



St Peter's
C.E. Academy

**Personal, Social, Health and Economic
Education Statement**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. Through their PSHE education, our pupils acquire the knowledge, understanding and skills they need to manage and navigate their lives. St. Peter's CE Academy use Jigsaw as their PSHE scheme.

Personal, social, health and economic education aims

Although PSHE is a non-statutory subject, the expectation is that schools tailor their PSHE programme to reflect the needs of their pupils. The Department for Education states that:

- Schools should equip pupils with a sound understanding of risk
- Children should be equipped with the knowledge and skills necessary to make safe and informed decisions
- It should encompass: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy life style.

At St Peter's CE Academy, we use Jigsaw as our whole-school PSHE scheme.

Relationships and sex education

Relationships and sex education (RSE) forms part of PSHE education. Relationship and health education is compulsory for all primary school pupils. Primary schools are able to choose whether to teach sex education; at St Peter's CE Academy, we choose to teach sex education as we believe age-appropriate knowledge forms an important part of our pupils' PSHE education and helps to keep them safe. The aim of RSE, as outlined by the Department for Education, is to support young people to be happy, healthy and safe while equipping them for life as an adult in British society.

In Year 6, relationships and sex education teaching is supplemented with the Growing Up with Yasmine and Tom resources from the Family Planning Association; this is a PSHE Association Quality Assured Resource.

National Curriculum PSHE programmes of study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf)

PSHE Association “Why PSHE education matters”:

<https://pshe-association.org.uk/our-vision/why-pshe-education-matters>

Intent

PSHE gives our pupils an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change, both at school and in their personal lives. It equips them with the skills to manage the wide variety of challenges and opportunities which lie ahead as they grow up.

Our intent is that children will possess the skill-set, confidence and ability to successfully navigate new experiences, challenges they might face and any unfamiliar situations. Personal, social, health and economic (PSHE) education is a crucial piece of this puzzle – it equips them with the life-skills they need to succeed. The staff at St Peter’s CE Academy act as role models for our pupils, helping them to understand the different techniques they could use to tackle life’s challenges. We want our pupils to grow into confident, happy, successful and resilient young people and, through our PSHE education, we work hard to achieve that. Our PSHE education ensures that children are challenged, intellectually, socially, spiritually and morally, through robust and interesting class discussions. Our PSHE education plays an important role in promoting British Values as well as our school Christian values and school ethos. Our children have opportunities to learn about different communities, both those that they are part of and those that they may have had little experience of. We encourage them to consider their rights and responsibilities and what it means to play a positive role in school and in the wider community, enabling them to identify opportunities to let their light shine.

Across the school year, children will be provided with opportunities to:

- Consider their own identity and how they fit well in the class, school and global community
- Understand what bullying is, how to identify it and how to prevent it. Definitions of bullying include cyber and homophobic bullying
- Set achievable goals, consider their aspirations and to think about who they want to become and what they want to do
- Know how to keep themselves healthy, including drugs and alcohol education, self-esteem and confidence, and healthy lifestyle choices
- Think about friendship, family and other relationships, considering how to resolve conflicts and communicate effectively, as well as coping with bereavement and loss
- Learn about relationships and sex education in the context of coping positively with change.

Implementation

All year groups have timetabled PSHE lessons but we encourage a cross-curricular approach, linking our PSHE lessons to a range of lessons and discussions which take place at school. PSHE lessons consist of a combination of individual reflection time, paired and small group talk, and whole class discussions. Respect underpins all discussions.

PSHE is taught weekly in discreet lessons which meets the statutory and non-statutory requirements of the National Curriculum within the three strands: Relationship Education, Health Education and Sex Education. We have a whole school approach and use a scheme of work which shows progression and continuity of learning – Jigsaw. In Year 6, the Relationships and Sex Education is supplemented with the Growing Up with Yasmine and Tom resources from the Family Planning Association; this is a PSHE Association Quality Assured Resource.

Jigsaw links PSHE with emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Each of the six units (Being Me In My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me) has a weekly lesson with the teaching resources included – this enables teachers to focus on tailoring the lessons to their children’s needs. The teaching strategies are varied and are mindful of different ways of learning and the need to adapt the lessons and activities for each teacher’s class.

Jigsaw is designed with a whole school approach – all year groups work on the same theme (Puzzle piece) at the same time. As well as allowing that the whole school shares a focus in PSHE lessons, it also ensures a progressive PSHE curriculum where key themes and topics are returned to each year and build upon.

Impact

Our PSHE curriculum ensures that all our children are engaged, active and responsible citizens who recognise and value the contributions they can make to society. They are able to view themselves as both local and global citizens and consider their roles. Our school values and PSHE programme strongly promote happiness and well-being, teaching the children resilience and perseverance so they are able to deal with challenging situations they might face. As well as preparing our children for the next stage of their education, we are also preparing them ultimately for the adult world – our PSHE curriculum helps equip them with the knowledge and skills they need.

The following table outlines the Department for Education expectations for what pupils should know by the time they leave Year 6 and how the Jigsaw programme covers each point:

Relationships and Health Education

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). • 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
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships

	<ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • 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 • 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	<ul style="list-style-type: none"> • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • 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 • 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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • 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"> • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • 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

	Pupils should know	How Jigsaw provides the solution
<p>Mental wellbeing</p>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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"> • that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • 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"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 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"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 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

Curriculum Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals
Ages 7-8	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Ages 8-9	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
Ages 9-10	<ul style="list-style-type: none"> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation
Ages 10-11	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments

	Healthy Me	Relationships	Changing Me
Ages 7-8	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	<ul style="list-style-type: none"> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition