

Ormesby Village Junior School

PSHE (Personal, Social, Health and Economic Education) Policy

2024

(Including Relationships, Sex and Health Education)

Overview

What is PSHE?

Personal, Social, Health and Economic Education (PSHE) helps pupils to develop the knowledge, skills and attributes needed to make the most of life's opportunities and manage life's challenges.

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.

The DfE states in section 2.5 of the National Curriculum guidance that '*All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.*'

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding (**Children Act 2004**) and community cohesion (**Education Act 2006**). Paragraph 41 of statutory guidance on **Keeping Children Safe in Education**, the Department for Education states that '*schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE...*'

The **Equality Act 2010** also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

What is Relationships and Health Education?

“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.” (DFE guidance, 2019)

“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.” (DFE guidance, 2019))

From September 2020, under the 2017 Children and Social Work Act, Relationships and Health Education are compulsory in all Primary Schools in England.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

DFE guidance states that with regards to **Relationships Education** 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. 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 (See Appendix 2).

Sexual bullying

As part of expected outcomes relating to understanding different types of bullying, through our PSHE/RSHE lessons and/or through assemblies, we aim to improve how sexual bullying is understood. Learning around sexual bullying (such as peer on peer abuse and sexual harassment) are taught to the pupils in class in an age-appropriate way. We teach about the term consent and how to interact with others we have relationships with. We establish overtly that name-calling, particularly that using sexual terminology, is not acceptable. This mirrors how we educate the pupils to other safeguarding concerns, such as Child Criminal Exploitation and appropriate online/social media use.

Should an incident be reported, staff will follow the school safeguarding procedure. Staff will listen, be confidential and sensitive, report and record to external agencies/parents,

offer appropriate support as it is possible that both victim and perpetrator are children, sanction appropriately and continue to educate. Staff have received training and are fully alert to the possibility that it could happen in our Federation. Parents have been involved with our RSE and Anti-Bullying policies and have shared information with them regarding sexual bullying.

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

DFE guidance states with regards to **Health Education** that 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. 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 (See Appendix 2).

At our school, the statutory Relationships and Health Education will be delivered as part of our planned, developmental PSHE education programme.

What is Sex Education?

Although not compulsory in Primary Schools, 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'.

At our school, we believe Sex Education is teaching children about human reproduction from conception to birth. We will also cover emotional aspects and address the portrayal of body image and relationships in the media and online. This will be taught as part of our PSHE education programme. The lessons are age appropriate, taught within a safe learning environment and in a sensitive manner.

Parents/carers have a right for their child be withdrawn from the PSHE lessons where the intention is to teach Sex Education directly. The school will inform parents/carers of this right prior to these lessons occurring. Those parents/carers wishing to exercise this right are invited in to see the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

It is important to note that all other requirements of Relationships and Health education are statutory and are therefore compulsory. This includes learning about the changing

adolescent body which is taught as a statutory requirement of Health Education and is therefore compulsory.

DFE guidance states that pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

At our school, learning about puberty, changing adolescent body and menstrual wellbeing will be taught in the Summer Term for all year groups. The school follows the Jigsaw Scheme of learning. Content will be age appropriate.

In addition, aspects of Sex Education will be taught through the Science National Curriculum which is a statutory requirement and therefore compulsory. The following learning will be covered:

Pupils should be taught to:

- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Our PSHE Education Programme (Including Relationships, Sex and Health Education)

Aims

Our aim is to 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 and develop resilience in doing so. They reflect on their experiences and understand how they are developing personally and socially, addressing many of the spiritual, moral, social and cultural issues that are part of growing up including nurturing physical and mental health.

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.

Curriculum

We use the Jigsaw PSHE scheme of work (which is aligned to the PSHE Association Programmes of Study for PSHE) from Year 3 through to Year 6 as the basis for our curriculum on a two year rolling programme. The Jigsaw PSHE scheme of work is also used at our Infant School, therefore providing continuity.

Jigsaw brings together PSHE education (including Relationships, Sex and Health Education), emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. It offers many opportunities for spiritual, moral, social and cultural development (SMSC), as well as contributing significantly to all strands of the British Values agenda. The Jigsaw scheme of work provides coverage and progression across all aspects of PSHE (including Relationships, Sex and Health Education) and we also use additional resources (such as those from the PSHE Association) to supplement and enhance this.

How is PSHE organised?

Teaching and Learning

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each puzzle to start with an introductory assembly, generating a whole school focus. Additional assemblies also focus on the key themes within the Puzzle piece.

