



WESTFIELD PRIMARY SCHOOL AND NURSERY PSHE Policy

Date ratified: July 2020

**Ratified by: Full Governing Board
Date to be reviewed: July 2022**

Purpose

At Westfield Primary School and Nursery, we believe personal, social, health and economic (PSHE) education makes a crucial contribution to our duty to teach a curriculum that is broadly based, balanced and meets the needs our pupils (pursuant to The Education Act 2002). The purpose of this policy is to outline our practice in relation to PSHE at Westfield, including (but not limited to) how we meet the compulsory aspects of Relationships and Health education in accordance with the DfE guidance 2020 statutory requirements.

Aims

The aims of PSHE at our school are to provide a curriculum which:

- 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.

The PSHE Curriculum

At Westfield School, we teach PHSE as a whole-school approach to underpin our children's development, including supporting them to develop helpful learning habits. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Our children's personal, social and emotional development is at the heart of everything we do.

We use a comprehensive, carefully thought-through scheme of work called The Jigsaw Programme (Jigsaw), which brings consistency and progression to our children's learning in this vital curriculum area. An overview of the programme can be seen in Appendices A and B below.

Jigsaw 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 Requirements - 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).

DfE Guidance p.8

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 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 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.

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).

Drugs education is included in the '*Healthy Me*' strand of our PSHE JIGSAW curriculum and is part of the broader aim to provide a caring community in which children can learn to respect themselves and others and take responsibility for their own actions.

Fundamental to our school's values and practice is the principle of sharing the responsibility for the education of children with the parents. We strive to keep parents informed of any developments and changes to our approach to drugs education.

We recognise that the term 'drugs' covers a wide range of substances including medicines, tobacco, alcohol, prescribed drugs, solvents and drugs controlled by the UK Misuse of Drugs Act (1971) e.g. cannabis/weed.

We aim to:

- enable children to make healthy, informed choices through increasing their knowledge, challenging preconceptions and practising skills.
- increase understanding about the implications and possible consequences of drug use and misuse.
- widen understanding about related health and social issues.

We intend to achieve these aims through:

- The specific teaching of age appropriate drugs education from the Foundation Stage through to the end of KS2.
- The reinforcement of key messages at different ages through a cross curricular approach
- Content and teaching approaches, which match the needs and maturities of all pupils, including those with special educational needs and / or English as an additional language.
- Involving the whole community in reinforcing key messages and encouraging adults to be good role models.

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'.

For detailed information about the policy for delivering Sex Education at Westfield refer to the separate Relationships and Sex Education policy.

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). 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 Westfield School, we allocate approximately 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Class teachers and/or HLTAs (under the direction of the class teacher) deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways. Decisions about what we do to reinforce and enhance the lessons and are informed, in part, by our children, who we invite to provide feedback about how they feel in school.

Our staff build positive relationships with our children, and their parents, believing this enables us to identify (and work with) children who may require additional support with their PSHE development.

The following are some of the ways in which PSHE is delivered in our school:

Our children take part in **regular discussions and activities** (often on a daily basis) to support their PSHE development. Typically, these discussions may be: about something in the news (which will be discussed in an age appropriate way); as a result of a situation in the classroom or on the playground that teachers feel the children would benefit from discussing; and/or based around our **Thought of the Day** (which is displayed for the children to read and consider when they come into the classroom each morning). The activities include the opportunity to take part in: running a mile, skipping to be fit, and meditating.

We offer children the opportunity to hear **visiting speakers**, such as: health workers, The NSPCC, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community, as well as echoing our key school messages which teach our children how to keep safe at home and school.

These discussions, activities and listening opportunities support the teaching of our **values**, where our children are given the opportunity to explore and practice the skills needed to acquire and model a set of values which we believe will support them in leading safe, healthy and happy lifestyles and support them to become positive members of our society. Once a fortnight, in a whole school assembly, our children are introduced to one of our values. This value becomes our Value of the Fortnight. It is displayed in each classroom, often inspiring our Thought of the Day. During our Friday celebration assembly, a child from each class - who has demonstrated our value - is given a values award.

Our school values are;

Responsibility	Co-operation	Forgiveness	Resilience	Hope
Friendship	Peace	Appreciation	Caring	Happiness
Respect	Courage	Determination	Love	Thoughtfulness
Honesty	Understanding	Perseverance	Freedom	Trust
				Tolerance

Our values are embedded into everyday life and are used to support our children, who we hope will grow into respectful, understanding, resilient, happy members of our society. Not only do our values encompass British values, they are also at the heart of our behaviour policy, which focuses on our children's choices, rights and responsibilities, taking responsibility for their behaviour and making positive choices as active members of our school community.

At Westfield we link Anti-bullying Week with a **Cool to be Kind Week**, where we discuss with our children what they could do in their local community to spread happiness. We focus on our values of love, kindness and friendship and encourage our children to do a "Random Act of Kindness" as their homework. These acts are recorded and celebrated across our school, reinforcing to our children the positive impact they can have on others. As well as completing individual acts our children also complete acts of kindness as a class. Previous examples of this include: creating notes with positive and encouraging messages on them and handing

them out in the community; singing in the town centre; and baking cakes for the children in another class.

Our children take part in **Feel Good Week** where they have various opportunities to take part in activities carefully selected to support their wellbeing and promote a healthy lifestyle. Previously, we have invited sports leaders and teachers to deliver activities across the whole school, such as: netball, table tennis, yoga and basketball; a Skip to be Fit challenge; and Rock Steady concerts.

At Westfield, we encourage a **growth mind-set**. We believe our children should adopt a “can do” attitude. By raising their awareness (through discussions and by displaying information in our school about the various zones in which learning can take place (comfort/stretch/panic)), our children know that we want them to work in the stretch zone, which is where the most exciting learning takes place. We teach our children that we learn when we make mistakes; they understand that mistakes are not something to be ashamed or embarrassed of, but instead are a vital part of the learning process.

At Westfield, we teach **mindfulness**. We encourage our children to move beyond thoughts of the past or future (that may be draining, negative, or worrisome) and give them the tools they need to connect with what’s going on in their world at the present moment. We believe this helps our children accept their current thoughts and feelings and form healthy habits for coping with all the big emotions they may have.

We provide areas of our school for quiet, reflective time where our children can go at break times, recognising that (from time to time) some of them may benefit/would prefer to spend their time this way. For this purpose, we have a **sensory garden**, where our children can also tend to and nurture plants, and an **inspirational shed**, where children will find a selection of books and comfortable seating.

We have a **school dog**, Milo. We believe Milo may improve the well-being of our children. In particular, we think his presence may reduce some of our children’s anxiety levels. We see this when we use Milo to support children who are feeling upset or anxious when they come into school; we find that when we invite children to visit Milo, the chance to focus on something positive allows them to feel calm and relaxed.

Our children also enjoy the responsibility of running the mile with Milo or taking him for a walk during lunch times.

Any of our children who are fearful of dogs have the opportunity to face that fear by being introduced to Milo at a pace that feels right for them.

Any contact with Milo is always supervised by an adult and children have had workshops from the Dogs Trust about how to care for dogs and how to read their behaviour to ensure that everyone, including Milo, feels safe and happy.

One of the biggest differences we believe we can make to the lives of our children is to give them the awareness and skills to look after and think about their own wellbeing. For that reason, everything we do at Westfield links to our belief that following the **5 Ways of Wellbeing** may help our children: make the most of opportunities and deal with stressful situations by taking time out and learning how to cope when things get tough; increase their interpersonal skills, empathy and communication skills through giving and seeing themselves as part of the wider community; and increase their chances of employability and self-worth by taking notice of what they are good at and what they have to offer others. We teach our children (and encourage their parents) to follow the 5 Ways of Wellbeing, which are to:

- **Connect** – connecting with others
- **Give**- giving- looking outward as well as inward
- **Be active** – doing something active
- **Take notice** – taking notice of the world around you
- **Keep learning** – learning new things

Children with Special Educational Needs and Disabilities:

Jigsaw is written as a universal core curriculum provision for all children with inclusivity as part of its philosophy. Where differentiation is required, teaching staff will tailor each piece to meet the needs of the children in their class.

Equal opportunities:

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. We believe that this policy is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

See Appendix C: the Equality Act 2010

See Appendix D: DfE relationships Education, relationships and sex education and health education guidance

Appendix A: Relationships Education Content

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

	<p>should respect those differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	
Caring Friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Respectful Relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me

	<ul style="list-style-type: none">• practical steps they can take in a range of different contexts to improve or support respectful relationships• the conventions of courtesy and manners• the importance of self-respect and how this links to their own happiness• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help• what a stereotype is, and how stereotypes can be unfair, negative or destructive• the importance of permission seeking and giving in relationships with friends, peers and adults	<ul style="list-style-type: none">• Celebrating Difference• Being Me in My World
--	---	---

Appendix B: Physical health and mental well-being Education Content

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Changing Me Celebrating Difference Being Me in My World
Caring Friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Changing Me

	<p>generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<ul style="list-style-type: none"> • Celebrating Difference • Being Me in My World
<p>Respectful Relationships</p>	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<p>many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me