal, social and emotional development.

Jigsaw PSHE

PSHE is taught using the Jigsaw Scheme of Work. Jigsaw will support the development of key skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose;
- Value self and others;
- Form relationships;
- Make and act on informed decisions;
- Communicate effectively;
- Work with others;
- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community;
- Explore issues related to living in a democratic society;
- Become a healthy and fulfilled individual

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Pupil Outcomes

Jigsaw PSHE covers all areas of PSHE for the primary phase, as outlined in the table below:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2:	Celebrating Difference	Anti-bullying (cyber and homophobic bullying included) and work on diversity.
Spring 1:	Dreams and Goals	Goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2:	Healthy Me	Drug and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1:	Relationships	Understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2:	Changing Me	Sex and Relationship Education in the context of looking at both emotional and physical changes.

Relationship and Sex Education (RSE) Content / Schemes of Work

Definition of Relationship and Sex Education (RSE): RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. RSE focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables children and young people to make responsible and informed decisions about their personal physical and mental health and well-being.

Sex Education Content / Schemes of Work

The table below shows specific sex education learning intentions for each year group in the 'Changing Me' Jigsaw Puzzle.

Year Group	Piece	Learning Intentions 'Pupils will be able to...'
1	<i>Piece 4</i> Boys' and Girls' Bodies	<ul style="list-style-type: none"> Identify the parts of the body that make boys different to girls and use the correct names for these Respect my body and understand which parts are private
2	<i>Piece 4</i> Boys' and Girls' Bodies	<ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private Tell you what I like/don't like about being a boy/girl
3	<i>Piece 1</i> How Babies Grow	<ul style="list-style-type: none"> Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how I feel when I see babies or baby animals
	<i>Piece 2</i> Babies	<ul style="list-style-type: none"> Understand how babies grow and develop and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
	<i>Piece 3</i> Outside Body Changes	<ul style="list-style-type: none"> <i>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</i> <i>Identify how boys' and girls' bodies change on the outside during this growing up process</i> <i>Recognise how I feel about these changes happening to me and know how to cope with those feelings</i>
	<i>Piece 4</i> Inside Body Changes	<ul style="list-style-type: none"> <i>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</i> <i>Recognise how I feel about these changes happening to me and how to cope with these feelings</i>
4	<i>Piece 2</i> Having A Baby	<ul style="list-style-type: none"> <i>Correctly label the internal and external parts of male and female bodies</i> <i>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</i>
	<i>Piece 3</i> Girls and Puberty	<ul style="list-style-type: none"> <i>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</i> <i>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</i>
5	<i>Piece 2</i> Puberty for Girls	<ul style="list-style-type: none"> <i>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</i> <i>Understand that puberty is a natural process that happens to everybody and that it will be OK for me</i>
	<i>Piece 3</i> Puberty for Boys and Girls	<ul style="list-style-type: none"> <i>Describe how boys' and girls' bodies change during puberty</i> <i>Express how I feel about the changes that will happen to me during puberty</i>
	<i>Piece 4</i> Conception	<ul style="list-style-type: none"> <i>Understand conception and how babies are usually made</i> <i>Understand that sometimes people need IVF to help them have ababy</i> <i>Appreciate how amazing it is that human bodies can reproduce in these ways</i>
6	<i>Piece 2</i> Puberty	<ul style="list-style-type: none"> <i>Explain how girls' and boys' bodies change change during puberty and understand the importance of looking after myself physically and emotionally</i> <i>Express how I feel about the changes that will happen to me during puberty</i>
	<i>Piece 3</i> Girl Talk/Boy Talk	<ul style="list-style-type: none"> <i>Ask the questions I need answered about changes during puberty</i> <i>Reflect on how I feel about asking the questions and about the answers I receive</i>
	<i>Piece 4</i> Babies – Conception to Birth	<ul style="list-style-type: none"> <i>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</i> <i>Recognise how I feel when I reflect on the development and birth of a baby</i>

Working with parents/carers and the wider community:

We understand that the role of parents in the development of their children's understanding about PSHE and relationships is vital. We work closely with parents and clearly communicate the fact that parents have the right to withdraw their child from some or all sex education as delivered as part of RSE. Parents are encouraged to understand and ask questions about the school's approach to PSHE and RSE teaching to help increase confidence in the curriculum. Parents are invited to take part in conversations about our PSHE curriculum and we welcome the opportunities to talk openly about how these subjects can support pupil wellbeing and keeping children safe.

