



Houghton School

Personal, Social and Health Education (PSHE) Including Relationship and Sex Education (RSE)

Updated: March 2023

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Introduction

At Houghton School we are committed to the development of children's social and emotional development. Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so we help to develop their sense of self-worth.

Since September 2017, we have introduced the 'Jigsaw' PSHE programme. This is a whole school programme delivered from Early Years through to Year 6.

Vision

Jigsaw's Personal, Social, Health and Economic Education (PSHE) aims to help children and young people deal with the real-life issues they face as they grow up. The issues that Jigsaw covers are central to children and young people's well-being. This is because it covers key areas such as: nutrition and physical activity; drugs, alcohol and tobacco; relationships and sex, emotional health and well-being; safety; careers; work-related learning and personal finance.

PSHE can be enhanced by a supportive school ethos, where all are valued and encouraged. Positive relationships are an important part of this as is our aim to ensure that our school environment is safe and secure and conducive to learning.

The Jigsaw PSHE will support children in:

- Developing a sense of purpose
- Developing self-confidence and self-responsibility for themselves and others
- Making informed decisions
- Communicating effectively
- Working with others and respecting the similarities and differences between people
- Responding to challenge
- Being active in their own learning
- Being an active citizen within their school, family and the local community
- Becoming healthy and fulfilled individuals
- Developing a safe and healthy lifestyle
- Forming good relationships
- Considering issues which may affect their own lives and the lives of others
- Understanding and managing their emotions
- Developing their financial capability skills for future

Curriculum organisation

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding their place in class, school and the global community as well as devising class learning charters
Autumn 2:	Celebrating Difference	Includes anti bully (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
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendships, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes relationships and education in the context of looking at changes

Jigsaw is a whole school programme that is progressive across year groups. All year groups will work on the same puzzle at the same time. Each puzzle consists of 6 pieces (lessons) which work towards an end product.

First Aid

First Aid will be covered within our 'Healthy Me' topic during the Spring term.

Special days/events

As a school we support National and International celebration days linked to PSHE (e.g. Internet Safety Day, Red Nose Day, Children in Need). Other events are organised by the senior leadership team throughout the year, as appropriate, with support from volunteers across school. These may include fundraising, volunteering and projects to support the local and wider community (e.g. gathering items for local food bank during Harvest).

Teaching and Learning

Jigsaw supplies staff with 6 (pieces) lessons to teach from with a set structure for EYFS and a set structure for KS1 and 2. This consists of the following:





Piece sections	What's involved?
Connect us	Improves their social skills to better enable collaborative learning. Supports the Jigsaw charter by building social skills, positive relationships and collaborative learning. These skills will be taught in each piece but should be reinforced throughout the whole day.

<i>Calm me</i>	<i>Focuses on relaxation and calming emotions to ensure learning can occur. It produces a peaceful atmosphere. A calm me script is used for this and can be found for each piece (lesson). It uses breathing techniques, listening, concentration etc. Will require the use of a chime.</i>
<i>Open my mind</i>	<i>Allows children to focus on the learning outcome of the lesson.</i>
<i>Tell me or show me</i>	<i>This section teaches the children something new such as new information, skills or concepts. The activities and approaches are different dependent upon the piece.</i>
<i>Let me learn</i>	<i>This section is the 'use and apply' activity to reinforce what they have learnt. Let me learn is usually where the children record learning. This is done in a variety of ways including individually, paired or group work.</i>
<i>Help me reflect</i>	<i>Throughout Jigsaw, children are encouraged to reflect on their own learning and progress. Each piece will have a different 'Help me reflect' activity. Staff should praise the children's learning, efforts and positive attitudes at the end of every piece.</i>

Jigsaw places an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem-solving activities.

Jigsaw planning is adapted so that it is accessible and engaging for the wide range of learners within each class group.

Children in Badgers, Key Stage 1, Lower Key stage 2 and Upper Key stage 2 will follow a two-year rolling program. The children will follow the 'Jigsaw' PSHE programme of work for each year as follows:

	Year 1	Year 2
Badgers	F1 	F2 
Key Stage 1	Y1 	Y2 
Lower Key Stage 2	Y3 	Y4 
Upper Key Stage 2	Y5 	Y6 
Class 11	Y3 	Y4 
Class 12	Y1 	Y2 
Hollinswood Hub and Old Park Hub	Y5 	Y6 

* Please note that children in classes 11 and 12 and in the Hollinswood and Old Park hubs will receive RSE lessons appropriate to their individual year groups.

In Early Years Foundation Stage, the learning experiences are planned from the Early Years Foundation Stage Curriculum. The curriculum identifies Personal, Social and Emotional Development as a prime area of learning. Each puzzle links to development stages suited for the age expectation of the year group (Foundation 1 – Nursery, Foundation 2 – Reception). At Haughton our Early Years class combine the learning of both foundation plans.

