



Defford-cum-Besford Church of England
First School

"Through Faith, Friendship and Fun we Learn and Grow"

Personal, Social, Health and Economic Education (PSHE) Policy including Relationships and Sex Education (RSE)

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Through faith, friendship and fun we learn and grow

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1. Curriculum intent

At Defford-cum-Besford CE First School we aim to support each child's Spiritual, Moral, Social and Cultural development (SMSC) throughout the teaching of our PSE/ RHE curriculum. The world around our children is constantly changing and we believe an understanding of moral, cultural and social issues are explored and understood in a supportive and caring environment.

PSHE and Citizenship enables our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Opportunities such as representing our school on the school council helps children understand ideas of democracy and how society is organised, as well as learning about rights and responsibilities in the wider world. It is important to us that our children develop as well-rounded members of society, equipped with an understanding and confidence to contribute to their community.

Our curriculum is strengthened with a core in Christian values and belief. We aim to nurture our children so they may develop healthy relationships and friendships from an early age, developing respect for others, as Jesus taught us to do. *We learn and grow* and aim to equip our children with all the skills they need to be successful in the future, underpinning their learning with Christian narratives to deepen their understanding of true faith.

The teaching of PSHE should prepare pupils for the opportunities, responsibilities and experiences of later life. Our Christian teachings will support children in the decisions they make and how they will lead successful and fulfilled lives.

We undertake to follow the principles in the Church of England Education Office *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)* www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-and-sex-education

Defford-cum-Besford CE First School is committed to the provision of PSHE/RSE to all its pupils, offering an inclusive and empowering curriculum. Since September 2020 Health and Relationships Education has been a compulsory aspect of the curriculum. We have chosen the Jigsaw programme to ensure we teach our children the statutory content outlined in the National Curriculum for PSHE and RHE. This programme allows us to build upon the statutory aspects and engage in learning about financial education, healthy lifestyles and physical activity. To develop a deeper understanding of relationship education we have chosen to use Goodness and Mercy education resource for Church of England Schools (<https://goodnessandmercy.co.uk>) during the Summer term each year. This replaces the Changing Me units covered within the Jigsaw curriculum for KS1 and KS2.

The Jigsaw programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given additional support to allow access to the thorough teaching of our PSHE/RHE curriculum.

RSE Expectations:

- Families and People Who Care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education:

- Mental Well-being
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent body

Our PSHE/RHE curriculum considers and reflects The Equality Act (2010).

Other policies linked to our provision of PSHE/RSE include: Child Protection and Safeguarding Policy, SEND / Inclusion policy, Anti-Bullying policy, Health and Safety policy, Science policy.

2.Implementation

The Jigsaw Programme has been chosen to ensure we offer a progressive and comprehensive curriculum to our children at Defford.

Jigsaw provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. The Relationships and Healthy Me Puzzles (units) cover most of the aspects in the guidance but these are enhanced, revisited and foundations built throughout the Jigsaw Programme. Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others.

Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these e.g.using Calm Me (mindfulness techniques) – Jigsaw Programme.

Jigsaw covers all areas of PSHE including RHE (Relationships and Health Education).

Each class has a Jigsaw Puzzle Piece soft toy that accompanies the programme.

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The Six Puzzles (Themes/Units of work) -

There are six Puzzles in Jigsaw (quickly identified by their colour scheme) designed to progress in sequence from the beginning of 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 supported by the Church of England's Goodness and Mercy unit on relationships – <https://goodnessandmercy.co.uk/teaching-resources/>

Term 6: Relationships Education <https://goodnessandmercy.co.uk/teaching-resources/>

Each Jigsaw Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Jigsaw Piece has two Learning Intentions: one is based on specific PSHE/HWB learning (**purple**) and the other based on emotional literacy and social skills development (**green**).

The whole school works on the same Puzzle at the same time, meaning that each Puzzle can be launched, and learning can be celebrated, by the whole school in a meaningful way.

Jigsaw Progression of PSHE/RHE - Early Years to Y4 -

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.





Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.





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Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
Ages 8-9	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>
Ages 9-10	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>

Summer Term

KS1

What should we know?	Connections
<ul style="list-style-type: none"> Our school believes that you are loved and welcomed into the family of God. Families are places where people grow and can be safe and are given love. People in my school have different kinds of families who look after them. My school is another kind of family where I am safe and am given love. If I do not feel happy or safe in my home family or school family there is someone to go to for help. Why friendships are good for us. How we can be a good friend. How we can show respect to other people who might be different to us. What bullying is and some of the different ways people bully each other. How to get help if you feel you are being bullied. What is right to keep private and what are bad secrets. That our bodies belong to us and that there is safe and unsafe touching. How to ask for help if I feel unsafe or feel bad about any adult. 	 <p>Families</p>  <p>Friendships</p>  <p>No to bullying</p>  <p>Keeping safe, online and off</p>

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3. Sex education

As a First School we feel it most appropriate to educate our children through a Relationships and Health Education. Therefore, the statutory elements of Sex Education are deemed most appropriately taught in middle schools, Y5 and Y6. This view was echoed in our parent consultation in 2020 as the new statutory guidelines were introduced.

- Should questions be asked within school that go beyond our curriculum content staff will liaise with parents and work collaboratively to address the needs of individual pupils

There are, however, aspects of our KS1 and KS2 **Science Curriculum** that cover topics such as life cycles, growing and changing bodies in animals and humans. These are compulsory aspects of our curriculum and parents and carers may **not** withdraw their child from the content of these lessons. For further information on curriculum coverage in Science please see our Science policy.

4. Relationships education

The focus of relationships education at Defford-cum-Besford CE First School are to teach pupils the fundamental building blocks and the characteristics of positive relationships. This includes friendships, family relationships and relationships with other children and adults.

This is largely taught through the fifth term “Relationships” of Jigsaw, but sees many overlaps with the wider PSHE curriculum.

Learning about positive relationships is an incredibly important area of our curriculum. Parents do not have a right to withdraw their child from these lessons.

5.Assessment and Monitoring

Through our class discussions and circle times a class floorbook will demonstrate understanding and progress of each aspect of our PSHE/RHE curriculum. A delicate curriculum area such as PSHE/RHE requires questioning and discussions. As a staff we felt it most appropriate to gather evidence of learning in this manner. Our curriculum will encourage an Oracy approach, focusing on children's thoughts through discussion, debate and conversation.

Ideas, comments and impact of our curriculum will be evident in our class floorbooks.

6.Safeguarding

The Relationships and Changing Me Puzzles of the Jigsaw Programme have a strong safeguarding focus in particular, obvious to teachers but not necessarily so explicit to children. Our philosophy is to grow resilience and positive self-esteem and confidence in children, so they can recognise when they feel uncomfortable in a situation and know who to trust and how to speak up for help. They respect themselves and their bodies and know what healthy relationships feel like.

7.Your rights as a parent/carer

- At Defford we feel our curriculum content in Science, RSE/PHSE is right for our children – consultation with staff and parents (December 2020)
- Parents **may not** withdraw their child from Relationships, Health or Science curriculum content

Our curriculum supports **every** child in their growth and development, through Faith, Friendship and Fun.

Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God – Valuing All God's Children, 2019

For any queries or questions regarding our PSHE/RHE curriculum please contact:

Head teacher – Mr Tom Holdstock

PSHE/RSE Lead – Mrs Naomi Standing

PSHE/RSE Governor – Mr James Harrington