Right to be excused from sex education (right to withdraw):

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request, the school may wish to discuss the decision with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum as well as to consider the social and emotional impact of being excluded.

There is no right to withdraw from Relationships Education or Health Education.

Drug and Alcohol Education

Definition of 'Drugs': This policy, and Charterhouse Square School, uses the definition that a drug is: *'A substance people take to change the way they feel, think or behave'* (United Nations Office on Drugs and Crime).

The term 'drugs' includes:

- All illegal drugs;
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled; and
- All over-the-counter and prescription medicines.

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme we use reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions; and
- Responsibility for their family, friends, schools and wider community.

PSHE/SMCE Policy (Including Health, Sex and Relationship Education)

The table below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle taught in Spring 2. We also have an outside group (WDP) visiting the Star Room in the summer term.

Year group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	<i>Piece 3</i> Medicine Safety	<ul style="list-style-type: none">• Understand how medicines work in my body and how important it is to use them safely• Feel positive about caring for my body and keeping it healthy
3	<i>Piece 3</i> What Do I Know About Drugs?	<ul style="list-style-type: none">• Tell you my knowledge and attitude towards drugs• Identify how I feel towards drugs
4	<i>Piece 3</i> Smoking	<ul style="list-style-type: none">• Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke• Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	<i>Piece 4</i> Alcohol	<ul style="list-style-type: none">• Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol• Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	<i>Piece 1</i> Smoking	<ul style="list-style-type: none">• Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart• Make an informed decision about whether or not I choose to smoke and know how to resist pressure
	<i>Piece 2</i> Alcohol	<ul style="list-style-type: none">• Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart• Learn about the dangers of alcohol.
6	<i>Piece 2</i> Drugs	<ul style="list-style-type: none">• Know about different types of drugs and their uses and their effects on the body particularly the liver and heart• Be motivated to find ways to be happy and cope with life's situations without using drugs
	<i>Piece 3</i> Alcohol	<ul style="list-style-type: none">• Evaluate when alcohol is being used responsibly, anti-socially or being misused• Tell you how I feel about using alcohol when I am older and my reasons for this

Confidentiality and Child Protection Issues

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 DSL who takes action as laid down in the 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 the reasons why. The child will be supported by the teacher throughout the process.

Assessment/Monitoring:

This presents a challenge and primarily will focus on feedback from the pupils themselves through observation, discussion, pupil questionnaires and participation in groups. The PSHE leader will perform pupil conferencing to assess the children's understanding of our learning objectives. Teachers will record a piece of work/student comments from each lesson where appropriate.

Foundation stage pupils will be assessed according to the Foundation Stage profiles.

Differentiation / Additional Needs

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Methods of approach:

A variety of teaching and learning strategies (eg. Circle time/role play) are used to deliver PSHE/SMSC which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. The Jigsaw programme uses a mindfulness approach.

Effective PSHE/SMSC lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Respect for each genuinely made contribution
- Negotiation
- Accommodating new information and skills

Senior Leadership and Whole School Approach

There is a designated PSHE and pastoral care coordinator to lead provision. This is Amy Harvey and the policy is reviewed annually. The teaching of these subjects is set in the context of a wider whole-school approach to supporting pupils to be happy and prepared for life beyond primary school. The subjects sit within the context of the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding. The subjects also sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and our pastoral care system. This is also the case for teaching about mental health within health education.

Charterhouse Square also considers how our teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. The school curriculum proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE and Drug and Alcohol Education-related issues are varied. Primary-age pupils will often ask their teachers or other adults questions pertaining sex or sexuality which go beyond the agreed curriculum. While personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively.

Safeguarding

At the heart of these subjects is the focus on keeping children safe. Keeping Children Safe in Education (KCSIE) sets out all that schools should ensure children are taught about safeguarding.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed and the DSL/Head informed. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

Dissemination

This policy is available on our school website where it can be accessed by parents/carers and the wider community. Training is regularly delivered to staff on the policy content. Parents can leave feedback and comments at the school office or via email to SLT or the PSHE Coordinator.

Links with other policies:

We recognise the clear link between PSHE/SMSC and the need to reference other policies such as those listed below:-

- Teaching and Learning
- Equal Opportunities
- Safeguarding
- Behaviour
- Anti-Bullying
- Drugs and Alcohol