

Bleak Hill Primary School

PSHE Policy

Autumn 2023

2023

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| PSHE |

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| Date | Review Date | Subject Co-Ordinator | Nominated Governor |
| Autumn 2023 | Autumn 2026 | Karen Davison Jayne McLaughlin |  |



**PSHE (Personal, Social, Health Education) Policy**

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

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| Vision  | Bleak Hill is a nurturing environment in which each child is encouraged to reach their full potential. As a family we celebrate each child’s uniqueness. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE supports and upholds this vision. PSHE deals with the diverse beliefs, values and attitudes that individuals and societies hold. They help pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. PSHE helps children to acquire British values and attitudes which are necessary if they are to make sense of their experiences within school and life itself, value themselves, respect others, appreciate differences and diversity and feel confident and informed as a British citizen. Our vision is for every child to feel enabled to reflect on and clarify their own values, attitudes and feelings by having the opportunity to explore a range of values and attitudes they encounter in their lives and in their future lives. |
| Intent  | Our intention is that when children leave Bleak Hill, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today’s diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever–changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships, Health and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives. |
| Implementation  | EYFS - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from ‘Development Matters in the EYFS’ and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials. (see below)Key Stage 1 and Key Stage 2 - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities. Pupils are taught PSHE using ‘Jigsaw’ which is a spiral, progressive scheme of work, which 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world’. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.At Bleak Hill, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through the ‘Jigsaw’ |
| Impact  | By the time our children leave our school they will:* be able to approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life
* be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society
* appreciate difference and diversity
* recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
* be  able to understand and manage their emotions
* be able to look after their mental health and well-being
* be able to develop positive, healthy relationship with their peers both now and in the future.
* understand the physical aspects involved in RHSE at an age appropriate level
* have respect for themselves and others.
* have a positive self esteem
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**PSHE & JIGSAW**

At Bleak Hill Primary 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 Bleak Hill 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)
* 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.

**Roles and Responsibility for the Policy**

**Role of the Governing Body**

The governing body has:

* appointed a member of staff to be responsible for the curriculum leadership of PSHE;
* delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
* responsibility for ensuring compliance with the legal requirements of the national curriculum;
* responsibility for ensuring that the school complies with all equalities legislation;
* nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
* responsibility for ensuring funding is in place to support this policy;
* responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
* responsibility for ensuring all policies are made available to parents;
* the responsibility of involving the school council in:
* determining this policy with the governing body;
* discussing improvements to this policy during the school year;
* organising surveys to gauge the thoughts of all pupils;
* reviewing the effectiveness of this policy with the governing body
* nominated a link governor to:
* visit the school regularly;
* work closely with the headteacher and the coordinator;
* ensure this policy and other linked policies are up to date;
* ensure that everyone connected with the school is aware of this policy;
* attend training related to this policy;
* report to the governing body every term;
* annually report to the governing body on the success and development of this policy.
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher will:

* work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
* ensure teachers:
* ‘have good knowledge of the subject(s) and courses they teach;
* have effective support for those teaching outside their main areas of expertise;
* present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
* check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
* design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
* use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
* create an environment that allows the learner to focus on learning;
* develop a rigorous approach to the teaching of reading in order to develop learners’ confidence and enjoyment in reading;
* use reading materials at the early stages of learning to read that are closely matched to learners’ phonics knowledge’.

(Amended from the ‘Education Inspection Framework’ (Ofsted 2021)

* work closely with the curriculum leader, subject leaders and the link governor;
* ensure compliance with the legal requirements of the National Curriculum;
* consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
* encourage parents to take an active role in curriculum development;
* provide leadership and vision in respect of equality;
* provide guidance, support and training to all staff;
* monitor the effectiveness of this policy by:
* observing teaching and learning
* planning scrutinies and work trawls
* discussions with pupils and members of the school council
* annually report to the governing body on the success and development of this policy.

