



Carbeile Junior School



PSHE (Personal, Social, Health Education) Policy

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

The purpose of this document is to be an umbrella for Personal, Social and Health Education (PSHE) encompassing the new objectives for the Relationships and Health Education.

Context:

Carbeile is a Local Authority maintained junior school with pupils ranging between 7-11 years.

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, at 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.

The aims of Relationships and Sex Education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.

PSHE Ethos

At Carbeile, 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 crucial curriculum area.

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 development opportunities provided for our children.

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Statutory Requirements

As a maintained primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work act 2017.

As stated by the Secretary of State Foreword DFE Guidance 2019 (p.4-5):

‘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.’

‘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’

Here at Carbeile, 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.

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.

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: 0-25 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))

Policy development:

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review- a review was made of the current programme of study and policy in school as well the relevant national and local guidance
2. Staff consultation- all school staff were given the opportunity to take part in a staff questionnaire on the current PSHE/RSE curriculum as well looking at the policy and the opportunity to give any recommendations
3. Parent/ stakeholder consultation- parents and any interested parties were sent the policy as well as any relevant information and given opportunity to voice their opinions
4. Pupil consultation- we investigated what exactly pupils want from their RSE
5. Ratification- once amendments were made-, the policy was shared with governors and ratified.

Definition of RSE

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful friendships
- Online friendships
- Being safe

Whole School Approach:

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in 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 friendships, 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.

We intend to provide many other opportunities, as well as stand-alone explicit PSHE lessons, to promote pupils' development in this curriculum. These include:

- Assemblies
- Core and foundation subject- cross-curricular approach
- Mindfulness sessions
- Playground Leaders
- Buddies
- Peer workshops
- Projects
- Invited visitors (beach safety, cyber-bullying, PCSO, Paul Stephens-Bullying and Alcohol)
- Whole school events/days
- Educational trips and visits
- Residential experiences
- Health and Wellbeing/Mindfulness days
- Lunchtime clubs
- Transition days- both KS1 to KS2 and transition to secondary school settings
- Performances
- Golden time

For more information about the specific objectives of the RSE curriculum, see Appendix 1.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The Governors:

- The head teacher will take the new RSE policy and put it before the Teaching and Learning Committee section of the Governors for their approval.

The Head teacher:

- The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE.

Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the (non-statutory/ non-science) components of RSE

Staff, who have concerns about teaching RSE, are encouraged to discuss this with the head teacher.

Pupils:

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

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’**.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Educations, some 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', and '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 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.

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'.

At Carbeile, we believe children should understand the facts about human reproduction before they leave primary school so we intend to teach the non-statutory aspects of the curriculum to ensure the pupils are fully aware and prepared for the changes adolescence brings.

We define Sex Education as understanding human reproduction and the changes that occur in the human body throughout life.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Before all non-statutory sex education, parents are invited to Carbeile to discuss planned lessons with Year Group Team leaders.

Requests for withdraw should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher.

Alternative work will be given to the pupils who are withdrawn from sex education.

Monitoring and Review

The delivery of RSE is monitored by the SLT along with PSHE through tools such as: planning scrutinies, learning walks, lesson drop-ins.

Pupil's development in PSHE (RSHE) is monitored by class teachers as part of our internal assessments systems.

This policy will be reviewed by subject leader, SLT and Governors annually. At every review, the policy will be approved by the Teaching and Learning Committee.

Equality

At Carbeile, we promote respect for all and value every individual child. We respect the rights 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.

Our delivery of the curriculum will be delivered with a sensitive approach towards all children and their backgrounds.

Protected Characteristics of the school:

At Carbeile, we ensure that the curriculum delivered is age- appropriate and allows children to develop knowledge and a respectful understanding towards those who share the protected characteristics.

In the GOV.UK publication (and linked to Ofsted), "Inspecting teaching of the protected characteristics in schools", it makes it very clear that when a school is inspected, they will want to see that we can demonstrate that no form of discrimination is tolerated and that pupils show respect for the protected characteristics.

These protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

We are dedicated to making our school environment a safe and respectful place to learn and thrive. We keep a record of any racial, homophobic or transphobic incidents that may occur. Our low level of incidents demonstrates the level of respect our children have for each other.

Adhering to the requirements, we will take into account the age and religious background of all pupils, and we will ensure teaching is appropriate to their age and religious background, to make certain that the topics outlined in the statutory guidance are appropriately handled.

The ONLY aspect of LGBT that we will be teaching in Carbeile Junior School at this time, or until we receive further direction, is the following:

There are different types of family groups that exist within society..

We do this by explicit RSHE (Jigsaw) lessons, our RSE and PSHE curriculum and our general every day, morals and values which the children display on a daily basis.

In line with government requirements, and to ensure we are adhering to the statutory requirements of the curriculum, on the 5th of October 2020 we began a consultation period with parents on how we intend to teach in relation to the 'protected characteristics' in the Equality Act 2010. This consultation period ended on the 22nd of October 2020.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive

	<ul style="list-style-type: none"> • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	