



Naunton Park Primary School

PSHE

Last review date: May 2024
Next review date: May 2025

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1 Introduction and Aims

At Naunton Park, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

- **To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. Children will know more, remember more and understand more.**
- To design a curriculum with appropriate subject knowledge, skills and understanding to fulfil the duties of the NC whereby schools must provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of childrens and prepares them for the opportunities and responsibilities and experiences for later life.
- **To build a PSHE curriculum that incorporates the understanding of RSE so that children know more, remember more and understand more. As a result children will know how to be safe and to understand and develop healthy relationships both now and in their future lives.**
- To design, and resource, an RSE programme of work within the PSHE curriculum which enables children to explore the complexity of the relationships they will have both now and throughout their lives.

2 Statutory Requirements

PSHE is a non-statutory subject. At Naunton Park, we teach PSHE through the Jigsaw PSHE and RSE Curriculum which cover the following aspects that are required to be taught:

- Relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- Health Education is taught under the same statutory guidance.

3 Curriculum Content

At Naunton Park, we opted to adopt the Jigsaw approach for the teaching of PSHE and RSE, as it clearly matched to and encompassed our school's values, context and the specific needs of the children in our care. PSHE and RSE makes links to and forms part of Naunton Park's 'Challenge Curriculum' and it supports and enhances wider learning across the curriculum, promoting positive attitudes to toward behaviour and relationships and upholds the main values that are integral to being part of the Naunton Park Primary School Community.

At Naunton Park, our school values are:

- Respectful
- Kind
- Curious
- Determined
- Resilient
- Responsible

3.1 What we teach

As stated above, at Naunton Park we teach PSHE and relationships and sex education (RSE), and health education, as set out in the statutory guidance..

RSE is taught in accordance with our RSE policy, which can be found on the Naunton Park School website. The main areas of RSE coverage can be found in Appendix A.

For other aspects of PSHE, including health education, please refer to Appendix B.

3.2 How we teach it

The planning and teaching of PSHE links to and forms part of our whole-school 'Challenge Curriculum'. Across the school, weekly PSHE lessons are timetabled and taught in EYFS, KS1 and throughout KS2.

Through the Jigsaw PSHE and RSE scheme of work, teachers at Naunton Park carefully and purposefully craft and plan lessons that build on the previous knowledge acquired by the children in all year groups. This is a continuous process throughout a child's PSHE and RSE education through their time at Naunton Park. The Jigsaw PSHE and RSE scheme is carefully organised into six main themes, each consisting of six 'Pieces' (Lessons). Within each 'Piece' are a range of ways that differentiation can occur, such as through creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. Children have their own PSHE book which travels with them on their journey through Naunton Park. Written tasks are not always completed in PSHE and RSE. Tasks can be group work based and can be recorded by photographs evidenced in their books.

At Naunton Park, teachers understand and recognise the importance inclusion and accessibility of our curriculum for all children, and know that it is, without question, a vital part of their learning. As a school, adaptive learning is at the forefront of our teaching allowing teachers to ensure that all children have access to high quality PSHE and RSE education, regardless of their ability, special educational needs and/or disability.

Teachers are mindful to ensure that specific and appropriate vocabulary is taught at every stage of our PSHE and RSE curriculum in accordance with the individual units of work for the appropriate year group. Vocabulary progresses with the child as they advance through the school and makes links to previous units of work.

3.3 The learning environment

At Naunton Park we pride ourselves on establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it – but the Jigsaw Charter can be used in its own right). Where a charter is created by the teacher and children, it should include the aspects below:

The Jigsaw Charter:

- 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)

3.4 Difficult questions and sensitive issues

Teachers at Naunton Park are aware that views around RSE-related issues are varied. However, while personal views are respected, all aspects of RSE are taught without bias using the Jigsaw resource. Topics through the curriculum are presented carefully, considering a variety of views and beliefs so that children are able to form their own, informed opinions, whilst also having respect for others opinions and recognising that they have the right to a different opinion themselves.

Both formal and informal RSE arising from children's questions are answered according to the age and maturity of the children(s) concerned. Questions do not have to be answered directly, and can be addressed individually later, if appropriate. Often during RSE, teachers will have a worry box where children can write any questions that they would like to be answered, but may not want to ask in front of their peers. Again, these questions can be addressed by the teacher, according to the age and maturity of the children(s) concerned. At Naunton Park, it is felt that individual teachers must use their skill and discretion when answering questions and, if something concerning is raised, they will refer to the Child Protection Coordinator/ Safeguarding team.

3.5 Teaching resources

The Jigsaw scheme provides lesson materials that are naturally progressive from EYFS to Y6. Jigsaw includes detailed lesson plans which can be used and adapted to suit the needs of individual classes. To further support the subject, Jigsaw PowerPoints can be used for support each 'Piece' (lesson) with a full range of photocopiable resources. Some teacher choose to adapt these lesson plans and PowerPoints to take more ownership of their teaching and this is wholeheartedly encouraged. Furthermore, teachers are encouraged to use other resources to compliment the teaching of the Jigsaw PSHE curriculum.

3.6 PSHE in the wider curriculum and enrichment

Our PSHE curriculum is not solely limited to the Jigsaw PSHE and RSE curriculum. As a school, we explore our core values of 'respectful, kind, curious, determined, resilient and responsible' through many other areas. Teachers are well aware of issues within their own classes and regularly use restorative conversations to support children's understanding of their own behaviour in terms of their actions and the resulting consequences.