**Role of the Curriculum Leader**

The Curriculum Leader will:

* provide strategic leadership and direction;
* provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
* coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil’s learning and teaching experiences and opportunities throughout the school;
* provide an environment that is fun, stimulating and challenging to all pupils;
* promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
* equip children with a range of skills and a desire for lifelong learning;
* ensure appropriate coverage of the curriculum;
* provide support and advice;
* monitor pupil progress;
* ensure sufficient and up to date resources are in place.

**Role of the Subject Leader**

The Subject Leader will:

* lead the development of this policy throughout the school;
* work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
* promote the teaching of numeracy and literacy within all subjects;
* be accountable for standards in this subject area;
* monitor standards by:
* auditing the subject area
* review of the scheme of work
* monitoring teachers planning
* lesson observations
* scrutinising children's work
* discussions with pupils
* ensure continuity and progression throughout the school;
* devise a subject improvement plan;
* provide guidance and support to all staff;
* provide training for all staff on induction and when the need arises regarding;
* attend appropriate and relevant INSET;
* keep up to date with new developments;
* undertake an annual audit and stock take of resources;
* purchase new resources when required and in preparation for the new academic year;
* manage the subject budget effectively;
* undertake risk assessments when required;
* review and monitor;
* annually report to the governing body on the success and development of this policy.

**Role of Teachers**

Teachers will:

* comply with all aspects of this policy;
* work closely with the subject leader to develop this policy;
* devise medium and short term planning;
* develop mathematical fluency, numeracy and mathematical understanding in all subjects;
* develop pupils' spoken language, reading, writing and vocabulary in all subjects;
* plan and deliver good to outstanding lessons;
* plan differentiated lessons which are interactive, engaging, of a good pace and have a three-part structure;
* have high expectations for all children and will provide work that will extend them;
* assess, record and report on the development, progress and attainment of pupils;
* achieve high standards;
* celebrate the success of pupils in lessons
* implement the school’s equalities policy and schemes;
* report and deal with all incidents of discrimination;
* attend appropriate training sessions on equality;
* report any concerns they have on any aspect of the school community.

**Role of Pupils**

Pupils will:

* be aware of and comply with this policy;
* be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
* listen carefully to all instructions given by the teacher;
* ask for further help if they do not understand;
* participate fully in all lessons;
* participate in discussions concerning progress and attainment;
* treat others, their work and equipment with respect;
* support the school code of conduct and guidance necessary to ensure the smooth running of the school;
* liaise with the school council;
* take part in questionnaires and surveys.

**Role of Parents/Carers**

Parents/carers will:

* be aware of and comply with this policy;
* be encouraged to take an active role in the life of the school by attending:
* parents and open evenings
* parent-teacher consultations
* curriculum development workshops
* be encouraged to work in school as volunteers;
* be encouraged to respond to curriculum information newsletter;
* be informed via termly newsletters of their child’s topics;
* asked to provide suggestions and ideas for improving this subject;
* be asked to take part periodic surveys conducted by the school on curriculum development;
* be invited to make presentations to pupils on aspects of this subject area;
* encourage effort and achievement;
* encourage completion of homework and return it to school;
* provide the right conditions for homework to take place;
* expect their child to hand in homework on time;
* join the school in celebrating success of their child's learning.

**Links with ICT**

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

**Inclusion**

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

* from both sexes;
* who have Special Educational Needs;
* who are looked after;
* from minority faiths, ethnicities, travelers, asylum seekers, refugees;
* who are gifted and talented;
* who are at risk of disaffection;
* who are young carers;
* who are sick;
* who have behavioural, emotional and social needs;
* from families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

* more able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;
* gifted children are those who have the ability to do well in more than one subject;
* talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even great obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

**Differentiation**

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

**Special Educational Needs**

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

**Assessment for Learning**

Teachers will:

* carry out continuous assessment;
* use short-term assessments matched to the teaching objectives to adjust their planning;
* make comments in pupil's books related to the teaching objective;
* carry out medium-term assessments to measure progress against key objectives to adjust planning;
* carry out long-term assessment to assess progress against school and national targets;
* administer national tests and assessment in Y2 and Y6;
* carry out tests at the end of Y3, Y4 and Y5;
* use long-term assessments to help them plan for the next academic year;
* inform parents and carers of their child's progress and targets.

