



'As each one does their part, we grow in love'
Ephesians 4 vs.16



PERSONAL SOCIAL HEALTH ECONOMIC (PSHE) EDUCATION

***Including* RELATIONSHIP, SEX EDUCATION**

Our Personal, Social, Health and Economic (PSHE) curriculum is designed to teach children to become healthy, respectful, moral members of British society.

Children's personal and social development is interlinked in all areas of school life. Our school's vision is to develop the whole child and their individual talents and teach them the skills they need to become active and economically self-sufficient citizens. Our curriculum teaches children essential skills for life such as cooperation, teamwork, resilience as well as respect for others and the environment.

Children are encouraged to develop new talents and qualities unique to them and to express themselves clearly and articulately. We believe that it is vital to facilitate our children to develop the values and skills they will need to become compassionate and driven leaders of the future. Our curriculum is designed to give children knowledge and understanding of where they are from but also of where they could go.

We teach children about equality, diversity and what healthy relationships look like and what this means for our society. By teaching children, the importance of British Values, we will be teaching them to become independent and responsible members of our school, the local community and wider society.

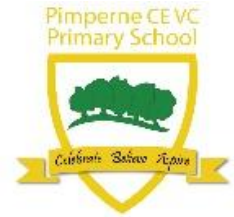
Good Mental Health:

At Pimperne Primary, we know that children who have a positive attitude towards their learning, will perform well in school. Children with a growth mindset believe that intelligence can be developed – it is not fixed; they thrive in the face of challenge, embrace and celebrate mistakes and they see effort as a key part of their learning journey. We use our 'Switched On to Learning' to drive this aspect which pervades our school curriculum. (see separate 'how PSHE contributes to 'Switched On to Learning' document).

We encourage a positive mindset, to ensure children are open to and act on feedback, being a reflective learner and constantly challenging themselves. We encourage children to take creative risks and to try new strategies with the intention of developing their resilience in the face of a mistake. Mistakes play a vital part in the learning process: When a new mistake is made, this is a crucial learning point, an opportunity for a misconception to be addressed.



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Our Personal and Social development curriculum is woven into our school's overarching Vision, which incorporates:

- Positive attitudes and attributes 'Switched On' for Learning
- Our Motto - Celebrate, Believe, Aspire
- Our Vision - As everyone does their part, we grow in love (Teamwork leading to helping others)

Our pastoral care is given high priority across all staff as well as staff supporting ELSA and TIS sessions. This is built into our Behaviour Policy.

We recognise that self-care and good mental and emotional health are key to developing our pupils. We give value and time to this through collective worship, guest speakers assemblies and lessons. Children also learn about the achievements and life stories of inspirational people from Britain and the wider world, giving them opportunities to see what is possible and to learn that with hard work and determination, dreams can be realised. When appropriate we arrange for visiting inspirational guest speakers to visit or run workshops with the children.



Aaron Phipps – Wheelchair rugby player (murderball), Great Britain



Chris Gregory Volley Ball Player, Great Britain.





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What do we want for our children?

- To have aspirations, believe in themselves and realise anything is a possibility
- To be supported to develop a healthy growth mind-set and understanding of positive mental wellbeing
- To develop a confidence in sharing their own thoughts and opinions with others
- To know their thoughts and opinions are valid and respected
- To develop skills and attributes to keep themselves healthy and safe
- To develop an attitude of care for the global community
- To show tolerance and respect for diversity and an understanding of the importance of equity and justice.
- To build positive, respectful relationships with other people
- To develop a knowledge of mindfulness techniques to use both in school and at home

So, what's PSHE all about? - PSHE is about children discovering ways of becoming healthier, more independent, and more responsible members of society.

The subject matter helps encourage children to recognise and articulate their feelings, not only that; we want our young people to manage these feelings in a positive way, to build and maintain effective relationships with a wide range of people.

PSHE will help children feel more positive about themselves, pupils will be better prepared to understand and manage risk and be more responsible for themselves.

PSHE is non-statutory, however, it links with many aspects of the National Curriculum and gives a broader and deeper understanding of some aspects that we, as a school feel are important. More information can be found on the <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education> government's website and more here. <https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>



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So what's RSE all about?

RSE is compulsory in all primary schools. All primary schools are required to teach children about relationships and health. Sex education is not compulsory in primary school however, as you will see from our policy, much overlaps with the statutory science curriculum.

Our RSE curriculum is age appropriate and sensitive to the needs and religious backgrounds of individuals. The policy was drafted in consultation with parents and governors.

It has been added to the curriculum to reflect modern times and is designed to allow children the best opportunity to grow up healthy and safe. It also prepares all children for successful adult lives and empowers children giving them the ability to make informed decisions about their own health and relationships with others.

