



PSHE AND RSE POLICY 2024-2025

Approved by: FGB

Date: June 2024

Chair of Committee: Mrs N Milford

Headteacher: Mrs N Grimster from September 2024

Next review due in June 2026, or earlier if required

Mission Statement

We aim to provide a happy, relaxed environment where children are encouraged and supported to achieve their full potential, and to develop an attitude of care and responsibility towards others and their surroundings.

We ensure that the children in this school will attain the highest standards of which they are capable. We encourage the children to be independent and self-confident and we believe that this can be achieved more readily when teachers, parents and pupils work together in partnership. Greasby Infant School is committed to promoting a positive work-life balance for all staff.

Aim

At Greasby Infant School we recognise that Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society and play a significant part in their ability to learn and achieve. We want our pupils to be successful, confident learners and responsible citizens; therefore, we aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures. This will enable them to thrive in a supportive, highly cohesive learning community.

As a school, we understand that the teaching of our PSHE curriculum plays a significant role in the Spiritual, Moral, Social & Cultural (SMSC) development of our children.

Personal, Social and Health Education (PSHE):

In the teaching and practice of PHSE (Jigsaw scheme), practitioners should ensure that pupils experience the following dimensions:

Personal Education As a school, we aim to promote opportunities that will enable pupils to:

- feel valued, respected and cared for, helping to develop a positive self-image
- increase self-awareness
- be aware of his/her feelings and to express them
- experience success
- be independent, self-motivated and self-disciplined
- be safe

Health Education As a school, we aim to promote opportunities that will enable pupils to:

- develop a healthy lifestyle
- develop a knowledge of health hazards and understand the consequences
- value living things and their environment

Their social development is directed linked to SMSC.

Jigsaw

Through the teaching of Jigsaw, we aim to:

- Provide 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.
- They 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.
- In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the 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 healthy and fulfilled individuals

Jigsaw Content

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

Autumn 1	Bring Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Relationships and Sex Education (RSE)

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum.

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education, and these are taught in a developmentally appropriate way.

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify that boys and girls are different and refer to these as private parts. respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the term private parts and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl

Withdrawal from RSE Lessons

Parents/carers have the right to withdraw their children from the sex education aspect of PSHE lessons, this does not include those part that are statutory in the National curriculum. Parents cannot withdraw their children from the Health and Relationships Education provided at school. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the sex education aspects of the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Teaching and Organisation

Development in SMSC and PSHE will take place across all of the curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning. Everyone is encouraged to

reflect on the significance of what they are learning and to recognise any challenges that there may be on their own attitude and lifestyle. Staff at our school will model and promote expected behaviour, treat all people as unique and valuable individuals and show respect for pupils and their families. The teachers will, where possible, ensure lessons and topics include a wide range of cultural contexts and opportunities to celebrate pupil's lifestyles, work and achievements. There is a large overlap between the programme of study for Religious Education and the aims of PSHE and SMSC, and we teach a considerable amount of PSHE and SMSC through our RE lessons.

Class discussion and circle time will give pupils opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events, e.g. bullying, death etc.
- Share thoughts and feelings with other people.
- Explore relationships with family/friends/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally - e.g. respect, open mindedness, sensitivity, critical awareness etc.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Agree and disagree.
- Take turns and share.
- Work co-operatively and collaboratively.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- know and understand what constitutes a healthy lifestyle.
- be aware of safety issues.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE 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 PSHE and RSE 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 designated safeguarding lead.

Our school believes that PSHE and RSE 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. The school will liaise with parents/carers on this issue to reassure them of the content and context. If a child asks the question related to naming the body parts, then the adult will confirm that the term they have used is correct or incorrect and state that it is or is not the medical term and refer the question to the parent at the end of the day.

Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme.

Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness/ consultation session
- Parents'/carers' evenings
- Information leaflets/displays

Links with the wider community

- Visitors are welcomed into our school (within safeguarding parameters).
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluating the Policy

The subject leader has responsibility for overseeing PSHE throughout the school. They will keep in touch with national developments and will act in an advisory capacity, supporting colleagues.

Provision for PSHE will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of teaching and learning
- Regular discussion at staff and governors' meetings.
- Audit of policies and Schemes of Work.
- Sharing of classroom work and practice.
- Collection of evidence of pupil's work.

The policy will be reviewed on a regular basis by the subject leader and Curriculum Committee of Greasby Infant School Governing Body.

K. Whelan

June 2024