



Document Title	PHSE /RSE Policy
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## Curriculum Intent

The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this they will become healthy, independent and responsible members of a society who understand how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up.

## Introduction

At Kettering Park Infant Academy we are concerned about the welfare and safety of all its pupils and seek to create a positive learning environment where pupils feel secure, valued, listened to, and have a sense of belonging. We are committed to the development of children's social and emotional skills, children's self-esteem and their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school and the local and global community. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of our school curriculum; where teaching and learning focuses on the development of these skills, responsibilities and develops the knowledge and understanding to make informed choices. This is taught through the Jigsaw programme of work.

## The Jigsaw programme

We are aware that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

## Jigsaw Content

Jigsaw covers all areas of PSHE 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, working together to design and organise fund-raising events

<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of looking at change

### **Aim of the PSHE policy**

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.

### **Objectives/Pupil learning intentions:**

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

PSHE and PSED are linked with a variety of initiatives and policies in place at Kettering Park Infant Academy.

- We remain committed to giving our children the best information we can, regarding healthy lifestyles, so that they are able to make informed choices for themselves.

- We make time to encourage our pupils to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others. We believe that children, who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school.
- The school has a School Council with two representative members from each class in EYFS and KS1. The Council meets regularly to discuss the views of pupils and to make decisions which contribute to improvements to our school and the wider local community.
- Each year we support Children's mental health Week and anti - bullying week during which we do activities supporting mental health, healthy eating and the children's wellbeing. We also promote how to be a good friend, the qualities of good friends as well as bullying and how to make up when we fall out with our friends.

We are aware as a school of the impact of school closures on the children and implemented extra PSHE lessons during this time focussing on kindness and how the Coronavirus has had an impact on our lives. This follows the PIXL scheme. We have also put in place extra-curricular opportunities for the children such as choir, gymnastics and a reading club.

## Relationships and Sex Education

As of Summer 2021 Relationships and Health Education at primary has become statutory. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#).

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.

During the Spring term the trust wrote a policy in conjunction with the schools. During this process we consulted with parents – offering a zoom meeting with any parents who had questions or concerns. The RSE trust policy can be found on our school website (see the link below).

[https://ketteringparkinfantacademy.co.uk/northants/primary/park-inf/site/pages/our academy/policies](https://ketteringparkinfantacademy.co.uk/northants/primary/park-inf/site/pages/our%20academy/policies)

This is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Alongside our PSHE curriculum, we also follow the No Outsiders ethos. This gives pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. We are preparing children for life in modern Britain; developing and deepening their understanding of fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world. The topics, that are intertwined with our PHSE Jigsaw units, are Living in the wider world, Health and well-being and Relationships.

Further information can be found in the **Appendices**.

## Appendices

[Preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)

[Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012)

[Safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013)

[Keeping Children Safe in Education, 2018](#)

[Equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Further information about how the school approaches the teaching of Relationships and Sex Education through the Jigsaw programme can be found within the documents listed below:

[Relationships & sex education Policy](#)

[Parent/Carer guide to Relationships & Sex Education](#)

[Changing Me unit coverage](#)

[Jigsaw/InMat RSHE Long term plan](#)

### Jigsaw/InMat RSHE

<u>Term</u>	<u>Jigsaw</u>	<u>InMat RSHE</u>
Autumn 1	Being Me in my World	*Living in the wider world*
Autumn 2	*Celebrating Difference*	
Spring 1	*Dreams and Goals*	
Spring 2	Healthy me	*Health and Well-being*
Summer 1	Relationships	*Relationships*
Summer 2	*Changing me*	

### Relationships Year 1 Relationships

<u>Year 1 Autumn term: Relationships</u> InMAT RSHE				<u>Jigsaw - Year 1</u>	
Week	Topic	Resources	Lesson Plan	<u>Piece</u>	<u>Learning Intention</u>
Week 1	<b>Caring friendships</b> No Outsiders	I like the way I am Elmer – David McKee	No Outsiders lesson plan		
Week 2	<b>Caring friendships</b> No Outsiders RSE: how important friendships are in making us feel happy and secure, and how people choose and make friends.	Find ways to play together Want to play trucks- Anna Stott and Bob Graham	No Outsiders lesson plan	1. Families	I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.
Week 3	<b>Caring friendships</b> To understand how to share feelings	I can share how I feel	Lesson plan 1a	2. Making Friends	I can identify what being a good friend means to me. I know how to make a new friend.
Week 4	<b>Being safe</b> To understand the importance of not keeping secrets that make them feel uncomfortable/ CSE	To know parts of my body which are private Some parts are not for sharing – Julie K Federico	lesson plan 1b	3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.
Week 5	<b>Families and people who care for me</b> To recognise special people in their lives	I can tell you about special people in my life	Lesson plan 1c	4. People Who Help Us	I know who can help me in my school community. I know when I need help and know how to ask for it.

