



PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Relationships and Sex Education)

VISION STATEMENT/ SCHOOL AIMS

At Boothferry Primary School our multi-cultural community places family at its core.

Our innovative, international curriculum provides opportunity and experiences that enable our children to become ambitious, resilient learners.

All members of our school community aspire to achieve their full potential. This ensures that all children make the best possible progress from their starting points and are supported to achieve high level academic skills.

We recognise and appreciate our responsibilities for ourselves and the wider world.



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.*

Vision

At Boothferry School we believe that Personal Social and Health Education (PSHE) and Citizenship are central to our daily school life. They help to give pupils the knowledge, skills and understanding they need to become healthy, independent and responsible members of society. We encourage our pupils to play a



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positive role in contributing to the life of the school and the wider community. In so doing, we help them develop a sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and the establishment of fair class and school rules. We teach them about rights and responsibilities and as a result they learn to appreciate what it means to be a positive member of our society.

Aims

We aim that through the PSHE curriculum our pupils will:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community
- learn to respect the differences between people

These aims are clearly in line with our school learning goals of **enquiry, resilience, morality, communication, thoughtfulness, cooperation, respect, adaptability, international mindedness** plus our overall school aim **‘embracing diversity, building a brighter future together’**...

We intend to achieve these PSHE aims through:

- Our school ethos that values the place and contribution of all individuals to the school community and promotes self-respect and respect for others
- Specific direct PSHE teaching
- Circle Time activities and games
- Teaching PSHE and Citizenship through other subject areas such as RE
- Special visitors, activities and events
- Giving pupils opportunities to work in a variety of group settings

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



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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 Boothferry Primary 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.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)



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- 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 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 following table 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.



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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 Boothferry Primary School we allocate at least 45 minutes of PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. This is often enhanced in our thematic curriculum as good PSHE underpins lots of other curricular areas such as; assemblies and collective worship, the Boothferry learning goals, praise and reward systems, class charters, house teams, 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.

Assessment, Reporting and Recording

There will be ongoing informal assessment throughout each term. Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each planned unit (see Boothferry PSHCE Progression document). Children will have areas of strength and areas to develop noted and these will be passed on to subsequent teachers so gaps can be closed.



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Parents will receive a statement of their child's progress in their personal and social development in their annual report. Personal targets will be set for each pupil for the following year within their annual reports. All teachers, teaching assistants, midday staff and administrative staff are responsible for informing the teachers of individual pupils about notable points of personal and social development.

Relationships 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'.

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. For example, 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).



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Relationships and Sex Education (RSE)

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'.*

The term Relationships and Sex Education – RSE – is used in this policy rather than sex education. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self-esteem and the skills to manage relationships.

At Boothferry Primary School, we believe children should understand the facts about human reproduction before they leave primary school so they are able to keep themselves safe, healthy (both mentally and physically) and equipped to make informed choices.

We define Sex Education as Relationships and Sex Education – RSE – in this policy rather than sex education only. This is to stress that our approach goes beyond provision of biological information to also focus on clarifying attitudes and values and developing self esteem and the skills to manage relationships.

RSE should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and wellbeing.

The guidance from the DfE suggests that RSE should have three main elements as follows:

- 1) Knowledge and understanding • Learning and understanding physical development at appropriate stages. • Understanding human sexuality, sexual health, emotions and relationships.*
- 2) Attitudes and values • Learning the importance of values and individual conscience and moral considerations. • Learning the value of family life, marriage and stable and loving relationships for the nurture of children. • Learning the value of respect, love and care • Exploring, considering and understanding moral dilemmas • Developing critical thinking as part of decision making.*
- 3) Personal and social skills • Learning to manage emotions and relationships confidently and sensitively. • Developing an appreciation of the consequences of choices made. • Managing conflict • Learning how to recognise and avoid exploitation and abuse.*

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about sex and relationships, are more likely to be more discerning in their relationships and sexual behaviours and to have fulfilling relationships.



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‘Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity’ DfES “Sex and Relationship Guidance” (2000)’.

National and local statistical reasons to develop RSE Rates of teenage pregnancy, abortion and sexually transmitted infection in the UK are among the highest of all European countries. The Government has developed a comprehensive strategy to change this situation and RSE for pupils in both primary and secondary schools is seen, alongside other initiatives, as a key element.

Morals and Values Framework

Our approach to RSE will be conducted within a clear morals and values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or to be taken advantage of
- The right of people to follow their own sexuality, within legal parameters

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE
- Access to help from trusted adults and helping services RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views.

Our school’s approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda.