There are six Puzzles (half term units of work) which will be taught by teachers. These puzzles are designed to progress in sequence from September to July. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school with the learning deepening and broadening every year, using resources which are appropriate to the age, ability and maturity of pupils.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| Autumn 1: | Being Me in My World | Includes understanding my own identity and understanding my place in the class, school and global community as well as rights and responsibilities |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity |
| 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 |

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|------------------|---------------|---|
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes relationships, the changing adolescent body and sex education in the context of coping positively with change |

Jigsaw themes are taught through dedicated PSHE lessons and we also look for opportunities to enhance learning through cross-curricular opportunities and through becoming involved in school, community and nation-wide events/activities (such as Internet Safety Day and Anti-Bullying Week). We also promote active citizenship, for example, through our reverse advent calendar where donations are given to local charities and through our sponsorship of a hearing assistance dog. We have an elected school council which represents all pupils in the school as well as providing pupils with additional opportunities for responsibility.

Accessibility

It is our intention that all pupils have the opportunity to experience a programme of PSHE. We will use a range of teaching and learning styles, and promote active learning. Learning opportunities are differentiated where appropriate to meet the needs of all learners, including those with SEND.

Assessment

In order for pupils to feel a sense of pride in their work and for the teacher to have evidence of their progress, each child has a Jigsaw Journal where they can record their work and reflections. Due to the nature of this subject though, many of the opportunities for assessment will be informal and will be made during times of discussion. Jigsaw does provide attainment descriptors for each Puzzle which may help teachers in their formative assessment.

Safeguarding

All staff need to be aware that disclosures may be made during or after PSHE sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that a child may need additional time to talk therefore it is important to allow the time and appropriate staffing for this to happen. If disclosures occur during this, the school's Safeguarding Policy is followed.

Confidentiality

Confidentiality for pupils cannot and must not be guaranteed by staff, as per the school's Safeguarding Policy. If it is believed that the child is at risk or in danger, the school's Safeguarding Policy should be followed. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by a member of staff throughout the process.

Controversial and Sensitive Issues

Staff are aware that views around PSHE related issues are varied. However, while personal views are respected, all PSHE 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 others that may have a different opinion.

Dealing with Questions

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject. A set of ground rules is established prior to the unit of work so that both staff and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions.

Pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their professional skill and discretion before answering questions and will refer to colleagues if they are concerned.

Use of visitors and wider school community

External contributors from the community and from external organisations (e.g. health promotion specialists, school nurses, and community police) can make a valuable contribution to the Jigsaw PSHE programme. Their input is carefully planned and monitored so as to fit into and complement our programme.

Working with parents/carers

Our school is committed to working with parents/carers. Parents/carers are informed of the curriculum and, where relevant, will be provided with additional communication. We welcome the contribution parents/carers can make, including by supporting their children at

home. Any parent/carer can approach the school for further help in matters related to PSHE and their child, and we welcome any questions/feedback parents/carers may have. Parents'/carers' consultations also provide opportunities for discussion.

Pupil involvement

We involve pupils in the development of the PSHE curriculum through our teaching and learning approach, which promotes dialogue and opportunities for reflection, enabling teachers to monitor pupils' views. The PSHE lead will also be instrumental in ensuring pupil involvement in the continued development of PSHE. We also have an active school council who give all pupils a voice in the school.

Equality

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".

In line with our Equal Opportunities Policy, we undertake to promote equality of opportunity for all irrespective of ethnicity, religion, attainment, age, disability, gender, sexual orientation or background, and therefore our PSHE programme will ensure equal access for all.

Monitoring and Review

The Head Teacher and PSHE subject leader are responsible for the monitoring of teaching and learning, and for supporting colleagues in the teaching of PSHE. Staff input will be sought in evaluating strengths and weaknesses in the subject and indicating areas for further improvement. When reviewing our programme of learning and this policy, feedback from staff, parents/carers and pupils will be considered.

The Curriculum Committee of the governing body will monitor this policy on annually. This committee will then report its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee will give serious consideration to any comments from parents/carers about the PSHE (RSHE) programme, and will make a record of all such comments.

The Policy

This policy was produced after consultation with parents/carers, staff and governors.

This policy should be read in conjunction with our: Anti-Bullying Policy, Drug Education Policy, Computing Policy, Science Policy, Safeguarding Policy, Prevent Policy, Equal Opportunities Policy, Racial Equality Policy and our Equality Action Plans.

This policy will be reviewed annually.

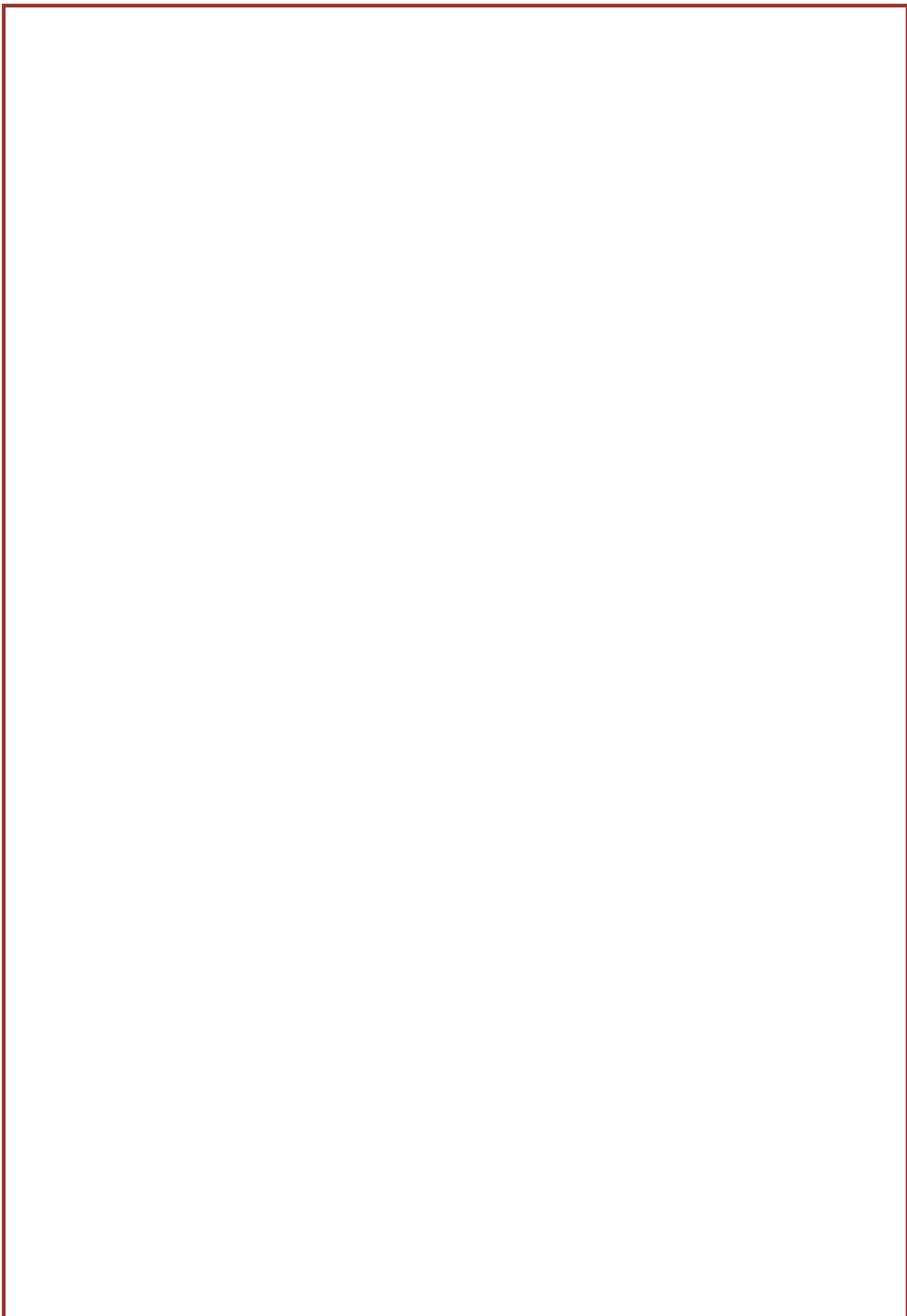
Appendix 1: Relationships Education in Primary schools – DfE Guidance 2019

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 guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
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| Families and people who care for 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 (Marriage in England and Wales is available to both opposite sex and same | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference• Being Me in My World |

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| | <p>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).</p> <ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |
| 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. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |



Appendix 2: 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:

| | Pupils should know | How Jigsaw provides the solution |
|-------------------------|--|--|
| Mental wellbeing | <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference |

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| | <ul style="list-style-type: none"> 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. | |
| Internet safety and harms | <ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 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. 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. why social media, some computer games and online gaming, for example, are age restricted. 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. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Healthy Me |
| Physical health and fitness | <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 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. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). | <p>All of these aspects are covered in lessons within the Puzzles</p> |

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| | <ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals. • 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). | <ul style="list-style-type: none"> • Healthy Me |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Health and prevention | <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Basic first aid | <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me |