



# PSHE Policy

**Fairview Community Primary School**

**Reviewed: September 2024**

*Review Due: September 2025*

## 1. Aims

### Our Rationale:

- For children to develop the knowledge, skills, and attributes they need to keep themselves healthy and safe, and prepared for life and work.
- For children to develop our school values and become a community of **responsible** learners who not only demonstrate **collaboration** and **perseverance** in their work, but who also show **kindness, respect, and honesty** towards one another.
- For children to develop positive relationships with themselves and others.
- For children to develop their knowledge and understanding of British Values (Democracy, Rule of law, Individual liberty, Mutual respect, and tolerance of those of different faiths) which together are designed to promote an equal and just society.

## 2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

## 3. Content and delivery

### 3.1 What we teach

We are required to cover the content for relationships and sex education (RSE) as set out in the statutory guidance (Children and Social Work Act 2017).

This policy links to our Relationships and Sex Education policy which details what we teach, and how we decide on what to teach, in this subject.

We must teach health education under the same statutory guidance. For other aspects of PSHE see the attached curriculum map (appendix 1)

Our policies are available on the school website or via the school office.

### 3.2 How we teach it

At Fairview we use a scheme called Jigsaw. Jigsaw materials are age- and stage-appropriate, and offer the flexibility to deliver the more sensitive issues in ways appropriate to our school ethos and values.

Pupils have a lesson a week and the teaching is tailored to the children's/classes needs. Teachers spend time building a relationship with their class, getting to know them better as unique human beings and creating a safe space to learn and share. This enables more sensitive topics to be discussed with the children.

PSHE is embedded during key stage and class assemblies and covers a range of different themes encompassing British Values and the 9 protected characteristics.

Many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work, promoting inclusivity. Therefore, establishing a safe, open and positive learning

environment based on trusting relationships between all members of the class, adults and children alike.

The children learn from the beginning of lessons that PSHE is a safe space where they respect each other's privacy and they have the right to 'pass' at any time. Teachers can use the resources provided by Jigsaw and support is provided by the PSHE team.

Teachers can ensure children are making progress with their learning throughout their Jigsaw experience. Each lesson has a formative assessment activity that children can use to self/peer assess. The last lesson in each unit is also identified as an assessment opportunity for the whole unit. At the end of each unit, teachers can use the work in the class' floor book and their own observations to assess children's progress. It can be included in the end of year reports for each child.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board has delegated the approval of this policy to the Headteacher.

The governing board will hold the head teacher to account for the implementation of this policy.

### **4.2 The Headteacher**

The Headteacher is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Amy Razzell is PSHE Lead and Hilary Sheppard is a member of the PSHE team.

### **4.4 Pupils**

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by Amy Razzell through planning scrutiny, learning walks and book looks.

This policy will be reviewed by Amy Razzell and Hilary Sheppard annually. At every review, the policy will be approved by the Headteacher.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Sex Relationships Education Policy
- Behaviour for Learning Policy
- Anti-Bullying Policy
- Equality and Diversity Policy

All policies can be found on our website.

## 6. Appendix

### Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition