

Relationship and Health Education Policy (including PSHE)

Statutory from Summer 2021

Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment. We provide an outstanding education for all children.

Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Statutory: Yes

Responsibility: Headteacher

Reviewed Summer 2023

Reviewed by: Community, Children & Safeguarding Committee

Next review Date: Summer 2025

"Safeguarding is everyone's responsibility"

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

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This policy has regard for:

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- The Equality Act 2010
- Character Education Framework 2019

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Equality Act 2010 – Safeguarding and SEN pupils
- Education and Inspections Act 2006

This policy should be read in conjunction with:

- The schools Aims and Ethos
- Anti-bullying policy
- Relationship and Behaviour Policy
- Equality Policy
- Safeguarding policy
- Rights Respecting Schools - The United Nations Convention on the Rights of the Child
- Complaints policy and procedures
- The SEND policy

Introduction

This policy outlines the teaching, organisation and management of RH & PSE curriculum taught and learnt at Coombe Hill Infants' School. The policy has been drawn up as a result of staff discussion and its implementation is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the RH & PSE Coordinator.

The main purposes of this policy are:

- To establish an entitlement for all pupils.
- To establish expectations for teachers of this subject.
- To promote continuity and coherence across the school.

1 Curriculum Intent and Implementation at CHI

1.1 Curriculum Intent

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.

At Coombe Hill Infants' School we choose to deliver Personal, Social & Emotional Education and Relationship and Health Education using Jigsaw, the mindful approach to PSE/RHE, alongside our own Winnie the Pooh Learning Behaviours and our Golden Rules. All of this forms part of our character education.

Character education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. All schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life.

Character education contributes to this duty to promote SMSC. Research shows that having a strong sense of self-belief, self motivation, and self-control is associated with better performance, more persistence and greater interest in learning. Having good coping skills (resilience) is associated with greater well-being. Other studies have suggested that schools which develop character well, help drive equity and social mobility for their pupils.

Coombe Hill Infants' school actively promotes good behaviour and positive character traits, including for courtesy, respect, a sense of responsibility, truthfulness, courage and generosity. We believe that with our clear expectations on behaviour and with well-planned provision for character and personal development we can also help promote good mental wellbeing in the children.

1.2 Objectives/Pupil learning intentions:

Jigsaw 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

The Coombe Hill Infants' Learning Behaviours are linked to our school Golden Rules and are designed to help our young children:

- Be **Respectful**: be gentle, kind and helpful, share, work and think of the feelings of others
- Be **Resilient**: work hard, enjoy learning, ignore distractions and learn from mistakes
- Be good at **Reasoning**: listen to others, make the right choices, be honest, ask questions, think things through and listen to others
- Be **Resourceful**: try their best, think about the best way to learn, change things if they are not working and think about what they have learnt.
- Be **Responsible**: look after property, take care of our own personal property and shared resources
- Be **Ready**: follow the Golden Rules, sit and and listen well

1.3 Curriculum Implementation

All staff have a clear and ambitious vision for providing high quality teaching of RH/PSE and an invested interest in the development of our young children as well rounded individuals in the community. RH/PSE at Coombe Hill Infants' is taught through:

- A whole school approach with all teachers working on the same themes at the same time
- Weekly Jigsaw assemblies generating a whole school focus which is then reflected upon in individual classes
- Monday Assemblies introducing the Learning Behaviour of the week- subsequently followed up and celebrated in class or in a 'sticker assembly'
- Consistent and ongoing focus on desired behaviours, celebrating positive skills, attitudes and values
- All teachers consistently modelling school learning behaviours and British Values through all interactions

2. RH/PSE curriculum planning

At Coombe Hill Infants' we use the Jigsaw programme alongside our own school Learning Behaviours and Golden Rules to deliver our RE/PSHE curriculum across the whole school.

2.1 How is Jigsaw organised in school?

Jigsaw brings together PSE Education, RH, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working 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 Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece (lesson) has two Learning Intentions: one is based on specific RH/PSE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health

Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

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

Term	Puzzle name	Content
Autumn 1:	Being 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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationship Education in the context of looking at and managing change

2.2. How is teaching of the Learning Behaviours taught in school?

Our Learning Behaviours involve building and developing particular habits of mind to help our young children face difficulties and challenges calmly, confidently and creatively. We use Winnie the Pooh characters to illustrate and promote our Learning Behaviours. These are linked to our Golden Rules.

We focus on one Learning Behaviour a week, introduced on a Monday in an assembly, and children are rewarded with stickers for positive behaviour noticed by teachers. Winnie the Pooh characters and their associated Learning Behaviours are on display in every classroom and are referred to regularly.

2.3 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 the 'Golden Rules' are agreed upon and owned at the beginning of the year and are reinforced in every lesson.

Coombe Hill Infants' Golden Rules:

- We are kind and helpful
- We work hard
- We are gentle
- We look after property
- We listen to other people
- We are honest

The Jigsaw Charter is also referred to at the beginning of each class Jigsaw lesson:

- 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)

3. Relationships and Health Education (RHE)

Every primary school is required to deliver statutory relationships education and health education. For the purpose of this policy, "Relationships and Health Education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, and "Health Education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The delivery of the relationships education and health education coincide with one another and are delivered as part of our school's PSHE curriculum.

Coombe Hill Infants' follows a curriculum that is age-appropriate for pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils is considered, so that the topics that are covered are taught appropriately.

Through the Jigsaw programme, children will be taught about:

- positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults- (how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy)
- showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent

- positive relationships online and internet safety
- Families in all forms and contexts (including for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.)
- positive emotional and mental wellbeing, including how friendships can support mental wellbeing
- boundaries and privacy, ensuring young people understand that they have rights over their own bodies

3.1 Jigsaw RH /PSE Content

The grid below shows specific RH/PSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group cooperation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; assertiveness; appreciate that some parts of my body are private; body parts.

3.2 Health Education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values.

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

3.3 Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change; differences between male and female.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

3.3 Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RHE related issues are varied. However, while personal views are respected, all RHE 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 RHE 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 or discussed with parents. Our school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Leads if they are concerned. We also believe that the correct terminology should always be used.

4. Resources

We seek to develop a consistent, whole school range of resources for all RH/PSE teaching and learning in the school. This includes but is not limited to:

- Jigsaw planning and presentation resources
- Jigsaw soft toy characters
- Jigsaw Mindfulness chimes
- Winnie the Pooh Learning Behaviours resources (posters, stickers etc)
- Winnie the Pooh soft toy characters
- Whole School Golden Rules (displayed in hall)

4.1 External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, NSPCC representatives, and community police and fire officers, make a valuable contribution to the Jigsaw programme. Their input is carefully planned and monitored so as to fit into and complement the programme and wider curriculum.

Teachers are always present during these sessions and remain responsible for the delivery of the Jigsaw programme.

5. Pupils with Additional Needs

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers do, as always, tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

6. Safeguarding

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

7. Monitoring and review

7.1 Role of the subject leader

It is the responsibility of the subject leader:

- to develop, implement and review an action plan for RH/PSE;
- to monitor the teaching and learning of RH/PSE throughout the school;
- to encourage staff to provide effective learning opportunities for all pupils;

7.2 Monitoring of the standards of children's learning and of the quality of teaching in RH/PSE is the responsibility of the RH/PSE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

7.3 This policy will be reviewed at least every three years.

Covid Addendum June 2021

In our Coombe Hill Infants' School mission statement we state that Coombe Hill Infants' is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment. We 'have high standards for behaviour and conduct' and we

continue to 'build genuine collaborative partnerships with families'. Under these exceptional circumstances, we will endeavour to uphold all these first principles.

We believe that during the Covid-19 Pandemic and lockdown period, all children may have experienced significant losses and with this there may come anxiety and trauma with the potential for significant impact on their ability to learn effectively. Adverse behaviours are likely to be reactions to this situation and we do not want to be the triggers for trauma.

We have therefore prioritised the use of The Jigsaw Recovery Curriculum since March 2021 <https://www.jigsawpshe.com/recovery/> remembering Barry Carpenter's advice:

- Children might return in a fragile state (what this look likes will vary from child to child)
- Remember this has happened for *all* children (not just the most vulnerable children)
- Some children will struggle to re-engage and it may not necessarily be the children we expect.
- All children have gone through a period of loss - loss of relationships with their friends and teachers, loss of routine, loss opportunities to learn social skills, loss of play

Covid-19 is an Adverse Childhood Experience.

With the children now back in school, we will continue to focus on re-establishing close relationships with our families and children and re-engaging the children with school and learning. We will continue with our normal positive strategies for building important character traits including using our Winnie the Pooh characters. It is more important than ever that we continue to:-

- greet the children with a smile
- give them eye contact
- use their name
- listen to them
- give them time
- allow them to notice and name their feelings
- create opportunities for them to share their experiences
- notice any changes in behaviours and address this (possible Safeguarding issues)
- be sensitive to families' personal circumstances eg bereavement, job losses, money worries etc
- be alert to parents' demeanour at drop off and pick up - are they in need of support, maybe a phone would help, and
- Of course, be alert to changes in staff behaviour due to stress, anxiety or changes in their own circumstances