

Stepgates Community School



Personal, Social, Health and Economic Education (PSHE) Policy

Mission Statement

At Stepgates Community School everyone has the opportunity to learn and grow together, as independent, enthusiastic and confident learners in an inclusive, creative, safe, healthy environment.

This policy is based on our Mission Statement, Aims and School Values for our school.

Aims of this Policy

- To clarify the aims of teaching Personal, Social, Health and Economic Education (PSHE) and Relationship and Health Education, 2020
- To outline the content of PSHE
- To clarify roles and responsibilities

Links with other documents & policies check names of policy are up to date

- Safeguarding and Child Protection Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- Relationships and Sex Education Policy
- Drugs Education Policy
- Health, Safety and Welfare Policy
- Equalities Policy
- Religious Education Policy
- Teaching and Learning Policy
- Assessment Policy
- Anti-Bullying Policy
- Food Education Policy
- Physical Activity Policy
- E-safety Policy - check name of policy
- Supporting Children with Medical Needs Policy
- Bereavement Policy
- Design Technology Policy

- DFE - Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- DFE - training modules delivered by South Farnham
- Stepgates Community School 'Preparing Children for Life in Modern Britain - Evidence and Impact' document (see Appendix B) check if this is most up to date
- [Surrey Healthy Schools Bronze Award](#) (This provides an overview of all aspect of PSHE support we provide for our children.) Document to be added Spring 2021 with the newly launched Surrey Healthy Schools scheme.

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

The Jigsaw program was written in line with the following documents

- [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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

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

WHAT IS PSHE EDUCATION?

"PSHE is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and communities. It helps to equip them with knowledge, understanding and practical skills, appropriate to their age

and maturity, in order to live healthy, safe, fulfilled and responsible lives. PSHE also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal, spiritual, moral, social and cultural development." **National PSHE CPD Programme, 2015, Babcock 4S & University of Roehampton**

Aims of teaching PSHE

To provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Children 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.

Children learn to understand and respect our common humanity; diversity and differences so that they can appreciate empowering values and go on to form the effective, fulfilling relationships that are an essential part of life and learning.

OBJECTIVES/CHILDRENS LEARNING OUTCOMES

The PSHE/Citizenship programme will support the development of the skills, attitudes, values and patterns of behaviour, which enable childrens to:

- Have a sense of purpose
- Develop the ability to reflect upon situations and circumstances
- Assess risk and possible consequences
- Value and respect themselves and others
- Form and maintain positive healthy relationships
- Make and act on informed decisions
- Communicate effectively
- Apply a restorative approach to conflict resolution
- Work with others effectively
- Respond positively to challenge and appropriately manage feelings of anxiety
- 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

Areas covered by Relationship and Health 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 Stepgates Community School, 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 agenda 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

Here, at Stepgates Community School 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.

PSHE will be delivered throughout the curriculum, which will includes weekly discreet PSHE lessons from Jigsaw, circle time and the use of mindfulness, story time, drama, role-play, class/group discussions and debates, School Council and activities outside the curriculum such assemblies, visits from outside educators, visits off site and residential trips.

Citizenship Education

As a school we recognise the strong links between PSHE and Citizenship. Citizenship Education helps to enable children and young people to make their own informed decisions and take responsibility for their own lives and their communities. It aims to raise awareness of their own, and other people's, rights and responsibilities as citizens including both the social and political

world. Citizenship education highlights issues such as the welfare of others, and enables children and young people to be knowledgeable and articulate in reflecting upon their opinions and arguments, assisting them to become increasingly active and responsible in their communities, supporting them in realising their capability of having an influence on the world.

Citizenship education assists schools in promoting the fundamental British values of democracy, the rule of law, individual liberty; furthering mutual respect, appreciation and harmony between people with different faiths, beliefs, cultures and traditions (see Appendix B).

