

Juniper Hill School

PSHE (Personal, Social, Health and Economic) Policy



Kindness Enjoyment Achievement

This policy was written in February 2020
Next Review: February 2026

Reviewed February 2024

School Ethos/ Rationale

We believe that PSHE and Life Skills work together to help our children at Juniper Hill to develop many ways to be happy, healthy and safe in and out of school. Juniper Hill's mission is to create a community that is open to new possibilities and works together to enable everyone to fulfil their goals. PSHE is an invaluable curriculum area where such opportunities can develop.




PSHE

At Juniper Hill School, we use the Jigsaw Mindfulness approach to PSHE Scheme to teach Personal, Social, Health and Economic Education. We supplement this with our own Juniper Hill Life Skills Curriculum. This combination provides our children with comprehensive, high quality provision in PSHE. The Jigsaw Programme is a whole-school approach that offers an up to date scheme of work which brings consistency and progression to our children's learning through a spiral curriculum. We tailor it to our 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. (See Appendix 1)

The Jigsaw Programme helps to give the children knowledge and skills to help them make choices and decisions about the opportunities and challenges that life presents. This includes respecting and celebrating differences and diversity. It gives pupils opportunities to explore issues that are real and relevant to them in their daily lives in a safe and managed environment year on year. The overview of the programme can be seen on the school website and in Appendix 6.

The Jigsaw Programme significantly contributes 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.

The aim of this policy is to:

-  Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching PSHE Education
-  Help parents and carers to understand PSHE Education and support them to work with their child to secure the very best outcomes for all pupils
-  Demonstrate how the school meets legal requirements with regards to teaching Relationships Education, Sex Education and Health Education.

Legal Requirements

At Juniper Hill School we teach the statutory parts of PSHE – Relationships Education and Health Education mainly through our PSHE Jigsaw programme.

We also teach non-statutory Sex Education as part of that provision. Whilst primary schools are not mandated to provide sex education, we offer this as part of our PSHE curriculum in addition to the statutory elements of sex education contained in the science curriculum. We are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. (Please see our Sex Education policy on the school website and our Parental Sex Education leaflets for each year group.)

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 (see Appendix 1).

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.

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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also made Health Education compulsory in all schools except independent schools.

We comply with the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

We follow the DfE guidance for teaching PSHE (updated June 2019)

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

The curriculum

Intent

Why do we teach it?

We aim to provide high quality PSHE provision that will support pupils to develop life skills which will enable them to manage change, make healthy and safe choices, build character and be resilient, reflective and responsible members of society.

Our PSHE provision has been designed to be age appropriate, whilst being sensitive to the needs of our whole school community to ensure PSHE provision gives our pupils an education which will support them both now and in the future.

Our PSHE provision is underpinned by the 2010 Equalities Act and provides an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and to help teach pupils to understand, respect and celebrate difference and challenge stigma.

Our PSHE provision extends beyond the curriculum and includes themed days / weeks, assemblies and fully supports our school's ethos and values. PSHE is part of our school's broad and balanced curriculum supporting spiritual, moral cultural, social and cultural education, citizenship, equalities, and safeguarding.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives.

Implementation

What, where and when is PSHE taught?

What

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. See Appendix 9 for the skills and knowledge chart for these units of learning.

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	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to

	Goals	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

Relationships Education

Our Jigsaw Programme covers statutory Relationships education (please see Relationships policy for further details). Relationships Education In primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults. By the end of primary school pupils will have been taught content on:

-  Families and people who care for us
-  Caring friendships
-  Respectful relationships
-  Online relationships
-  Being safe

Pupils will be taught Relationships Education from year 1 at an age appropriate level. Further details on what we are required to teach can be found in Appendix 2 (DfE Relationships outcomes)

Sex Education (See Sex Education Policy)

As part of our PSHE provision we teach sex education. This is an important and recommended aspect of the curriculum. As a non-statutory element of PSHE parents / carers have the right to withdraw their child from designated sex education lessons. We encourage parents and carers to talk through any concerns they may have and make an informed choice about whether to exercise the right to withdraw their child.

Preventing Child on Child abuse

We have reviewed the recommendations made in the Ofsted Review of sexual abuse in schools and colleges (June 2021) and have evaluated The Jigsaw Curriculum to ensure that it covers statutory guidance and have added four lessons recommended through the PSHE Association on consent.

The PSHE Association advises a proactive as well as responsive approach to preventing Sexual Harassment in school.

The aim should be to ensure a carefully sequenced, spiral curriculum that revisits the relevant topic areas, each time extending and deepening learning in an age and developmentally-appropriate way.

Laying the foundations at KS1&2

- 🏠 Although sexual harassment, abuse and violence would not be directly covered with young children, the foundations for this learning should be introduced from key stage One — including, for example, learning about: asking, giving and not giving permission; what makes a good friend; boundaries and privacy; and body parts that are private.
- 🏠 This understanding will support primary pupils' current safety while preparing them for specific learning about sexual violence and sexual harassment at the secondary phase.

See Appendix 8 for Juniper's Coverage including the additional lessons.

Health Education

We deliver statutory Health education through our Jigsaw Programme. Health Education aims to teach pupils about physical and mental wellbeing and give pupils the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue, with regards to themselves and others; pupils will be taught how to seek support as early as possible and from a safe and trusted source. By the end of primary school, pupils will have been taught content on:

- 🏠 Mental wellbeing
- 🏠 Internet safety and harms
- 🏠 Physical health and fitness
- 🏠 Healthy eating
- 🏠 Facts and risks associated with drugs, alcohol and tobacco
- 🏠 Health prevention
- 🏠 Basic first aid
- 🏠 Changing adolescent body*





*The changing adolescent body and puberty education is part of the statutory Health Education curriculum and is mandatory for all pupils. We teach the correct scientific names of all body parts from Reception. A list of key vocabulary can be found in appendix 3. Introducing the scientific names of genitalia is recommended by the NSPCC, the PSHE Association and is recognised good practice, supporting the safeguarding of pupils.

DfE outcomes for Health Education can be found in Appendix 4

Living in the wider world / Economic Education

Our PSHE curriculum covers Economic Education and Living in the Wider World. Throughout their time at Juniper Hill School, pupils will learn about:

- 🏠 Respect for self and others and the importance of responsible behaviours and actions
- 🏠 Rights and responsibilities as members of families, other groups and ultimately as citizens
- 🏠 Different groups and communities
- 🏠 Respect equality and to be a productive member of a diverse community
- 🏠 The importance of respecting and protecting the environment

-  Where money comes from, keeping it safe and the importance of managing it effectively
-  How money plays an important part in people's lives
-  A basic understanding of enterprise.
-  About how they can support the Juniper Community and other people further afield by simple actions and fundraising.

When

At Juniper Hill School, PSHE is timetabled once a week and delivered by class teachers. Life Skills is also timetabled once a week and delivered by class teachers.

How

The Jigsaw Programme is a PSHE curriculum designed to help pupils develop their knowledge and skills over time, embedding learning to ensure pupils receive a relevant and age appropriate PSHE education to support them in their lives now and in the future.

An overview of the Jigsaw Programme of study year by year is available on the school website and in Appendix 6.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward systems, through relationships: child to child, adult to child and adult to adult across the school. We aim to 'live and model' what is learnt and apply it to everyday situations across the school community.

All aspects of PSHE are underpinned by shared and understood ground rules, (see Appendix 5 - 'Jigsaw Charter') with lessons being delivered in a safe and well managed environment.

To ensure the content and delivery of PSHE education is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and what they would like to learn.

Distancing techniques are used in PSHE education, which provide de-personalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

We aim to have an open forum as far as possible and pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. A question / worry box is available for pupils who do not feel confident to ask questions in front of others or wish to have a separate conversation with a member of staff.

We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise. During Sex education lessons teachers follow a script, the boundaries of which they stay strictly within. Any questions or queries that the children raise outside of the script are referred back to their families and carers to be answered.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.

Assessment

Teachers will assess progress in the children's learning through observations, baseline assessments and peer and self-assessment opportunities. All assessed work and reflections will be collated as part of the children's Jigsaw Journals.

Each puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards

Working at

Working Beyond













Recording and tracking progress

To track each child's learning progress throughout the year, there is a pupil tracking grid. (See the above level descriptors.) After each puzzle piece is completed, the teacher, using a best fit approach, decides which level a child is working at e.g. working towards or beyond and highlights expectations and records the child's name within the appropriate descriptor box on review sheet. This sheet gives a quick visual representation of where each child is on each puzzle.

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each lesson to meet the needs of the children in their classes. Where appropriate 1-1 support to access the curriculum content will be in place to support inclusion for everyone.

Impact

-  PSHE provision provides pupils with well-chosen opportunities and contexts to explore and embed new knowledge that can be used confidently in real life situations
-  Pupils are able to form healthy, happy relationships with other children and adults and recognise the features of unhealthy relationships and have strategies to challenge negative behaviour of others and seek help when needed
-  Pupils know how and when to ask for help and where to access support
-  Pupils are well informed and recognise the risks they may encounter both on and off line and are able to make safe choices
-  Pupils will be able to understand personal boundaries and giving and seeking permission.
-  Pupils will understand what is appropriate and inappropriate touch and know who to ask for help if they have a problem.
-  Pupils are enabled to take responsibility for their actions and understand the implications and consequences of their own decisions
-  Pupils are well prepared for the next steps of their lives
-  Pupils have the knowledge, skills and attributes to live healthy, happy lives
-  Pupils understand and respect differences between themselves and others
-  Pupils are able to recognise helpful thoughts, feelings and actions that positively contribute to their mental health and well-being
-  Pupils will be able to identify their own and others' emotions and be able to use learnt strategies to help them self-regulate.