**Monitoring and Review of the Subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

* looking at pupils’ work
* subject observations
* pupil discussions
* audit of subjects
* scrutiny of planning
* general curriculum discussions

**Contribution of the Subject to other Areas of the Curriculum**

PSHE is linked to English, Mathematics, Geography, ICT, History, Science, MFL, RE, and Spiritual, moral, social and cultural development.

**Resources**

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

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| * School handbook/prospectus;
* School website;
* Staff handbook;
* Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
* School events;
* Meetings with school personnel;
* Written communications with home such as weekly newsletters and of end of half term newsletters;
* Annual report to parents;
 | * Headteacher reports to the governing body;
* Information displays in the main school entrance;
* Text messages
* Email
* Social media:
* Facebook
* Twitter
* Virtual pin boards
* School blog
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**Training**

We:

* have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
* All aspects of this policy
* National Curriculum programmes of study and attainment targets for all subjects
* Curriculum
* Teaching and learning
* Planning
* Differentiation
* Assessment
* Monitoring and Evaluation
* Special Educational Needs
* Academically More Able, Gifted and Talented Pupils
* Key skills
* Equal opportunities
* Inclusion
* ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
* can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
* have in place evidence for all staff:
* that highlights the knowledge gaps in the training;
* that shows how those knowledge gaps were corrected

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

**Race Disparity Audit**

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

**Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the governing body for further discussion and endorsement.

**See Appendices Documents section on subject page on website**

#### 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.

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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 Bleak Hill Primary School, we allocate dedicated lesson time 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.

**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’.

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’.

At Bleak Hill School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding reproduction, including human reproduction.

We intend to teach this via Science and PSHE.

**Parents’ right to request their child be excused from Sex Education**

“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” DfE Guidance p.17

At Bleak Hill School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

“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” DfE Guidance p. 17

At Bleak Hill Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context and knowing that National Curriculum Science requires children to know how mammals reproduce, we teach this within our Science curriculum, and then later within our PSHE curriculum as part of Relationships and Sex Education as we believe this is most appropriate for our children.

The parent right to withdraw their child is applicable only for Relationships and Sex Education, not Science, due to this being a statutory requirement.

We are of course happy to discuss the content of the curriculum and invite you to contact the school to discuss this further.

**Monitoring and Review**

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to 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.

**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 Bleak Hill 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.

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

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

**Policy Review**

This policy is reviewed every three years or where required to meet needs of the school.

Jigsaw PSHE supplementary 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?



**Relationships Education in Primary schools (Appendix) – 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:

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|  | **Pupils should know…** | **How Jigsaw provides the solution** |
| **Families and people who care for me**  | * 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
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
* Being Me in My World
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| **Caring friendships** | * 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
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| **Respectful relationships** | * 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
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| **Online relationships** | * 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.
* 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.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
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| **Being safe** | * R25what 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.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Changing Me
* Celebrating Difference
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**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:

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|  | **Pupils should know**  | **How Jigsaw provides the solution** |
| **Mental wellbeing**  | * 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.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
* Relationships
* Changing Me
* Celebrating Difference
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| **Internet safety and harms** | * H11 that for most people the internet is an integral part of life and has many benefits.
* 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.
 | All of these aspects are covered in lessons within the Puzzles* Relationships
* Healthy Me
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| **Physical health and fitness** | * 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.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
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| **Healthy eating** | * 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).
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
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| **Drugs, alcohol and tobacco** | * H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
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| **Health and prevention** | * 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 risk of sun damage, including skin cancer.
* 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
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
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| **Basic first aid** | * 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.
 | All of these aspects are covered in lessons within the Puzzles* Healthy Me
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| **Changing adolescent body** | * 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.
 | All of these aspects are covered in lessons within the Puzzles* Changing Me
* Healthy Me
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