

# PSHE Parent Workshop

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# How do we teach PSHE?

## (Personal, social, health and economic education)

- Through a spiral program (Jigsaw) from nursery to year 6 that gradually expands and enriches key concepts.
- Through our school values - honesty, tolerance, perseverance, kindness, friendship, determination, caring and respect.
- Cross curricular - we link PSHE to other areas of the curriculum that the PSHE objectives link to.

# Statutory Requirements

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As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

# What do we intend on doing?

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At Dean Field we are committed to promoting a safe and healthy lifestyle. We believe that PSHE and RSE (relationships and sex education) is an integral part of the education of our pupils. We aim to offer pupils a carefully planned program on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. Our RSE curriculum is set within a moral framework that matches the pupils' level of maturity and it involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identify. RSE is not about the promotion of sexual activity.

# Jigsaw

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We use Jigsaw as a whole school approach to teaching PSHE and RSE. It allows us to deliver a unique, spiral, progressive and effective PSHE and RSE curriculum that takes into account the needs of our pupils. It helps prepare our pupils for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.

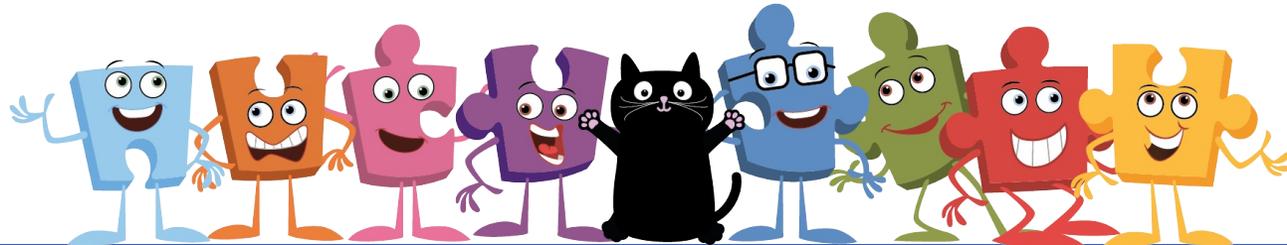


# Jigsaw

Here are the aims of our Jigsaw curriculum:

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- Provide children with a safe space where they can discuss personal, social and health related topics
- Enable children to recognise their own identity and address their own feelings and emotions
- Allow children to celebrate differences around them and to challenge stereotypes
- Allow children to respect and value differences around them.
- Enable children to understand bullying and how to deal with bullying
- Allow children to set dreams and goals for the future and understand that there may be obstacles along the way
- Provide children with opportunities to learn about the importance of their physical and mental health
- Enable children to learn about the importance of money in society and teach them simple budgeting
- Allow children to learn about the importance of e-safety and the dangers they may encounter online



# Jigsaw - Long Term Plan

Here is part of our long term plan that is organized into six key units that allows us to implement the aims of our PSHE curriculum.



Year Group	Being Me in My World (Autumn 1)	Celebrating Difference (Autumn 2)	Dreams and Goals (Spring 1)	Healthy Me (Spring 2)	Relationships (Summer 1)	Changing me (Summer 2)
EYFS	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
Year 1	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 difference 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-acknowledgements Being a good friend to myself	Life cycles - animal and human Changes in me Changes since being a baby Differences between male and female bodies Linking growing and learning Coping with change Transition
Year 2	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 Healthier eating and nutrition Healthier snacks and sharing food	Different types of families 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 Assertiveness Preparing for transition

# Inclusion

PSHE and RSE is taught in ways that enable each child to access and engage with it, regardless of ethnic group, age, disability, SEN and gender. Work is accessible, challenging and engaging for all learners to ensure that they are adding to and building upon their PSHE and RSE education. Where children have significant needs, they may be taught and assessed against simplified objectives, in-line with their specific requirements.



# Roles and Responsibilities

Our PSHE and RSE policy has been approved by our governing body. It is the responsibility of the head teacher to ensure that both staff and parents are informed about our sex education policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher and designated safe guarding leads liaises with external agencies regarding the school sex education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher and the subject leader monitor this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

## Staff that deliver SRE are responsible for:

- Delivering RSE in a sensitive way
  - Modelling positive attitudes to RSE
    - Monitoring progress
  - Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

# Parents' Right to Withdraw

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Parents do not have the right to withdraw their children from relationships education as this is compulsory for all children. Parents do however have the right to withdraw their children from the non-statutory components of sex education. At Dean Field we do encourage parents to consult with SLT if they have any concerns regarding our RSE curriculum. Requests to withdraw should be put in writing and be addressed to the head teacher. Alternative work will be given to pupils who are withdrawn from Sex Education.

# Confidentiality

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Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection.

Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the head teacher.

The head teacher and designated safeguarding leads will then deal with the matter in consultation with safeguarding and health care professionals.

# Monitoring PSHE

All subjects are regularly monitored in a variety of ways at Dean Field. PSHE & RSE is monitored by Miss Hussain through a yearly action plan which focuses on embedding, monitoring and introducing aspects to maintain a good curriculum for PSHE across the school for all children.

## Some ways this is done is by:

- Conducting pupil voice interviews and questionnaires
- Internal/cross Trust and external deep dives (lesson observations, staff interviews and Seesaw looks)
  - Learning walks
  - Resource monitoring
- Staff training (webinars, meetings, courses)
- Subject lead keeping up to date with reading, research and training



Thank you for the taking the time to read this presentation.  
If you would like to hear more about the teaching of PSHE  
and RSE at Dean Field please ring the office and request  
an appointment to speak to Miss Hussain.