	<b>RSE:</b> that families are important for children growing up because they can give love, security and stability.				
Week 6	<b>Respectful relationships</b> No Outsiders RSE: 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.	I share the world with lots of people <b>My world your world – Melanie Walsh</b>	No Outsiders lesson	5. Being My Own Best Friend	I can recognise my qualities as person and a friend. I know ways to praise myself.
Week 7	<b>Respectful relationships</b> To share views and opinions with others	To agree and disagree	Lesson plan 1d	6. Celebrating My Special Relationships	I can tell you why I appreciate someone who is special to me. I can express how I feel about them.
Week 8	<b>Respectful relationships</b> To show respect for other people	To show respect for other people	Lesson plan 1e		

### Year 2 Relationships

<b>Year 2 Autumn term: Relationships</b> InMAT RSHE				<b>Jigsaw - Year 2</b>	
Week 1	<b>Families and people who care for me</b> No Outsiders RSE: 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.	To understand what diversity is <b>The great big book of families – Mary Hoffman and Ros Asquith</b>	No Outsiders lesson plan Note: in plenary ensure RSE objectives are met through questioning e.g. "there were lots of different families in the book; what do they have in common? What do families do together, how do they support each other?"	1. Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family.
Week 2	<b>Caring friendships</b> To recognise different types of behaviour	I can recognise different behaviours	Lesson plan 2a	2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.



					I know which types of physical contact I like and don't like and can talk about this.
Week 3	<b>Caring friendships</b> To understand that bodies and feelings can be hurt	I know how feelings can be hurt	Lesson plan 2b	3. Friends and Conflict	I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.
Week 4	<b>Caring friendships:</b> No Outsiders RSE: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. RSE: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	To think about what makes a good friend <i>Amazing by Steve Antony</i>	No Outsiders lesson plan	4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.
Week 5	<b>Being safe</b> To understand the difference between appropriate and inappropriate touch/ CSE	To choose when to share my body <i>Your body belongs to you- Cornelia Spelman</i>	Lesson plan 2c	5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.
Week 6	<b>Respectful relationships</b> To understand that bullying and teasing is hurtful (and what to do if it happens)	I know how to be a good friend	Lesson plan 2d	6. Celebrating My Special Relationships	I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.
Week 7	<b>Respectful relationships</b> To understand how to share views and opinions with others RSE: practical steps they can take in a range of different contexts to improve or support respectful relationships.	I can share my opinion	Lesson plan 2e		
Week 8	<b>Valuing difference</b> To understand the importance of showing respect for the	To know I belong <i>All are welcome by Alexandra Penfold and Suzanne Kaufman</i>	No Outsiders lesson plan		

	differences and similarities between people				
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### Y1 Being me in my World

Year 1 -InMAT RSHE				Jigsaw - Year 1	
Week 1	I know what rules are and why they are important <b>RSE: Respectful Relationships</b> 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	Enquiry question: why do we follow rules?	Lesson plan 1a	1. Special and Safe	I know how to use my share in my PSHE lessons. I feel special and safe in my class.
Week 2	<b>RSE Caring friendships</b> The characteristics of friendships, including sharing interests and experiences and support with problems and difficulties.	LO To join in Enquiry question: How do I join in? Going to the Volcano – Andy Stanton	No Outsiders lesson plan	2. My Class	I understand the rights and responsibilities as a member of my class. I know that I belong to my class.
Week 3	I know how to join in <b>RSE Caring friendships</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Enquiry question: I know how to join in	Lesson plan 1b	3. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class. I know how to make my class a safe place for everybody to learn.
Week 4	I know how to look after the local environment. (school) <b>RSE Respectful Relationships</b> Practical steps they can take in a range of different context to improve or support respectful relationships I know how to look after the local environment. (school)	Enquiry question: How can I look after my school?	Lesson plan 1c	4. Rewards and feeling Proud	I know my views are valued and can contribute in class. I recognise how it feels to be proud of an achievement.
Week 5	<b>RSE Families and people who care for me</b> 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.	To work together Errol's garden – Gillian Hibbs	No Outsiders lesson plan	5. Consequences	I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.