Roles and Responsibilities

The PSHE subject leader will:

- Guide the formulation and review of policies, schemes of work and cross curricular aspects;
- Keep up to date with all of the new documents associated with the launch of Relationships and Health Education. Participate in DFE training sessions throughout the year to support the implementation of the different aspects of the curriculum.
- Will work in close collaboration with the Head Teacher and Curriculum Team due to the whole school nature of the subject. For example, Assemblies, Whole School Values Homework, British Values, safeguarding and The Prevent Strategy;
- Guide and review the subject, the quality of planning and time allocation;
- Support curriculum development, providing expertise and advice to colleagues;
- Promote PSHE throughout the school community;
- Monitor and evaluate planning, delivery and assessment of the subject;
- Attend PSHE network meetings to ensure up to date knowledge and share good practice;
- Liaise with the PSHE Governor to inform them of current initiatives and progress within PSHE;
- Create an Action Plan for the development of PSHE as part of the School development Plan in liaison with Senior Management;
- Liaise with the Home School Link Work about relevant issues, resources and support programmes;
- Contribute to the 'Keeping Safe and Healthy' section on the school website to share information with parents. This enables parents to reinforce key messages from school for example hand washing, watching the clip on the flu vaccine or key safety messages from the RNLI;
- Liaise with Early Years Staff to ensure the planning, delivery and assessment of Personal, social and emotional development from the Statutory Early Years Framework;
- Invite outside agencies to support delivery of the curriculum e.g. the school nurse, to help with delivery of Relationships and Sex Education.

The class teacher will:

- Use the Jigsaw PSHE and Mindfulness lesson plans and adapt for the needs of the class to teach weekly and reinforce through the week through the weekly celebration scrolls.
- Evaluate and assess the development of children's knowledge, skills and understanding through the Jigsaw assessment documents and their ability to apply these skills in their interaction throughout the school;
- Provide annual report to parents;
- Ensure they teach PSHE lessons with their own class to ensure children are not taught by a supply teacher during PPA cover;
- Report any issues from lessons that may potentially relate to child protection to the Designated Safeguarding Leads
- We expect our teachers to follow the guidance from Jigsaw and ensure a safe environment for all children during the session through encouraging all members of the class to be respectful to others and follow the Jigsaw/class rules and Jigsaw Charter.
- Keep a scrapbook / floor book which acts of evidence of children's thoughts views and ideas recorded during the lesson. Check with Tara

Children will:

- Participate in weekly PSHE Jigsaw Mindfulness Education/Relationship and Health Education lessons in class, taught by the class teacher
- Take part in a wide variety of activities and experiences across and beyond the curriculum, contributing fully to the life of the School and the community;
- Be encouraged to reflect on their own achievements and have a sense of purpose, valuing themselves and others;
- Be encouraged to be responsible for their own learning and to apply and use skills in their everyday lives;
- Develop personally and socially tackling then spiritual, moral and cultural issues that are part of growing up.

The Head Teacher will:

- Liaise with Parents, Governors, Senior Leadership Team and PSHE Subject Leader to support implementation of the policy;
- Encourage whole school adherence of this policy through staff training.

Governors will:

- Identify a representative from the governing body to monitor the implementation of the policy, the teaching of the subject and the action plan to further enhance the provision in PSHE.

PSHE at Stepgates Community School

As a school, we pride ourselves on being an inclusive school and value the place PSHE has in supporting our Pupil's Emotional Wellbeing. PSHE as a subject helps to embed the school aims, values, SMSCD, behaviour to engage successfully, and safeguarding principles.

As a school, we acknowledge the wider role of PSHE within the whole school through assemblies, whole school values homework and our School Council. These values also supports pupil's behavior, through the use of Restorative Practice - 'fix it circles'.

We support children both in school through the school teachers, the Home School Link Worker (HSLW), Emotional Literacy Support Assistants (ELSA) and through signposting to outside agencies. We have also worked hard to support our Young Carers through staff training. Full details of the range of support we provide can be found in our [Healthy School Award yearly audit](#). (Available Spring 2021 following Surrey's re launch of the scheme)

PSHE Relationship and Health Education is timetabled and discretely taught on a weekly basis in each class. It is also taught through cross-curricular opportunities, for example Relationships and Sex Education and Drug Education within Science, e-safety within Computing, Healthy Living within PE and Healthy Eating within Design Technology.

PSHE is taught by the class teacher.

Questions asked by children will be answered in a way that is appropriate to their age, maturity, understanding and need. Correct vocabulary for terms will generally be used during PSHE lessons, in line with all other curriculum subjects. Often questions will be addressed to the whole class, but should the need arise questions may be answered on an individual or small group basis. Professional judgement will be applied here; this should support the school safeguarding policy. On occasions it may be considered that the people/person best placed to answer a child's question is their family/carer/s, and the school will liaise with the child's family appropriately.