Roles and Responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision and treat other with respect.

Working with outside agencies and visiting speakers

At Juniper Hill School we encourage external visitors / a wide range of professionals to come into school to support the development and delivery PSHE in accordance with our safeguarding policy.

Monitoring, evaluation and training

- 🔑 PSHE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The PSHE policy will be reviewed bi-annually.
- 🔑 To ensure staff are confident to deliver all aspects of the PSHE curriculum, access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development.

Working with parents

It is vital that parents and carers know what is being taught and how to support their child/children. The PSHE curriculum overview is published on the school website along with the PSHE policy. Appendix 6 shows the overview of what is being taught by year group.

We have an open-door policy for any parents/ carers who wish to find out more about our PSHE provision. We consult with parents, carers and the wider community through parent sessions, questionnaires etc. to provide an ongoing process to ensure we all work together for the greatest benefit of the children. We understand that parents and carers may wish to approach the school to access help with concerns they may have about their child and where they can go to obtain further support.

We welcome and encourage parents and carers to make an appointment with the class teacher or the headteacher to discuss any aspect of the PSHE curriculum or to raise any concerns they may have regarding this vital area of education.

Parents and carers are **only** entitled to withdraw their child from designated Sex education lessons (please see the Sex education policy for further details) and there is no right to withdraw from PSHE which includes statutory Relationships Education and Health Education. The science curriculum also includes content on human development, including reproduction, for which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum. As above, we welcome open discussion about the best needs for your children in Sex Education, please read the parental Sex Education leaflets for your child's year group and discuss the contents with class teacher or the headteacher if you have any questions.





Useful information for parents

Direct parents to School website signposting to trusted external websites: e.g. ParentZone, NSPCC, ThinkUKnow

The DfE guide for parents:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Linked policies

-  Child Protection Policy
-  Anti-Bullying Policy
-  Relationships Education Policy/RSE policy
-  Sex Education Policy

Policy development

This policy has been consulted on with staff, parents and governors, through meetings and a staff working party.

Policy Review

This policy is reviewed annually.

Appendices:

Appendix 1

Jigsaw 3-11 Statutory Relationships and Health Education mapping document



UK-3-11-and-Statutory-Relationships-and-

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Appendix 2

DfE Relationships Outcomes

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

Appendix 3

Vocabulary List for Scientific names of body parts from Reception to Year 6

Vocabulary List for scientific names of body parts and Sex Education terms	
Year R	Penis, Testicles, Vagina,
Year 1	Penis, Testicles, Vagina, Vulva, Anus
Year 2	Penis, Testicles, Vagina, Vulva, Anus
Year 3	Penis, Testicles, Vagina, Vulva, Anus, Uterus, Womb, Puberty, Sperm, Ovaries, Ovum/Ova.
Year 4	Sperm, Egg / Ovum, Penis, Testicles, Vagina, Vulva, Womb, Uterus, Ovaries, Making Love, Having Sex, Sexual Intercourse, Fertilise, Conception, Puberty, Menstruation, Periods
Year 5	Puberty, Menstruation, Periods, Sanitary Towels, Sanitary Pads, Tampons,

	Egg /Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet Dream, Larynx, Facial Hair, Growth Spurt, Hormones, Relationships, Conception, Making Love, Sexual Intercourse, Fallopian Tube, Fertilization, Pregnancy, Embryo, Umbilical Cord, Contraception, Fertility Treatment (IVF)
Year 6	Pubic Hair, Menstruation, Semen, Erection, Tampon, Breasts, Hormones, Wet Dream, Ovulation, Masturbation, Sanitary Towel, Clitoris, Testicles, Sperm, Penis, Vagina, Womb, Fallopian Tube, Vulva, Puberty, Period, Pregnancy, Embryo, Foetus, Placenta, Umbilical Cord, Labour, Contractions, Cervix, Midwife,

Appendix 4

DfE Health Outcomes

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/physical-health-and-mental-wellbeing-primary-and-secondary>

Health education (the DfE has not separated this into Primary and Secondary)

Appendix 5

'Jigsaw Charter' - Ground rules for PSHE lessons



47
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Appendix 6

Overview of the Jigsaw Programme including units of study and themes per year group.



UK-3-11-Snapshot-Overview-Map (1) (1).p

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Appendix 7

DfE Guide for parents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Please note these are available other languages (Urdu, Somali, Arabic)

Appendix 8

Juniper Hill's document on preventing [child-on-child abuse](#).

Jigsaw Coverage plus four addition lessons on consent from the PSHE Association.



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Appendix 9

Jigsaw skills and knowledge Documents for each puzzle.



Puzzle 1 - Being Me
in My World.pdf



Puzzle 2 -
Celebrating Differenc



Puzzle 3 - Dreams
and Goals.pdf



Puzzle 4 - Healthy
Me.pdf



Puzzle 5 -
Relationships.pdf



Puzzle 6 - Changing
Me.pdf