



Our School Vision

‘Building a firm foundation that inspires every child to aim high and exceed their own expectations on their journey to successful adulthood.’

We believe that a comprehensive PSHE curriculum helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions to building resilience, our PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

Why teach PSHE?

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.

At Riverbridge Primary School, we teach Personal, Social, Health and Economic 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.

Intent

Our intention is:

- To give our pupils, according to their abilities, the knowledge, skills and understanding to play an effective role in society at all levels.

- To encourage self-belief and taking responsibility, in order to make the most of ‘being their best’ – our school moto.
- Preparing them to play an active role as responsible citizens in the school, neighbourhood communities and the wider world.
- To develop a healthy, safer lifestyle through being able to make informed choices.
- To develop good relationships and respect the differences between people, teaching them in an appropriate, differentiated form about our economic and democratic institutions and their values; to encourage respect for different national, religious and ethnic identities; and to develop pupils’ ability to think about issues and make comments on them in a way that is appropriate to their understanding.

Implementation of PSHE

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

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.

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
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 Riverbridge Primary School we allocate one learning session (approximately 45/60 minutes) in KS1 and KS2 to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These lessons are reinforced and enhanced in many ways: weekly assemblies, praise and reward systems; through building positive relationships between staff and pupils, pupil voice such as School Council, visiting speakers and through wider community links. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community. We also make use of our wider staff to support individuals with specific pastoral needs.

Class teachers deliver the weekly lessons to their own classes.

The teaching of PSHE will:

- Include the Jigsaw charter to set expectations.

- Involve both active and interactive strategies within the classroom following the Jigsaw programme.
- Include a variety of relevant and appropriate media in order to present issues and be inclusive.
- Include circle time discussion.
- Acknowledge the range of experiences and depth of understanding of pupils through higher-order questioning and opportunities to discuss and debate with one another.
- Respond to the particular special needs of each pupil.
- Include individual, group and whole class teaching as and when appropriate.
- Acknowledge the potential need for pastoral support for particular individuals when discussing particular issues and adapt provision to suit the needs of the class.

Impact

At Riverbridge, we believe that a meaningful PSHE curriculum is key to, **‘Building a firm foundation that inspires every child to aim high and exceed their own expectations on their journey to successful adulthood.’**

Our aim is:

- To engender growth in self-respect and self-esteem.
- To support the personal, social, intellectual, emotional, physical and moral development of all pupils.
- To enable the children to recognise their individual worth and appreciate others, considering their values and culture.
- To encourage children to have a sense of responsibility for themselves and encourage them to develop this responsibility by developing skills of enquiry and communication.
- To enable children to find out about their responsibilities and duties as individuals and members of communities.
- To prepare them for transitions between key stages. Nursery → Primary stages (EYFS/KS1/KS2) → Secondary School

RSE: Relationships & Sex Education

RSE is taught to meet the requirements of Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019), issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. We include the statutory Relationships and Health Education within our whole-school PSHE Programme, as well as non-statutory Sex Education. Further details on how the Jigsaw programme meets these requirements can be found in Appendix 1 of this policy.

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. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

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.'

However, 'Sex Education is not compulsory in primary schools'. (p. 23) 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'.

At Riverbridge, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as 'a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

We intend to teach this both through Science and PSHE. When reproduction is taught in science (Year 5) it is compulsory for children in which case parents can't withdraw their child/ren from this area of the curriculum. When Sex Education is taught as part of PSHE, parents have the right to withdraw.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Riverbridge Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that Sex Education refers to human reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the following Jigsaw 'Changing Me' Puzzle (unit) lessons:

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by letter/email the half term before 'Changing Me' is taught.

Here is an outline of what will be taught and the revised curriculum from 2019:

- Reception Growing up: how we have changed since we were babies.
- Year 1 Boys' and girls' bodies; correct names for body parts.
- Year 2 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).
- Year 3 How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation. (Revised changes from 2019 – external body changed and how a baby develops in the womb will still be taught in year 3. Details regarding internal body changes and how conception occurs by the sperm fertilising an egg will not be taught until year 4.)
- Year 4 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms. (Revised changes from 2019: The content for year 4 remains the same. It is felt that the curriculum content as it stands is appropriate for year 4 during the Summer Term and lays the foundation for the learning that will take place in Years 5 and 6. The images and animations do not include any images of sexual intercourse. They do however show age appropriate scientific diagrams of the internal and external female and male reproductive parts and detail menstruation, sperm production (not release) and the penis becoming erect.)
- Year 5 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms. (Revised changes for 2019: Information about internal and external changes to boys and girl's bodies will continue to be taught. Both gender groups will be taught about changes to males and females. However, more specific details will be given to the relevant gender groups separately. The images and animations do not include any reference to sexual intercourse. They do however show age appropriate scientific diagrams of the internal and external female and male reproductive parts and detail menstruation, sperm production (not release) and the penis becoming erect. Sexual intercourse and conception will be explained verbally followed by still images of a baby growing inside the womb. All questions will be anonymous so that the teacher can filter out questions that aren't relevant to the year 5 curriculum content.)
- Year 6 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager. All lessons are taught using correct terminology, child-friendly language and diagrams. (The content for year 6 remains the same. It is felt that the curriculum content as it stands is appropriate for

year 6 during the Summer Term and lays the foundation for the learning that will take place at secondary school.)

