



St Michael's C of E VA Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

Our school vision is to provide a nurturing learning environment and a curriculum that develops character, teaches lifelong learning skills, fosters creativity and provides opportunities for exploration, so that all pupils can experience:

LIFE IN ALL ITS FULLNESS (John 10:10)

Personal, Social, Health Education Policy including Relationships, Sex and Health Education

Approved by the Curriculum Committee: March 2025

Frequency of Review: Two years

Next Review Date: March 2027

Signed:

A handwritten signature in blue ink, appearing to read "L. J. J. J.", is written over a faint blue line.

Date:

02.04.2025

Whole School PSHE Vision

St Michael's Vision for the PSHE Curriculum

Schools are required to provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

The St Michael's PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- Prepares pupils at the school for the opportunities, responsibilities and experiences they will encounter both now and in later life.

(See section 78 of the Education Act 2002 and the Academies Act 2010)

Intent

At St Michael's our aim is to teach Personal, Social, Health Education in a way that prepares pupils to enjoy healthy, fulfilling, respectful and responsible relationships. This whole school approach underpins all aspects of children's development and this is the foundation we need for happy, healthy learners.

Relationships and Health Education – statutory requirements

"The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools." (DfE Guidance p8)

"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)

At St Michael's Primary School, we value the contribution that PSHE plays in children's development as human beings, to enable them to understand and respect themselves and others, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our wider PSHE Programme.

Involving Parents and Carers

Parents/carers are seen as partners with the school in this important area of education, helping to keep children safe and supporting them to thrive. The school informs parents/carers about what is being taught across each year group, so that parents can support the learning at home before and/or after lessons. This gives families the opportunity to talk about their own values, experiences and perspectives.

We fully agree with the DfE statement below, stressing the importance of parents/carers in supporting PSHE learning:

'Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.' (para 40)

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

- Information leaflets
- Classroom displays
- School website
- Open Evenings

Progress in PSHE will be reported to parents/carers at parent consultation evenings and end of year reports.

Implementation - Teaching and Planning

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and we tailor this to the St Michael's children's needs. Our PSHE programme is based on a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children's learning in this vital curriculum area.

The PSHE curriculum 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. This policy supports the school's role in preventative education and helps pupils prepare for life in modern Britain.

The mapping document: 'Jigsaw 3-11 and statutory Relationships and Health Education', shows exactly how Jigsaw, and therefore St Michael's School, meets the statutory Relationships and Health Education requirements. The Jigsaw programme is regularly updated, ensuring that we are always using the most up-to-date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance and statutory duties, including:

- 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: 0-25
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Mental Health and Behaviour in Schools
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination)
- Promoting Fundamental British Values as part of SMSC in schools

Our PSHE policy is also aligned with the Church of England's, "A Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying'. The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study for PSHE.

PSHE Curriculum Content

The PSHE curriculum at St Michael's brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Our teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. In PSHE, all year groups work on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in the St Michael's PSHE curriculum that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons), which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Our PSHE curriculum is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. The curriculum allows teachers to respond to local public health and community issues.

Most PSHE lessons are taught in a whole class session, but we also use smaller groups for more focused work, where appropriate.

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

Parents do not have the right to withdraw their child from Relationships Education, as this is a statutory part of the curriculum. In Relationships Education the key themes that will be taught include:

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

Zones of Regulation

Relationships education is strengthened by the Zones of Regulation, where pupils are taught ways to develop emotional resilience. This is done by supporting pupils to recognise their own and others emotions, the impact their emotions can have on themselves and others and to develop tools to master self-control.

The Zones of Regulation is taught each half term to enable pupils to develop their emotional resilience through developing emotional literacy as well as creating and reviewing personalised 'emotional tool kits' filled with sensory, calming and thinking tools.

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Health Education

In Health Education the key themes that will be taught include:

- 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

Health Education, including physical and mental health, is taught across the curriculum, including in PSHE, Science, PE, Design Technology and Computing lessons (see subject specific policies).

