



**Personal, Social and Health
Education (PSHE)
at
The Whartons Primary School**

What is PSHE?

- PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils.
- PSHE aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world.
- The [national curriculum](#) states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the [Education Act 2002](#) and the [Academies Act 2010](#) to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding.

Why is it important?

- Provides 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.

Choosing Jigsaw for our PSHE scheme

- <https://www.pshe-association.org.uk/curriculum-and-resources/resources/jigsaw-pshe-primary-scheme-work>

- Jigsaw PSHE 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

How do we teach PSHE here at 'The Whartons'?

- We aim to bring together PSHE Education, 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. PSHE is taught as a whole school approach, with all year groups working on the same theme at the same time. This enables each theme to start with an introductory assembly, generating a whole school focus for adults and children alike.
- There are six lessons a term for each year group that are designed to progress in sequence from September to July.
- Each lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, online and homophobic bullying, and internet safety.

Jigsaw



- Jigsaw is structured into 6 half-termly Puzzles (units) with the whole school studying the same Puzzle at the same time. The Puzzles are sequential and developmental from September to July.

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 (online and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 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

- <http://www.jigsawpshe.com/#welcome-to-jigsaw-pshe-1>

Why teach Sex and Relationship

Education to primary aged children?

- ‘SRE is the lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).
- Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being and reduces the chance of exploitation and abuse from others as they reach adolescence and beyond.

Changes ahead...

- The statutory guidance for Sex and Relationships Education was introduced in 2000 and is becoming increasingly outdated. It fails to address risks to children that have grown in prevalence over the last 17 years, including cyber bullying, 'sexting' and staying safe online.
- 1st of March 2017 - Justine Greening, Education Secretary, announced that RSE (Relationship and Sex Education) will be made compulsory for all schools in England (likely implementation September 2019).
- Parents will continue to have a right to withdraw their children from sex education. Schools will have flexibility over how they deliver these subjects, so they can develop an integrated approach that is sensitive to the needs of the local community. However we have a moral duty to ensure our children are protected against abusive relationships and have the knowledge , skills and vocabulary to recognise abuse and speak out.

Common Concerns

- Language used
- Exposing children too early to ideas about sex
- Innocence lost
- Media influences and online technologies



Questions

Useful Links

- <http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>
- <http://www.jigsawpshe.com/#welcome-to-jigsaw-pshe>