Week 6	<b>RSE Families and people who care for me</b> that families are important for children growing up because they can give love, security and stability.	LO: Proud to be me Enquiry question: What is special about my family? <b>Hair it's a family affair – Mylo Freeman</b>	No Outsiders lesson plan	6. Owing the Learning Charter	I understand my rights and responsibilities within our Learning Charter. I understand my choices in following school and class rules.
Week 7	No RSE link I know where money comes from	Enquiry question: Where does money come from?	Lesson plan 1d		
Week 8	No RSE link I know how to keep money safe.	Enquiry question: How do I save money?	Lesson plan 1e		

### Y2 Being me in my World

Year 2-InMAT RSHE				Jigsaw - Year 2	
Week 1	I know what groups and communities I belong to <b>RSE Families and people who care for me</b> Pupils should know that families are important for children growing up because they can give love, security and stability	Enquiry Question: What communities do I belong to?	Lesson plan 2a	1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help.
Week 2	I know who special people are in my community and how they help me. <b>RSE Being safe</b> how to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources	Enquiry Question: Who can help me?	Lesson plan 2b	2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help.
Week 3	<b>RSE Caring friendships:</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>Respectful relationships:</b> 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.	Enquiry question: How do I make you welcome? <b>Can I join your club – John Kelly and Steph Laberis</b>	No Outsiders lesson plan	3. Rewards and Consequences	I understand the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place.

Week 4	<b>RSE Respectful relationships</b> 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.	Enquiry question: How do I make sure everyone understands? <b>What the jackdaw saw – Julia Donaldson and Nick Sharratt</b>	No Outsiders lesson plan	4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place.
Week 5	I can suggest ways to look after the local environment. (surrounding area) <b>RSE Respectful relationships:</b> Practical steps they can take in a range of different context to improve or support respectful relationships	Enquiry question: How can we look after our community?	Lesson plan 2c	5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn. I can work cooperatively.
Week 6	No RSE link I know why it is important to save energy	Enquiry question: How can I save energy	Lesson plan 2d	6. Owing our Learning Charter	I can recognise the choices I make and understand the consequences. I am choosing to follow the school expectations
Week 7	No RSE link I know where money comes from	Enquiry question: Where does money come from?	Lesson plan 1d		
Week 8	No RSE link I know how to keep money safe.	Enquiry question: How do I save money?	Lesson plan 1e		

### Y1 Health and Well-being

Year 1 - InMAT RSHE				Jigsaw - Year 1	
Week 1	To know what keeps our bodies healthy.	Enquiry question: How do I stay healthy?	Lesson plan 1a	1. Being Healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.
Week 2	To know how I keep clean.	Enquiry question: How do I keep clean	Lesson plan 1b	2. Healthy Choices	I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.

Week 3	To recognise what I am good at and to set a target.	Enquiry question What am I good at?	Lesson plan 1c	3. Clean and Healthy	I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.
Week 4	To understand what change is (growing and changing)		Christopher Winters lesson plans	4. Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.
Week 5	To know how to stay safe at home.	Enquiry question How do I stay safe at home?	Lesson plan 1d	5. Road Safety	I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help.
Week 6	To know how to ask for help when I need it. CSE year 1.	Enquiry question How do I ask for help?	Lesson plan 1e	6. Happy, healthy me	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.

### Y1 Health and Well-being

Year 2 - InMAT RSHE				Jigsaw - Year 2	
Week 1	To make informed choices about my health.	Enquiry question	Lesson plan 2a	1. Being Healthy	I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices.

Week 2	To recognise my feelings and describe them.	LO To have self confidence How to be a lion – Ed Vere	No Outsiders lesson plan	2. Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong.
Week 3	Sex education (check parental consent) To use correct names for body parts (boys and girls) Christopher winters		Christopher Winters lesson plan	3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.
Week 4	End of year reports - To recognise what I am good at and set myself goals	Enquiry question What are my goals? Impossible by Tracey Courderoy	Lesson plan 2b	4. Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most.
Week 5	To know how to stay safe online.	Enquiry question How can we use the internet?	Lesson plan 2c	5. Healthy Eating	I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.
Week 6	To know how to stay safe outside (road, water, fire etc)	Enquiry question	Lesson plan 2d	6. Happy, healthy me	I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.

Jigsaw also has 'Celebrating Difference', 'Dreams & Goals' and 'Changing me'.