At St Michael's Primary School, puberty is taught as a statutory requirement of Health Education and covered in the 'Changing Me' Puzzle (unit). We believe that knowledge empowers and protects children as long as it is age-appropriate. Correct terminology for body parts will be introduced early to normalise anatomically accurate vocabulary and to support safeguarding. Children are taught that parts of their body are private, but are not parts of the body to be embarrassed or ashamed of.

Fives Ways to Wellbeing

Our approach to mental health and wellbeing is further enhanced by the 'five ways to wellbeing':



Pupils are taught that the things we do and the way we think affects our wellbeing. There are five ways that can help boost wellbeing.

- **Connect** – with your friends, family, neighbours and people at work. Have a conversation, pass the time of day, make time for that chat
- **Be Active** – find a physical activity that you enjoy, go for a walk, try gardening
- **Take Notice** – take the time to look at the day, the changing seasons. Savour the moment

- **Keep Learning** – try something new whether it's making a new recipe, fixing the bike or even signing up for a course
- **Give** – smile, do something nice for a friend or neighbour, make some time for others

Sex Education

Sex education refers to Human Reproduction. The PSHE lessons that explicitly teach this are the Jigsaw Changing Me Puzzle (unit) e.g. Year 4, lesson 2 (Having a baby), Year 5, Lesson 4 (Conception), Year 6, Lesson 4 (Conception, birth).

Although parents do not have the right to withdraw their child from **Relationship 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 (RSE)' DfE Guidance p17.

The school will remind parents of this right by letter in the spring term, before the 'Changing Me' Puzzle is taught. If a parent is considering withdrawing their child from the non-statutory part of the RSE curriculum, we would welcome the opportunity to discuss parent concerns, although parental decision is final. Parents should put a request for withdrawal in writing to the Headteacher. A copy of withdrawal requests will be placed in the pupil's education record. Provision and curriculum linked activities will be made for those children being withdrawn.

Parents should be aware that schools are legally required to provide a broad and balanced curriculum. Sex education topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Differentiation /SEN / Equality

Differentiation/SEN

Our PSHE Curriculum is written and delivered as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. At St Michael's School, PSHE education is fully accessible to every pupil. Activities are planned and differentiated where necessary to ensure the participation and inclusion of all pupils, in line with our equality duties with due regard to disability, gender reassignment, 'race' and ethnicity, religion or belief, sex (male/female/agender) and sexual orientation. The PSHE curriculum helps children build a sense of equality and to recognise and challenges any perceived inequality.

"The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence.

Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity."

(Valuing All God's Children, Church of England 2019 p11)

PSHE teaching is tailored to meet the needs of the children in each class. To support this differentiation, we use creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Assessment

Each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

At the beginning of a Puzzle, children will be given the 'My Jigsaw Learning Record' for that Puzzle, so that it is clear to them what they are aiming to achieve. After completion of the assessment task, the teacher and the child return to the 'My Jigsaw Learning Record' and the child colours in the attainment descriptor he thinks he has achieved. The teacher does the same and facilitates a conversation with the child about his learning progress for that Puzzle.

The Learning Environment

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. Class teachers and children devise their own Charter at the beginning of the year so that they have ownership of it. It includes the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE can be varied. 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 view. Children are taught ways to 'disagree well', expressing their view and listening respectfully to views of others. While personal views are respected and perspectives explored, all PSHE teaching is underpinned by British law.

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 a Safeguarding Lead if they are concerned.

Safeguarding

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures are followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding Policy is followed.

Links to other Policies and Curriculum Areas

Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following curriculum areas and policies and staff are aware of the need to refer to these policies when appropriate.

- Science
- Physical Education
- Design Technology
- Computing
- RE
- Safeguarding policy
- Outdoor learning
- Forest School
- Extra-curricular opportunities and enrichment

Review Statement:

The PSHE and RSE Subject Leader and SLT are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of PSHE, by giving them information about current developments in the subject.

The policy will be reviewed every 2 years by the PSHE leader, Deputy Headteacher and Headteacher. Consultation with parents will take place every time the policy is reviewed. Parents will be given time to respond and ask questions prior to the implementation of the policy. Any visitors involved in delivering aspects of the PSHE curriculum will be asked to read and abide by this policy.