Piece sections	What's involved?
Interest Me	Gets children's attention through physical or musical activities. Often uses the puzzle song as a stimulus.
Help me Learn	Uses a variety of different methods children are taught new information such as physical activities, circle time, watching a video etc. This is often a circle activity where children can talk. Jigsaw Jenie plays a vital role in this section. Questions are provided for teachers to support learning.
Let's Think	End of the session where children reflect on what they have learnt. This sometimes is where the teacher sums up the learning. This can also be where the children are given a follow up activity for the day.

Within the EYFS Jigsaw supports practitioners by providing suggestions away from the session to continue the children's learning at school and at home. These include

- Child initiated and adult led activity ideas

- *Assessment opportunities and cross curricular links*
- *Home learning and family links*
- *Resources*
- *Display ideas*
- *Outside learning links*

PSHE is a universal entitlement for all children and young people. This means learning is made accessible to children and young people of all abilities and that attendance in PSHE has an equal priority with other learning.

PHSE is delivered for one-hour sessions within all Key Stage 1 and Key Stage 2 classes. Within our Early Years Foundation Stage setting, a whole class session is delivered for approximately 10 minutes. The focus of this introductory session is then integrated into individual and group work to include planning in the moment activities.

Resources

- *Year group planning folders*
- *'Calm me' chime*
- *Jigsaw friends*
- *Online resources on the Jigsaw website*
- *Shared resources and materials on our school server*
- *Identified books used explicitly for PSHE lessons*

Assessment, Recording and Reporting

Within our Jigsaw PSHE lessons all children's work is marked using the school marking grids. The outcomes for the lessons will be taken from the PSHE section of iASEND to ensure that it is developmentally appropriate. Work will be added to their Jigsaw Journals within each lesson. There are also opportunities for our children to reflect on their own learning and personal experiences throughout the year.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the Jigsaw programme and PSHE by the PSHE lead and Assistant Head Teacher.

Relationship and Sex Education (RSE)

Effective relationship and sex education is essential if children and young people are to make responsible and well-informed decisions about their lives. It should not be delivered in isolation. It should be firmly rooted within the PSHE education across the school.

Jigsaw covers RSE mostly through the 'Changing Me' puzzle which is taught in the summer term across the year groups.

Below is how RSE is covered:

Year group	Piece Number and Name	Learning intentions 'Pupils will be able to...'
FS		Identify the parts of the body that make boys different to girls and use the correct names for these: penis, vagina.
1	Piece 4 Boys' and Girls' bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, and vagina. Respect my body and understand which parts are private.
2	Piece 4 Boys' and Girls' bodies	Recognise the physical differences between boys and girls, use the correct names for the parts of the body (penis, vagina, testicles). And appreciate that some parts of the body are private. Tell you what they like/don't like about being a boy/girl.
3	Piece 1 How babies grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how they feel when they see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how they might feel if they had a new baby in the family.
	Piece 3 Outside body changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' change on the outside during this growing up process. Recognise how they feel about these changes happening and know how to cope with those feelings.
	Pieces 4 Inside body changes	Identify how boys' and girls' change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how they feel about these changes and how tow to cope with those feelings.
4	Piece 2 Having a baby	Correctly label the internal and external parts of a male and female body that are necessary for making a baby. Understand that having a bay is a personal choice and express how they feel about having children when they are an adult.
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation is a natural part of this. Know that they have strategies to help them cope with physical and emotion changes experienced during puberty.
5	Piece 2 Puberty for girls	Explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK.

	Piece 3 Puberty for boys and girls	Describe how boys' and girls' bodies change during puberty. Express how they feel about the changes during puberty.
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. Express how they feel about the changes during puberty.
	Piece 3 Girl Talk/Boy Talk	Ask the questions they need answering about changes during puberty. Reflect on how they feel about the questions and about the answer they receive.
	Piece 4 Babies – Conception to birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how they feel when they reflect on the development and birth of a baby.
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship. Express how they feel about growing independence of being a teenager and are confident that they can cope with this.

Withdrawal from RSE lessons

All our parents/carers have the right to withdraw their children from RSE lessons within Jigsaw PSHE. However, they are encouraged to talk to the class teacher or a member of the leadership team before making this decision. We ask parents/carers to sign to agree/withdraw on a yearly basis.

All our parents/carers must be made aware that certain aspects of 'Sex Education' are statutory within National Curriculum Science. Therefore, their child must participate in science-based biology lessons.

Communication and RSE

Our policy throughout school is that we teach the correct names for male and female body parts. We also use Makaton and InPrint symbols to support the teaching of PSHE and RSE within school.