APPROACH TO TEACHING RSE AT OUR SCHOOL

RSE will be taught through:

A) The taught National Curriculum Science Programme of Study



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B) RSE objectives covered within each Key Stage through one of the six PHSE themes in Jigsaw; predominantly in 'Relationships' and 'Changing Me' – Summer term. However, for it to be embedded and meaningful it should be intertwined with the other units to put in into context. In upper KS2, specific RSE lessons will be taught. The use of the online video resources such as 'Busy Bodies' will be used to support teaching about puberty and conception in Year 5 and 6, as advocated by the Humber Teaching NHS Foundation Trust. These materials will be made available for parents and carers to watch pre to lessons being taught.

C) Pastoral support for pupils who experience difficulties

D) Circle Time discussions and activities

E) Occasional use of assemblies, story-telling and sharing to support teaching

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfME Guidance p. 17

If you have any concerns regarding the content of the RSE curriculum we invite you to contact in the first instance your child's class teacher, or a member of the senior management team. We will work in active partnership with parents/carers, value their views and keep them informed about our RSE provision. If a parent/carers has any concerns about the RSE provision, we will take time to address their concerns and allay any fears they may have. If any parents/carers still decide to withdraw their child from non-statutory aspects, we shall work with them and their child to explore possible alternative provision. Please be aware that the science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Jigsaw materials are age appropriate and are preparing our pupils for later life in a safe, caring and nurturing environment with trusted adults. All materials will be made available to parents at the start of each half term so they have chance to review and discuss with their child and current class teacher. It will be shared on our curriculum overview and topic overviews.

Active learning methods, which involve children's full participation, will be used. This includes use of quizzes, case studies, research, role play, video, small group discussion and use of appropriate guest speakers. Sex and relationship education takes place within mixed sex classes or single gender groups as deemed appropriate and relevant, with the pupils' usual class teacher. Should a teacher be absent, it would not be undertaken with a short-term supply teacher. Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils. Two key outside resources used are:

- Talk pants- NSPCC <https://www.nspcc.org.uk/preventing-abuse/keeping-childrensafe/underwear-rule/underwear-rule-schools-teaching-resources/>
- Expect Respect toolkit- <https://www.womensaid.org.uk/what-we-do/saferfutures/expect-respect-educational-toolkit/>



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Ground rules and distancing techniques are used in specific RSE sessions (Upper KS2). Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of sex and relationships. To this end ground rules have been agreed to provide a common values framework within which to teach. These are restated and supplemented with suggestions from pupils at the beginning of each RSE lesson. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel
- No one (teacher or pupil) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Meanings of words will be explained in a sensible and factual way

Answering difficult questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/Citizenship Subject Leader or Headteacher as appropriate. When dealing with difficult questions,

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box. The teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal, the teacher should remind the pupils of the ground rules
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Pupils must not be given the impression that teenagers inevitably have sex; the view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse, the Headteacher should be informed and the usual child protection procedures followed.

Inclusion

‘Mainstream schools and special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationship education. Sex and relationship education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives’ DfES SRE Guidance July 2000.



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Young people may have varying needs regarding RSE depending on their circumstances and background. The school strongly believes that all pupils should have access to RSE that is relevant to their particular needs. To achieve this, our school's approach to RSE will take account of:

The needs of boys as well as girls. Girls tend to have greater access to RSE than boys, both through the media (particularly magazines) and the home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

Ethnic and cultural diversity. Different ethnic and cultural groups may have different attitudes to SRE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

Varying home backgrounds. We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

Sexuality. According to national statistics, on average, about 5% of our pupils will go on to define themselves as Lesbian, gay, bi-sexual or transgender (LGBT). Children may also have LGBT parents/carers, brothers or sisters, other family members and/or friends. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall actively tackle homophobic bullying. Special educational needs: we shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

The teaching programme for Relationship and Sex Education.

We intend that all pupils shall experience a programme of relationships and sex education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow. Pupils who use alternative methods of communication: Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of relationship and sex education to ensure that these pupils have equal access (for example Writing with Symbols or use of a computer programme which includes 'private' body parts). Pupils with profound and multiple learning difficulties are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy. Pupils with autism will require individual teaching to meet their specific needs. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

Monitoring and Review

The Governing Body will monitor this policy on an annual basis. The Governing Body will consider any comments from parents about the PSHE (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.



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The PSHE leader, together with the headteacher, is responsible for monitoring the standard of children's work and the quality of teaching of these subjects. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the headteacher and governors, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Jigsaw is an online resource and so is updated in light of new guidance. This ensures that everything we teach is current and reflective of the time.

Equality

This policy will inform the school's Equalities Plan.

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..."*

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 Boothferry Primary School, 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. We will take all concerns seriously. The staff will ensure that all children have an equal opportunity to develop their potential within PSHE and Citizenship, regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities (see Equal Opportunities Policy).

Mr S Capewell

Policy date: 15th March 2021

Review date: 15th March 2022