In addition to the taught PSHE curriculum we provide enrichment activities to support the curriculum such as considering why they are unique and special during Feeling Good Week and our Young Enterprise Challenge. *Check when we last did this*

The school's residential experiences make an important contribution to the children's' personal, social, emotional and citizenship development. Assemblies support the delivery of PSHE and Citizenship through planned themes and are used to focus upon specific values, activities and topics; for example respect, care, compassion, inclusion and equality.

The Physical Education and Design Technology Subject Leaders work closely with the PSHE Subject Leader on areas such as healthy living and eating. Through Family Learning, we provide cooking sessions in school to support healthy eating such as 'Dads Cooking sessions' to encourage Dads into school and Young Carers were invited to cooking sessions to support them in their meal preparation role at home.

As a school, we recognise the importance of keeping our children safe and relating learning to the needs of our school and community. With large gravel pits nearby and the River Thames flowing through Chertsey we have introduced annual talks by the RNLI to support water safety. This knowledge also supports our children when they visit a beach. We are developing Railway safety sessions due to level crossings at Chertsey and Addlestone and a pedestrian railway

crossing at Wey Meadows. We are looking to extend our work on road safety to support children who walk to school and due to our proximity to the M25. In addition to adapting our curriculum to the needs from the local geographical issues we also take part in a biannual Health Questionnaire for Surrey which highlights areas we need to work on as a school and compares us to other schools in Surrey. In addition through the Surrey Healthy Schools training we are able to also reflect upon counties priorities for Surrey.

We also value our close working relationship with NSPCC through biannual whole school training and fundraising. As a school we are proactive to keep the profile of the phone number and how the NSPCC can help a termly feature and we reinforce key concepts such as trusted adult and what that means.

THE CONTENT OF THE SCHOOL'S PSHE CURRICULUM

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.

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 homophobic 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 MeIncludes Relationships and Sex Education in the context of coping positively with change

At Stepgates Community School we allocate 1 hour to 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.

RELATIONSHIP 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.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

SEX EDUCATION

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Please refer to our separate policy Relationship and Sex Education Policy. We have decided to keep this as a separate policy to ensure that coverage and the right to withdraw is clearly set out for parents and stakeholder.

THE USE OF EXTERNAL CONTRIBUTORS

As a school, we recognise the valuable contribution that external agencies provide to our PSHE/Citizenship programme. Sessions for external contributors are carefully planned and monitored. Objectives to be covered during the session are discussed with the external contributor by the PSHE co-ordinator, who often attends the session to monitor input. Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the PSHE/Citizenship programme, safeguarding and ensuring that PSHE ground rules are in place. When these sessions are well planned, they can support children's knowledge and understanding. Recent examples of talks include: RNLI, NSPCC, School Nurse Puberty talk to Year 5, Handwashing for Reception and Years 1 and 2 linked to flu vaccinations and visits from the Life Bus.

TRAINING AND SUPPORT FOR STAFF

As a school, we look for our staff to demonstrate these values themselves throughout the school day.

In addition to this, the PSHE subject leader attends twilights and courses, the HSLW attends TAMHS (Targetted Mental Health in Schools) training and the ELSA (Emotional Literacy Support Assistant) attends training sessions which ensure up to date and relevant subject knowledge is gained: acted upon at a leadership level and shared with staff during staff meetings. Expertise from external agencies is also used in training, for example - Young Carers and Mental Health training.

If a question or issue is raised which has not previously been supported by the school we will seek support from PSHE lead for Surrey and follow the advice including contacts for external agencies which can offer additional support.

As a school with an attached Communication and Interaction (COIN) Centre and children in school with additional needs, we will also seek practical examples from specialist schools in our area in order to support these children.

Working with parents

We believe that our children achieve greater success when they have the support and involvement of parents or carers. Parents will be kept informed of the different approaches to PSHE used in Early Years and Key Stages 1 and 2 and staff are willing to discuss with parents any matters which they are concerned about. Children's progress will be reported to parents at consultation evenings and in the annual end of year report. As we introduce a new scheme of work we will be sharing this information with parent via a parents leaflet and are available to meet to discuss aspects of the scheme.

Resources

Resources are regularly reviewed and updated to ensure they are relevant and meet the need of all children.