Whole school assemblies and celebration assemblies at Naunton Park highlight the importance of our school values, with each of our key values represented each term. The celebration of children's achievements is integral to the ethos of the Naunton Park community.

Through other curriculum areas, PSHE is continually supported and learning enhanced through, for example:

Science – developing understanding of lifecycles, healthy eating and recycling
Computing – internet safety
PE – being active, leading healthy lifestyles

Annually, we are visited by the Life Education Bus/Tent with a lead practitioner who delivers a comprehensive scheme of learning across the school. The Life Education curriculum covers the following areas and is a valuable part of CPD for staff in each year group.

EYFS	All About Me
Y1	Our Wonderful Body
Y2	Feelings
Y3	Meet The Brain
Y4	It's Great To Be Me
Y5	Friends
Y6	Decisions

Additionally, we have annual 'anti-bullying weeks', 'mental health awareness weeks' and 'safer internet day' which are tailored to suit the needs of our children. For example, across the school, children in the vast majority have formed and maintain positive relationships with each other with few isolated fall outs. On the other hand, the vast majority of children at Naunton Park have access to a multitude of devices, so learning is tailored appropriately where the school feels the need is at its greatest.

We also have a robust 'forest school' programme across the school which enhances and supports our school values. Running alongside this is a 'forest school pastoral intervention' to offer additional support to individual children, some who both attend the group and others who benefit through helping to facilitate the group alongside our forest school lead.

Our pastoral care is also on hand to support children with school values, behaviour and mental health and includes interventions such as 'Lego and art therapies'.

3.7 Assessment

Through teaching of PSHE and RSE at Naunton Park, children are provided with the opportunity to access and achieve the National Curriculum objectives through each 'Piece' (lesson) that is taught across EYFS, KS1 and KS2. The Jigsaw philosophy is that children are praised and their achievements celebrated in every 'Piece'. The Jigsaw PSHE scheme at Naunton Park fosters positive relationships between the teacher and the children, which values, enhances and celebrates each individual child for who they are.

4 Safeguarding

Teachers at Naunton Park Primary School are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. If disclosures occur, the school's Safeguarding disclosure and/or confidentiality policy is followed.

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive, because they have a political, social or personal impact or deal with values and beliefs including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or sensitive issues are brought to children's attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach children how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

4.1 Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

5 Roles and responsibilities

5.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher and PSHE Lead to account for its implementation.

5.2 Responsibility

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

5.3 Staff

The main staff responsible for ensuring the effective teaching of PSHE and RSE are:

Gayle Fletcher – Headteacher

Justin Bloys – PSHE / RSE Lead

Kate Carroll – PSHE/RSE Link Governor

The teaching staff at Naunton Park are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Planning appropriate and where necessary, adapt the learning to meet the needs of every children
- Responding to the needs of individual children

5.4 Pupils

True to our school values, it is expected that children at Naunton Park engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Children are free and encouraged to share issues applicable to them and their lives and all children are encouraged to be respectful of things their peers choose (or not choose) to share in line with their class charter. Children are encouraged to offer ideas, but have the opportunity to pass if they wish and that right is respected by everyone.

6 Monitoring arrangements

The PSHE co-ordinator will monitor the delivery of the programme through observation, book looks, pupil voice and questionnaires, staff questionnaires, and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Children and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

The PSHE policy is reviewed annually.

6.1 Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Where there is need of CPD for teachers, opportunities can be provided for individual training needs. The PSHE Subject Lead will make time to support any staff who require assistance in accessing the materials via the Jigsaw Portal. This support extends to any new members of staff joining the Naunton Park Community.

7 Links with other policies

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Safeguarding Policy
- Internet Safety Policy
- LFL Policy
- RSE Policy

Appendix A – Jigsaw PSHE – RSE Overview

Year Group	Relationships	Changing Me
Reception	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year One	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact People who help us Qualities as a friend Self-acknowledgement Being a good friend to myself Special relationships 	<ul style="list-style-type: none"> Life cycles Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Growing and learning Coping with change Transition: Moving from Y1 to Y2
Year Two	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences between female and male bodies (correct terminology) Assertiveness Transition: Moving from Y2 to Y3
Year Three	<ul style="list-style-type: none"> Family roles and relationships Friendships and negotiation Keeping safe online Global citizen How my choices affect others Awareness of the lives of others Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Transition: Moving from Y3 to Y4
Year Four	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and falling out 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change

	<p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>	<p>Accepting change</p> <p>Transition: Moving from Y4 to Y5</p> <p>Environmental change</p>
Year Five	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online</p> <p>SMARRT internet safety rules</p>	<p>Self and body image</p> <p>Influence of online and media on body image</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception</p> <p>Growing responsibility</p> <p>Coping with change</p> <p>Transition: Moving from Y5 to Y6</p>
Year Six	<p>Mental health</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility</p>	<p>Self image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Change: Moving from Primary to Secondary school</p>

Appendix B – Jigsaw PSHE – Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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
Ages 5-6	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
Ages 6-7	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
Ages 7-8	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
Ages 8-9	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
Ages 9-10	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 SMART 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
Ages 10-11	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
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education