

## LEARNING FOR LIFE (PSHEE/PSED) POLICY

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<b>Person(s) Responsible for Review:</b>	SLT (VF) and EI

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## **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 Personal, social, health and economic (PSHE) education 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.

## **Learning for Life (PSHE/PSED)**

At The Manor, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We call this lesson 'Learning for Life'.

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.

The programme supports the children's personal development, behaviour and attitudes, 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 (RSHE)**

The Manor complies with the Department for Education's statutory guidance in relation to 'Relationships Education, Relationships and Sex Education and Health Education'. Please note key aspects of this guidance below:

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

*DfE Guidance p.8*

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

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

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

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

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

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

*DfE Guidance p.8*

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

*DfE Guidance p.11*

At The Manor, we value Learning for Life 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 Learning for Life Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to Learning for Life, as our chosen teaching and learning programme for RSHE and tailor it to our 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.

## **Department for Education Guidance**

Our Learning for Life Policy is also informed by the following existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)

- [Behaviour 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 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. For a more detailed overview follow this link: [Jigsaw PSHE Overview Map](#)

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 Me	Includes Relationships and Sex Education in the context of coping positively with change

At The Manor we allocate 1 hour to Learning for Life each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. This is supported by assemblies (section and whole school), Enrichment lessons and Circle Times. Form teachers deliver weekly lessons to their own classes.

Fundamental British Values are taught through the Jigsaw Programme in every lesson. The mapping document ([British Values In Jigsaw](#)) clearly identifies what aspect is covered in each lesson.

## Monitoring and Review

The Education and Welfare Committee will approve the Learning for Life (PSHE/PSED) Policy on behalf of the Governing Board and hold the Head of Learning for Life, Deputy Head Pastoral, Deputy Head Academic and Head to account for its implementation. The Education and Welfare Committee monitors this policy and its implementation on an annual basis. This committee reports its findings and recommendations to the full Governing Board, as necessary, if the policy needs modification. The Education and Welfare Committee gives serious consideration to any comments from parents about the Learning for Life and RSHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. Parents are consulted on their views when reviewing our RSHE Policy.

As well as fulfilling their legal obligations, the Governing Board should also make sure that:

- All pupils achieve the expected educational outcomes
- The subjects are well led, effectively managed and well planned

- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Teachers of Learning for Life are responsible for:

- Delivering Learning for Life in a sensitive way
- Modelling positive attitudes to Learning for Life
- Monitoring progress and assessing the children's learning
- Responding to the needs of individual children

## **Equality**

This policy will inform the school's Equal Opportunities Policy.

The DfE Guidance 2019 (p. 15) states, *"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics."*

'The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation.'

*"At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".*

At The Manor, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see (follow link):

*'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'*

<https://jigsawlivescimsuk.blob.core.windows.net/umbraco-media/sdmpsrr/lgbt-parent-leaflet-a4-2023.pdf>

### **Links with other subjects**

The diverse nature of PSHEE/PSED and RSHE topics means that all areas of the curriculum, including assemblies, can link into the objectives. Specifically:

**History:** reasons for the results of historical events, situations and changes, diversity within society, significant people, ideas and experiences of people from the past.

**RE:** religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships. Tolerance of different faiths, cultures and beliefs/non-beliefs.

**English:** skills in enquiry and communication, stories that illustrate aspects of personal and social development.

**Mathematics:** aspects of financial and economic capability, counting and sharing.

**Science:** Sex and Relationship Education, health (including the harmful effects of illegal drugs, alcohol and solvent abuse) healthy eating, safety, the environment and awareness of various disabilities e.g. blindness

**D&T (inc. Cookery and Nutrition):** health and safety, healthy eating, realising people have needs as they design ideas, technology.

**ICT/Computing:** finding information on the internet and safety on the internet. In relation to 'Prevent', The Manor focuses on establishing safe school systems and filtering in order to keep children safe from terrorist or extremist material. It is our aim that the children are aware of both the benefits and dangers of the internet.

**Geography:** topical issues concerning the environment, sustainable development, study of pupils' own locality and places in different parts of the world, including less economically developed countries.

**Art:** reflecting on ideas and experiences communicated through works of art, craft and design from various cultures.

**Music:** making the most of abilities in playing and singing, issues of cultural diversity.

**PE:** teaching and learning about health and safety, development of social skills through team and individual activities, games and sports. The relevance of rules and laws and the benefits of our adherence to them is an important aspect of the teaching throughout the school. PE lessons can be an excellent platform for promoting resilience.

**This policy links closely with other school policies, including:**

- Safeguarding Policy
- Health & Safety Policy
- Drugs Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Health and Safety in Science Policy
- SMSC Policy (promoting Spiritual, Moral, Social and Cultural values in schools)
- Behaviour, Discipline and Exclusion Policy
- Anti-Bullying Policy
- Equal Opportunities Policy