



BROADSTONE FIRST SCHOOL



POLICY:

PSHE, Relationships and Sex Education

Author: PSHE Co-ordinator

**Review Body: Broadstone First School
School Standards Board**

Date Adopted: 21st September 2022

Review Date: Autumn 2024

BROADSTONE FIRST SCHOOL

PSHE, Relationships and Sex Education Policy

Our Intent:

At Broadstone First School, we believe our aim is to **prepare children for ‘a life well lived.’** We are passionate about developing the whole child and believe that in order to prepare children for ‘a life well lived’ there are four main pillars that are the foundations or cornerstones of their development. Each of these pillars are equally important in order for us to enable well-rounded individuals.

Knowledge Acquisition - The disciplinary and substantive knowledge to make sense of the world around us.

Preparation for Work - Being ready to successfully contribute to the economy.

Self-agency - The feeling of being in control of our actions and the consequences they have on our lives.

Taking Positive Action - Understanding our place and impact on the world.

We do not know what the future will look like for our children. Therefore, our curriculum aims to prepare our learners for being able to deal with any situation in which they might find themselves. At Broadstone First, we are committed to ensuring our curriculum is built on knowledge.

Introduction

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.

Personal, social, health and economic (PSHE) education is a non-statutory subject, yet is an important and necessary part of all pupils’ education. All schools should teach PSHE, drawing on good practice. To allow teachers the flexibility to deliver high-quality PSHE there is no national standardised frameworks or programmes of study. It is expected that schools use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions (PSHE DfE Guidance, 2020). This policy 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.

This PSHE policy is informed by existing DfE guidance on **Relationships and Sex Education and Health** (Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, June 2019 updated July 2020), **Roadmap to Statutory RSE** (Sex Education Forum/PSHE Association, 2019) **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school

staff, governing bodies and local authorities, revised February 2013). **KCSIE 2022** with specific reference to part 5 - child on child abuse.

Links to these documents:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/roadmap-statutory-rse>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The school is committed to the provision of PSHE and Relationships and Sex Education (RSE) to all its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds.

Aim of the PSHE programme

At Broadstone First School, we have developed a cohesive programme which, alongside the Jigsaw programme, will provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Our PSHE programme will enable children to;

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- To understand and appreciate the diverse society we live in
- Be aware of safety issues:

PSHE Curriculum Content

The full PSHE programme of work can be made available upon request from the School Office. The programme of work covers the following areas:

PSHE & RSE Big Ideas	Topics Covered
Unit 1 – Living in the Wider World	Sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children’s rights and responsibilities, working and socialising with others, and pupil voice.
Unit 2 – Valuing Diversity	Focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone’s right to ‘difference’, and most year groups explore the concept of ‘normality’. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this unit.
Unit 3 – Improving Life Chances	Aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.
Unit 4 – Health and Wellbeing	Covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this unit.
Unit 5 - Relationships	Starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this unit is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.
Unit 6 – Sex Education	Deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or schools and how to cope positively with such changes. Life cycles and human reproduction are also taught in this unit.

Relationships and Sex Education

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 Broadstone First 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, we have mapped our curriculum from Reception to Year 8 and use Jigsaw alongside resources provided by the PSHE Association, to meet the 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.

We have ensured that key guidance in KCSIE part 5 has been cross referenced and that themes such as consent are woven throughout the whole curriculum.

Curriculum Content

The grid below shows specific Relationships and Health learning within each year group

Reception	Growing up: animal lifecycles
Year 1	Boys and girls: naming body parts
Year 2	Boys and girls: body parts and respecting privacy (which parts of the body are private and why this is)
Year 3	How babies grow and how our bodies change as they grow older
Year 4	Internal and external reproductive body parts, body changes in girls and menstruation

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or a member of the Senior Leadership Team, who will explore any concerns and discuss any impact that

withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Drug and Alcohol Education

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Curriculum Content

The grid below shows specific Drug and Alcohol Education learning within each year group

Year 1	Understand that all household products including medicines can be harmful if not used properly. Understand how medicines work in my body and how important it is to use them safely.
Year 2	Understand how medicines work in my body and how important it is to use them safely.
Year 3	Understand the difference between medicines which have been prescribed and other drugs that could be harmful. Know some strategies for keeping myself safe, who to go to for help and how to call emergency services.
Year 4	Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

How is PSHE organised in the school?

We take a whole school approach to the teaching of PSHE, with teachers and Learning Support Assistants playing a very valuable role. We allocate 30 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

Reporting to Parents/Carers

This is done through our parent consultations and summer report.

Monitoring and evaluation

The Senior Leadership Team will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Subject reviews conducted by the Senior Leadership Team

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced throughout – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers

will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE- and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:

- * Parent/carer awareness session
- * Parents'/carers' evenings
- * Involvement in policy development
- * Involvement in curriculum development
- * Information leaflets/displays

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Safeguarding Policy
- Anti-Bullying Policy
- Inclusion Policy
- Behaviour Policy

Training and support for staff

All staff benefit from PSHE training in order to enhance their delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school's Equality Policy.