Bereavement resources (refer to Bereavement Policy) include a range of books and support materials e.g. story books, that support parents in explaining death to their child/ren which are available for parents to borrow. Additional books are purchased in relation to the specific needs of the child.

All resources are thoroughly checked for suitability before use.

With our new scheme of work - resources needed are highlighted on the half termly subject leader and teacher pages. Additional resources will be purchased through the year.

Each class now has a class Jigsaw Character, a Jerry Cat Character and a chime to support their teaching and calm me activities.

Monitoring and Evaluation

The PSHE Subject Leader will

- regularly monitor children's achievement and attainment through work sampling, lesson observations monitoring effective teaching and learning approaches, teacher planning, pupil interviews, monitoring the new self-assessment opportunities provided through Jigsaw Journals
- monitor the implementation of the new curriculum.
- provide feedback to staff to improve provision;
- work with the School Council canvass children's knowledge, skills and attitudes regarding different themes;

- report to the Head teacher and governors on the progress of PSHE within the school.

The Headteacher and Leadership Team will regularly monitor teaching, children's achievement and attainment and the wider aspects of PSHE including children's behaviour and attendance.

The Governor with responsibility for PSHE will visit the school and meet with the PSHE Subject leader at least annually to monitor the implementation of this policy and will provide a written report back to governors on an annual basis.

Review due: Autumn 2026

Appendices:

Appendix A: Relationships Education in Primary schools - DfE Guidance 2019 linked with coverage with Jigsaw mindfulness approach to PSHE

Appendix B: Preparing Children for Life in Modern Britain - Evidence and Impact

Appendix C: Jigsaw leaflet for parents



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:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • 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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

<p>Caring friendships</p>	<ul style="list-style-type: none"> • 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, sharing interests 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 	
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • 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 courtesy 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 	
<p>Online relationships</p>	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • 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. 	
Being safe	<ul style="list-style-type: none"> • R25 what 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, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • 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:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • 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 knowhow 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. 	<ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<p>risk of sun damage, including skin cancer.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix B:

Stepgates Community School

Learning and Growing Together



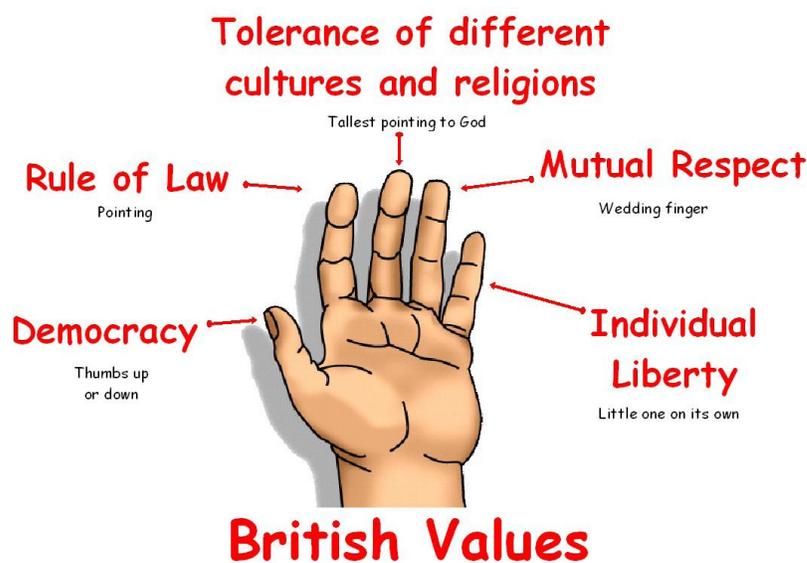
Preparing Children for Life in Modern Britain - Evidence and Impact

At Stepgates Community School we take very seriously our responsibility to prepare children for life in modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through our ethos and work of the school. They sit alongside our School Values of:

Respect, Collaboration, Resilience, Integrity, Compassion, Courage, Pride.

Our Jigsaw PSHE mindfulness approach to PSHE Programme and all curriculum areas provide a vehicle for furthering children's understanding of these concepts and, in particular, our RE, SMSCD, PSHE and Citizenship lessons provide excellent opportunities to deepen and develop their understanding. Children embrace these concepts with enthusiasm and demonstrate a good understanding of their application to their own lives.