More information can be found by on the [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#) and Jigsaw guide: [What do Primary Schools in England have to teach for statutory RSE.](#)

IMPLEMENTATION

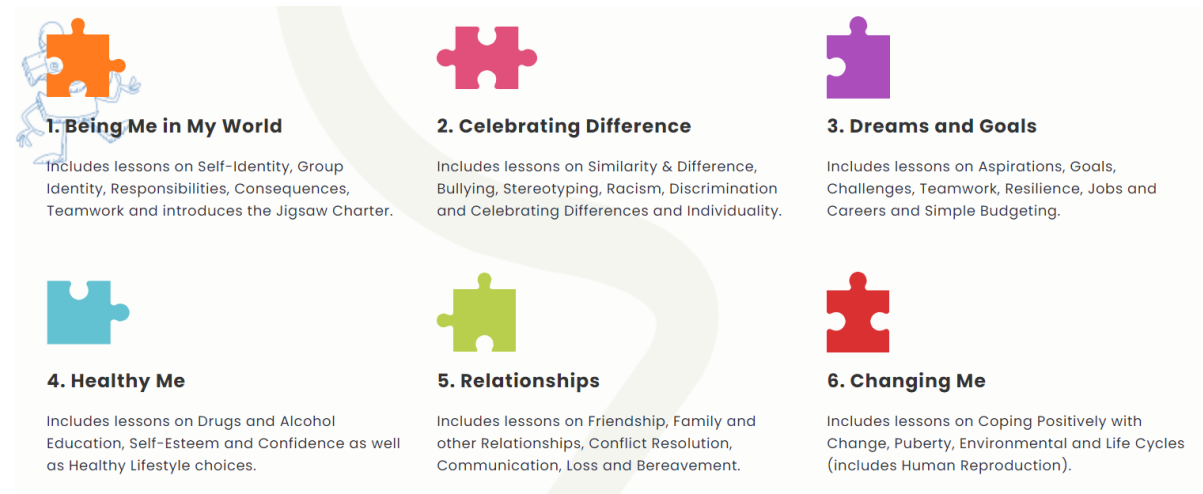
At Pimperne Primary we use 'Jigsaw' as a progressive scheme of work for our PSHE teaching and learning, which incorporates our RSE (age appropriate) planning. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw nurtures children to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. Jigsaw provides children with opportunities to develop their emotional intelligence and life skills.



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Jigsaw consists of six half-term units of work (puzzles) each containing six lessons covering each academic year.



More detail and a further breakdown of the structure of your child's PSHE and learning through the Jigsaw scheme is as follows:

- Establishing safe environments within the classroom and school building.
- Connecting with friends and adults.
- Belonging and feeling safe at school.
- Managing worries and fears.
- Being positive and looking forward to learning.
- Gratitude and appreciation.
- Loss and bereavement.



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The 'Jigsaw' curriculum will also teach compulsory age-appropriate Relationship and Sex Education – an integral part of growing up with a healthy view of relationships and respect for oneself. During these lessons, EYFS and KS1 will focus on learning about the characteristics of healthy relationships. They will also use the correct anatomical language for their bodies and understand that all bodies grow differently. They will also be taught how to recognise and understand their feelings and emotions and be equipped with tools to help them build healthy, happy relationships based on mutual respect.

The table below includes a brief summary of the 'Changing Me' puzzle unit. The puberty work in Jigsaw fulfils the requirements of the 'Changing Adolescent Body' strand of statutory Health Education.

Puberty and Human Reproduction in Jigsaw 3-11		
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

Puberty and Human Reproduction in Jigsaw 3-11		
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

The content **in red** could be deemed as 'Human Reproduction' and therefore parents can request their children are withdrawn from all or parts of these lessons. Prior to beginning the 'Changing Me' puzzle piece, parents receive a letter informing them of the content above and when these lessons will be taking place.

In addition, we support the delivery of some of the PSHE and RSE curriculum by using NHS recommended resources and sessions led by the Mental Health Support Team.



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IMPACT

We use a variety of strategies to evaluate the children's Personal, Social, Health and Economic understanding, including:

- Following the recommended 'Jigsaw' half termly-units. Teachers collect evidence of children's learning in class scrapbooks that show children's understanding of a jigsaw piece from the beginning to the end of the journey.
- Subject leaders are committed to monitoring throughout the year, to enable us to gauge the impact of our PSHE curriculum. Scrapbook looks, lesson observations and discussions with teachers help us to effectively review the children's learning (what they know and understand) and pupil conferencing allows us to reflect on what the children remember and therefore how to move the learning forward.
- We create a nurturing, caring and open ethos in our classrooms and through the wider school environment in which all children feel safe and encouraged to participate in discussions and have their own pupil-voice respected.
- We ensure the learning is led by the children's needs. All teachers and TAs pride themselves on knowing our children well and work in partnership with a strong SEND and Pastoral support team.