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**KADER ACADEMY**

**PSHE (Personal, Social, Health Education) Policy Including the RSE Policy**

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| **Date reviewed:** | **Approved by: Janet Donald/ Rachel Stockwell** |
| Spring 2025 | **Governing Body** |
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**PSHE (Personal, Social, Health Education) Policy**

**(including Relationships and Health Education statutory from September 2020, and our position on Sex Education )**

**Context**

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:

* Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
* Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

**PSHE**

At Kader Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the “Personal Development”and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values aganda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

**Statutory Relationships and Health Education**

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

At Kader Academy we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

* Keeping Children Safe in Education (statutory guidance)
* Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
* Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
* Equality Act 2010 and schools
* SEND code of practice: 0 to 25 years (statutory guidance)
* Alternative Provision (statutory guidance)
* Mental Health and Behaviour in Schools (advice for schools)
* Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
* Sexual violence and sexual harassment between children in schools (advice for schools)
* The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
* Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

#### What do we teach when and who teaches it?

#### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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| Term | Puzzle (Unit) | Content |
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and sterotyped bullying included) and understanding |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships in the context of coping positively with change |

We aim to deliver PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

The Jigsaw programme will be used as a framework for planning the PSHE themes and we will adapt the resources where appropriate.

**Relationships Education**

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

**Health Education**

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, Physical health and fitness’, Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g.emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

**Monitoring and Review**

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school’s ethos.

**Equality**

**This policy will inform the school’s Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010.

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**Relationships Education in Primary schools – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

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|  | **Pupils should know…** | **How Jigsaw provides the solution** |
| **Families and people who care for me** | * R1 that families are important for children growing up because they can give love, security and stability. * R2 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. * R3 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. * R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. * R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. * R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference * Being Me in My World |
| **Caring friendships** | * R7 how important friendships are in making us feel happy and secure, and how people choose and make friends * R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharinginterests and experiences and support with problems and difficulties * R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded * R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right * R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed |  |
| **Respectful relationships** | * R12 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 * R13 practical steps they can take in a range of different contexts to improve or support respectful relationships * R14 the conventions of coutesy and manners * R15 the importance of self-respect and how this links to their own happiness * R16 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 * R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help * R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive * R19 the importance of permission-seeking and giving in relationships with friends, peers and adults |  |
| **Online relationships** | * R20 that people sometimes behave differently online, including by pretending to be someone they are not. * R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. * R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. * R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. * R24 how information and data is shared and used online. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference |
| **Being safe** | * R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. * R27 that each person’s body belongs to them. * R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. * R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. * R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, * R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. * R32 where to get advice e.g. family, school and/or other sources. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference |

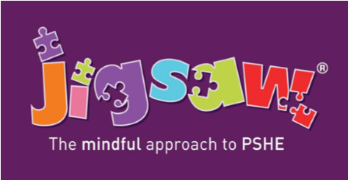
**Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

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|  | **Pupils should know** | **How Jigsaw provides the solution** |
| **Mental wellbeing** | * H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. * H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. * H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. * H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. * H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. * H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. * H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. * H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. * H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). * H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me * Relationships * Changing Me * Celebrating Difference |
| **Internet safety and harms** | * H11 that for most people the internet is an integral part of life and has many benefits. * H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. * H13 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. * H14 why social media, some computer games and online gaming, for example, are age restricted. * H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. * H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. * H17 where and how to report concerns and get support with issues online. | All of these aspects are covered in lessons within the Puzzles   * Relationships * Healthy Me |
| **Physical health and fitness** | * H18 the characteristics and mental and physical benefits of an active lifestyle. * H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. * H20 the risks associated with an inactive lifestyle (including obesity). * H21 how and when to seek support including which adults to speak to in school if they are worried about their health. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Healthy eating** | * H22 what constitutes a healthy diet (including understanding calories and other nutritional content). * H23 the principles of planning and preparing a range of healthy meals. * H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Drugs, alcohol and tobacco** | * H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |  |
| **Health and prevention** | * H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. * H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. * H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. * H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. * H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. * H31 the facts and science relating to immunisation and vaccination | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Basic first aid** | * H32 how to make a clear and efficient call to emergency services if necessary. * H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. | All of these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Changing adolescent body** | * H34 key facts about puberty and the changing adolescent body, particularly from age 10 through to age 11, including physical and emotional changes. (Year 5 for girls and Year 6 for boys) * H35 about menstrual wellbeing including the key facts about the menstrual cycle. | All of these aspects are covered in lessons within the Puzzles   * Changing Me * Healthy Me |

**Jigsaw PSHE 3 -11/12 Content Overview**



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| **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 | 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  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  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  Friendship and conflict  Secrets  Trust and appreciation  Expressing appreciation for special relationships | Life cycles in nature  Growing from young to old  Increasing independence  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 | Family stereotypes  Challenging my ideas  Preparing for transition |

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| **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  Showing appreciation to people and animals | Being unique  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  SMARRT internet safety rules | Self- and body image  Influence of online and media on body image  Puberty for girls  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  Reflections about change  Physical attraction  Respect and consent  Transition |