Children will be taught in single sex age groups where appropriate.

The LLT RSE policy provides more information about the RSE curriculum, including parents' rights to withdraw from non-statutory Sex Education.

Any parent wishing to discuss this aspect of the curriculum in more detail, or wishing to view resources used, should contact the school office.

Policies linked to the PSHE Policy

The following policies and guidance inform the Jigsaw Programme and its delivery.

School Policies:

- Curriculum
- Inclusion SEND
- Child Protection
- Anti-Bullying
- Behaviour
- Relationships & Sex Education (RSE) (LLT)
- Equality (LLT)
- E-safety (LLT)
- SEN (LLT)

National Policies and Guidance:

- Keeping Children Safe in Education
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

Monitoring and Review

It is the PSHE co-ordinator's responsibility to ensure a coherent programme of study is followed: monitoring planning, make classroom observations, giving support to colleagues in implementing the PSHE scheme and collecting work samples. It is also the responsibility of the co-ordinator to submit to SLT an action plan detailing possible expenditure and training needs.

The Curriculum Committee of the governing body monitors this policy on a biennial basis (every two years). This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee 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.

Confidentiality

At Riverbridge, we feel that confidentiality should be intimately related to respect. If issues arise that require action be taken further, the teacher can inform someone else. Children and teachers should negotiate the ground rules for each classroom.

Forming rules and providing a rationale should be considered integral to the educational process.

National Curriculum Council, Curriculum Guidance 3, advises that ground rules governing group discussion of sensitive issues be established. These help to eliminate embarrassment, distress and unconsidered, unintended personal disclosure.

The weekly Jigsaw Charter reminds our pupils throughout the school journey that:

1. We take turns to speak
2. We use kind and positive words
3. We listen to each other
4. We have the right to pass
5. When only use names when giving compliments or when being positive
6. We respect each other's privacy (confidentiality)

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, he/she **must** share the information to the DSL (Designated Safeguarding Lead) or a Deputy DSL who will take appropriate action according to the Child Protection Policy.

Guidelines for Child Protection

Under sections 27 and 47 of the Children Act 1989, local education authorities have a duty to assist local authorities in the exercise of their statutory responsibilities for children in need or for child protection. Working together with Social Services and assisting them with information is a legal requirement. Everyone has a responsibility to ensure that cases of child abuse are recognised and dealt with as quickly as possible. Recognising signs of abuse or receiving a disclosure if abuse is always stressful and upsetting, but it is the duty of care that is paramount.

Definition of Abuse:

- 1) Neglect – the persistent or severe neglect of a child, or the failure to protect a child from exposure to danger, including cold, starvation or extreme failure to carry out important aspects of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.
- 2) Physical Injury - Actual or likely physical injury/suffering to a child.
- 3) Sexual Abuse - Actual or likely sexual exploitation of a child who may be dependent and/or developmentally immature.
- 4) Emotional Abuse - Actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment or rejection.

Every member of staff has a responsibility to report concerns to a DSL, in line with the Child Protection policy.

Bullying

At Riverbridge Primary School we regard bullying as serious. We encourage children to report any incidents of bullying. The Jigsaw Programme includes discrete teaching about bullying; this is embedded in school processes and culture. We also raise awareness of the issue through special assemblies, visitors and Anti-Bullying Week activities (see Anti-Bullying Policy).

Equal Opportunities

- By the end of each Key Stage, all children should have an opportunity of access to the agreed curriculum.
- We wish to enable the children to recognise their individual worth and appreciate others, considering their beliefs, values and cultures.
- We acknowledge that parents have a right of withdrawal from Sex Education. We will endeavour to offer support and information to parents (see LLT RSE Policy).
- We will endeavour to ensure that bilingual learners have access to this area.
- We will endeavour to ensure that children with specific learning needs are able to achieve access to the curriculum.

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...

...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 Riverbridge, 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 beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Working with Parents

We encourage parents and governors to participate in the formation of the PSHE Policy and Scheme of Work. This is achieved through:

- Formal and informal discussions.
- Questionnaires asking for their views and concerns.
- Sharing of information: accessibility of policies and PSHE/RSE overview on website.
- Specific information about RSE content via PowerPoint and leaflets providing information.