

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



To be the best we can be for ourselves and others

Belonging, Believing, Building

Title of Policy	PSHE Policy
Date Adopted by the Governing Body	January 2025
Review Date	January 2027
Signed by the Chair of Governors	

Context

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.

PSHE

At Bampton CE Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. 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

Here, at Bampton CE Primary School, we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. (see separate RSE policy)

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

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

What do we teach when and who teaches it?

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. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Bampton CE Primary School we allocate a minimum of 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Teaching staff deliver the weekly lessons to their own classes.

In Year 6 the Thames Valley Police project "Project 10 " is taught as a supplementary unit of work. See Appendix B. The Safer Together programme materials may be used in LKS2 to reinforce key messages.

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.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

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 Bampton CE Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we use the Jigsaw PHSE scheme of work, Sex Education refers to "Human Reproduction". Understanding human reproduction, conception and puberty is introduced in Year 5 and then puberty, conception and childbirth is age appropriately covered in Year 6.

Please see the RSE policy for further information.

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

If a parent wishes their child to be withdrawn from all, or part of sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The parent should then inform the headteacher in writing of their decision and the school will keep this on record. The school always complies with the wishes of parents in this regard but values the opportunity to discuss concerns before a final decision is made. The request to withdraw will be reviewed annually with parents.

British Values – The Rule of Law

During the summer term in Year 5 (the year children turn 10 years of age) we deliver a 10-week programme called Project 10. This teaches the children about British Rule of Law as they reach the age where they can be held to account for their actions by the law. This programme is delivered with the support of the local Police Community Support Officer. (see appendix C)

Monitoring and Review

The LGB monitors this policy on an annual basis. The LGB 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.

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 Bampton CE Primary 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 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 relations

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Appendix B

Project TEN – Scheme of work about criminal responsibility and rights of young people. June 2020

Aim: A 10 session scheme of work to raise awareness in young people of their responsibilities and rights regarding crime, as well as the support networks to keep them and others safe

Each session is up to one hour long, but can be adapted to suit local needs

Each session has a powerpoint and core worksheet.

Each session is adaptable for KS1-2, KS3-4 and post 16. To aid this each session contains teacher notes that explain what the core concepts are for that session, with development activities and extension activities, **alongside the powerpoint and the worksheet**. These may be used in different ways. For example, the core concepts may form the whole session for younger students or less able students or those with additional learning needs. For older or more able students, they may work through the core concepts quickly and then into the development and extension activities. The activities in the powerpoints can be used to supplement or instead of the worksheet activities. Where the ppt does not specify level, the information is relevant to all ages. We have left them deliberately non-prescriptive to allow teachers flexibility to meet the needs of their own setting.

If teachers have any question or need support please email safeguardinginpartnership@gmail.com

The scheme of work covers three broad themes; keeping safe from crimes and risks, age of criminal responsibility, how to report crime and seek support from others.

Each session is accompanied by a supporting powerpoint with notes for teachers, linked worksheets and activities. There is also an optional workbook. Children can complete all work in their usual school PSHE book, or if desired, all of some of the workbook can be used.

The 10 sessions are based around the following 10 points

1. You can be the victim of a crime at any age, this includes unborn children, babies, children, and young people. There are times when you might not know or feel like you are a victim of a crime, when others groom or trick you. The Police are there to help you and all of us.
2. Everyone needs to be safe at home. If you or someone living with you, doesn't feel safe, or feels controlled, or is being made to do things they don't want to do, this is domestic abuse. You all need help.
3. If anyone is hurting you physically, sexually, or emotionally, they are abusing you, even if it is someone you know or love, it is still abuse. You have a right to be safe. This includes being safe from sexting, online abuse, cyber-bullying, sexual/drug exploitation.

4. Any abuse and attacks on people are illegal, those which are racist, homophobic, about their faith, or their disabilities, are hate crimes. You have a right to be you, without fear.
5. Ten years is the age when you are held to be responsible in law for what you say and do. If you break the law, you risk getting a criminal record, which will affect your opportunities in life in the future.
6. We all need to control ourselves. If you damage buildings, or cars, or the environment, or take risks, you will be seen as responsible for what you have done, it will be reported, and you may be charged, by the Police.
7. Taking anything that doesn't belong to you, without the owner's permission, is stealing. Stealing is a crime.
8. The laws for the sale and use of alcohol and drugs keep us all healthy and safe. Using, transporting, and selling drugs and legal highs, are dangerous for you and for those around you. The misuse of alcohol and drugs destroys lives: your life, your family's life, and the lives of people in the community who may be affected.
9. It is illegal to carry and threaten people with a knife or a weapon. Knives and weapons kill people.
10. We all need each other. You can help yourself and those around you by knowing the law and supporting the Police. If a crime is happening, or you or someone is being hurt, call 999 for immediate help or 101 to report it.

Notes for teachers:

All sessions can be adapted to suit the needs of learners in the classroom and the time available

Teachers may consider accompanying the series of lessons with a display board to celebrate student work and to reinforce learning, or with a parent meeting, or with an assembly led by the children

Ground rules:

It is advised that at the start of the series of sessions, the teacher agrees ground rules with the students. This is to ensure respect and trust and to agree vocabulary, as well as to ensure students feel safe discussion potentially sensitive issues. Ground rules should be shown at the start of every lesson. Ground rules can be generated collectively by the students, or decided in advance by the teacher.