The school makes considerable efforts to ensure children have exposure to a wide experience beyond our school and our local community during which these concepts are shown, through for example, sporting events, trips and residential visits and through visiting speakers from a range of religious denominations and groups. Our strong-rooted values-based approach to learning gives children an excellent platform for embracing and celebrating difference.



(from St Mary's Primary School, Byfleet)

British Value	Statement	Evidence	Impact
<p>Mutual Respect and the Tolerance of those with different Faiths and Beliefs</p>	<p>Respect is a fundamental school value, around which pivots much of the work of our school. We pay explicit attention to this as part of our RE, PHSE, and SMSCD curriculum.</p> <p>Respect is a school value that is discussed deeply, starting with self-respect and covering respect for family, friends, and other groups; the world and its people; and the environment.</p>	<p>Collective Worship themes and planning e.g. traditions & celebrations from a range of religions.</p> <p>RE curriculum, planning and books.</p> <p>Behaviour Policy & Incident logs. Learning Walks for behaviour and behaviour for learning.</p> <p>School Values</p> <p>Trips to local places of worship and visitors to school from a range of faiths.</p>	<p>Children can articulate why respect is important; how they show respect to others and how they feel about it for themselves.</p> <p>Children's behaviour demonstrates their good understanding of this value in action.</p> <p>Children have a knowledge and understanding of a range of different religions and people's beliefs.</p> <p>Children are able to talk about the different faiths and cultures they learn about, ask questions and show tolerance and respect for each other and others of different faiths and religions.</p>
<p>Democracy</p>	<p>The children at Stepgates see democracy borne out in a whole variety of ways and we see this as being an essential component of successful team working.</p> <p>Democracy is a school value that children meet when discussing respect and fairness.</p>	<p>School Council minutes.</p> <p>Collective Worship themes and planning e.g. School Rules, Family Links themes, UNICEF Day for change, Commonwealth Day.</p> <p>PSHE and RE planning and books.</p> <p>Learning Walks for behaviour and behaviour for learning</p> <p>School Values</p> <p>Children are familiar with our Borough and County Councillors who talk to them informally.</p> <p>Focus on democratic events and activities e.g. National Elections, Magna Carta, and Confederation Pupil Parliament.</p>	<p>Children develop an understanding of democracy in action through the work of our School Council. Children are able to work co-operatively in pairs and groups as well as in whole class situations. They understand about turn taking and respecting the views of others. Children in KS2 in particular are able to use the language of respect, e.g. I agree with/ I don't agree with...'</p>

British Value	Statement	Evidence	Impact
Rule of Law	<p>The children at Stepgates are familiar with this concept through discussion of our school rules and values and our PSHE and RE curriculum. Children are introduced to the idea that different religions have guiding principles that have similarities and differences.</p> <p>Children are used to debating and discussing laws/rules and their application.</p>	<p>School and Class Rules. School Values PSHE/Citizenship lessons on the role of law and parliament. School Council minutes. Collective Worship themes and planning e.g. Week of Prayer for World Peace. RE planning and books. Learning Walks for behaviour and behaviour for learning School Values Children are familiar with our Borough and County Councillors and the local police who talk to them informally</p>	<p>Children are able to articulate how and why we have school and class rules and how translates into rules for our community and country. They can demonstrate they understand and can abide by these rules. They can talk about their choices and consequences linked to their own or others actions.</p> <p>They are able to discuss and debate philosophical issues in relation to these.</p>
Individual Liberty	<p>Our Values-based discussions and Collective Worship include discussions about the self, e.g. self - respect and self-worth so that children see that they are important in their own right. The philosophy of our teaching and learning places emphasis on the right to have our own thoughts and evidence-based views. Children are strongly encouraged to develop independence in learning and to think for themselves.</p>	<p>Our Family Links programme puts great emphasis on the importance of self-worth, and includes themes such as Our Personal Power and Choices and Consequences. Restorative Practices in school reinforces through 'Fix-it' Circles the importance of an individual having their right to speak and express their feelings. PSHE and RE curricula</p>	<p>Children understand about the importance of accepting responsibility and of their right to be heard in school.</p> <p>Children are consulted on many aspects of school life and demonstrate independence of thought and action e.g. School Council assembly on Bullying, fund-raising for Children in Need and Red Nose Day, Enterprise Challenge activities.</p>

Links with other documents: School Self Evaluation Overview; School Curriculum Policies; OFSTED Inspection Report Dec 2012