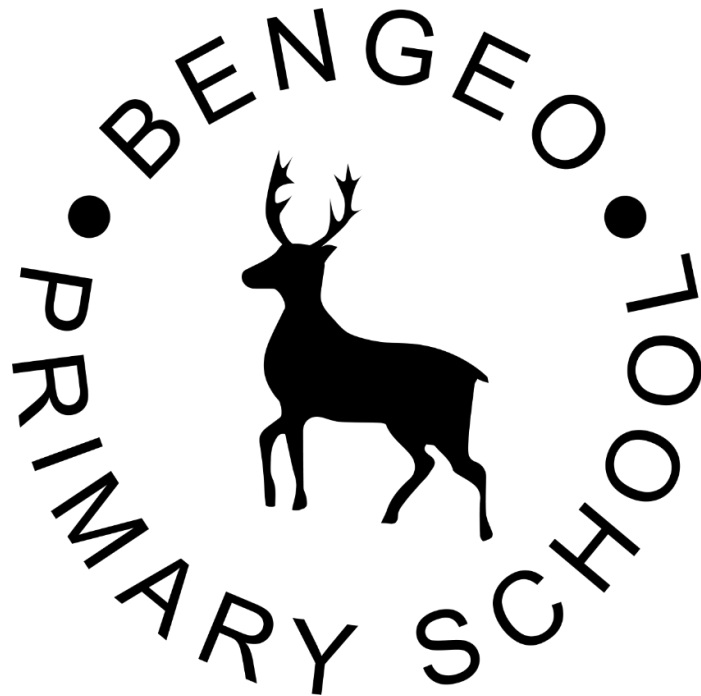


BENGEO PRIMARY SCHOOL



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

Including RSE (Relationship and Sex Education) and Health Education

Reviewed: Summer 2024

Author: Model/J Bartlam & S Day

Authorised by: Headteacher

Next review date: Summer 2026

Purpose

This policy is a working document for teachers in the school. It advises parents, Governors and Inspectors of the principal aims of the teaching of Personal, Social, Health and Economic (PSHE) education in the school and how these aims will be put into practice. The policy is applicable to teaching staff, ancillary staff and pupils.

Aims

Through our teaching of PSHE education, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible members of the community. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective Relationships and Sex Education (RSE) to be a fundamental part of PSHE in supporting pupils to grow into caring, responsible and respectful young citizens. At Bengeo School, RSE is taught within the PSHE education curriculum. We teach PSHE as a whole-school approach within every aspect of school life to underpin children's development as people, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Statutory requirements

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

"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

The Department for Education (DfE) guidance states that all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools continues to be non-statutory, with the exception of the aspects of sex education in the science national curriculum. These are:

- Year 2: children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs.
- Year 5: children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty, including periods.

Other related topics that fall within the statutory requirements for Health Education such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE encourages schools to deliver age-appropriate sex education if they feel their pupils need this information even though it is non-statutory.

“It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. ”

“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.”

We include the statutory Relationships and Health Education and non-statutory Sex Education within our whole-school PSHE programme.

To ensure progression and a spiral curriculum, we follow the Jigsaw Programme of work as our teaching and learning programme and tailor it to children’s needs. The knowledge progression maps (Google Classroom) show how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. Information for parents on statutory requirements are on the school website.

Teaching and Learning

At Bengeo School we teach the PSHE knowledge and skills in a developmental and age-appropriate way. We follow the Jigsaw Programme of work which offers consistency and progression to our children’s learning in this curriculum area. It teaches the British Values within its lessons as well as age appropriate RSE. The knowledge progression maps for each unit can be found on Google Classroom for each year group.

Class teachers deliver the weekly lessons to their own classes. Lessons are adapted when necessary to support the needs of the children or any issues that may arise. The teaching and learning of PSHE supports our school rules: Be ready, Be respectful, Be responsible.

These lessons are reinforced and enhanced in many ways: assemblies, praise and celebration boards, 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.

Classes use chimes and mindfulness activities throughout the week to support children’s wellbeing.

What we teach and when

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 is age-appropriate and 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 the class, school and global community. School rules.
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

Foundation Stage follow the Early Years PSE (Personal, Social and Emotional) Nursery and Reception classes use parts of the Jigsaw scheme to enhance this.

Assessment

At the end of each half term children are assessed on the Jigsaw social and emotional objectives. Assessment takes into consideration the School Rules.

Foundation stage assesses children using the Early Years and Foundation Stage PSE criteria.

Relationships Education

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults. This includes online.

There are five compulsory areas of learning:

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

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 (for example, looked after children).

The Relationships 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 unit 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

Health Education is defined as teaching pupils about physical health and mental wellbeing Health, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Health Education in primary schools covers:

- 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 Healthy Me unit in Jigsaw covers most of the statutory Health Education. Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit in the second summer term. Some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured in lessons through the Calm me time, and social skills are grown through the Connect us activities. Respect and responsibility is enhanced through the School Rules and the Behaviour Policy.

Sex Education

Sex Education is defined as teaching children how human reproduction occurs. This is how we define Sex Education at Bengeo School which includes sexual intercourse, conception and how a

baby is born. It is not about sexual activity. This draws on knowledge of the human life cycle set out in the national curriculum for science.

The DfE guidance 2019 recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education within PSHE (RSE), covering how human reproduction and conception occurs.

Sex Education is taught in the 'Changing Me' unit during the second summer term. As it is non-statutory, parents have the right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

"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

An overview of what is taught in each year group is on Google Classroom in the knowledge progression maps. As Sex Education is taught in an age - appropriate progression from Reception to Year 6 we sign post parents to these maps in summer 1 term so they have a clear understanding of what is being taught in their child's year. There is also a Sex Education overview for years 3-6 on the school's website.

Parents' right to withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/ non-science elements of Sex Education within RSE. The PSHE lessons that teach this through the Jigsaw Changing Me unit are:
Year 4, Lesson 2 (Having a baby)
Year 5, Lesson 4 (Conception)
Year 6, Lesson 3 (Conception, birth)
- Parents do not have the right to withdraw their children from statutory Relationships Education, Health Education or the science curriculum.

If a parent still has any concerns after reading the knowledge progression maps, they should discuss these concerns with the class teacher. The class teacher will explain the content of teaching materials and which lesson they have the right to withdraw their child from if they choose to do so. The impact that withdrawal may have on the child will also be discussed. If the parent still wishes to withdraw their child, this should be put in writing to the Headteacher.

Equality and Diversity

We ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of inclusion, equality and respect. Pupils with special educational needs will be given the opportunity to fully participate in PSHE lessons including RSE, and lessons will be differentiated where necessary to ensure all pupils gain a good understanding appropriate to their age and needs.

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 Bengeo School we value and celebrate religious, ethnic and cultural diversity as part of our community. PSHE education is integral to our school rules and whole curriculum. We explore different cultural beliefs through all aspects of the curriculum. We encourage activities that challenge stereotypes and discrimination by using a range of teaching materials that reflect the diversity of our community and wider world, and encourage a sense of inclusiveness.

"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". DfE guidance p.15

At Bengeo 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 (RSE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'
(Bengeo school website- curriculum- PSHE)

Monitoring

The delivery of PSHE is monitored by the PSHE lead teachers and the senior leadership team. Pupil's progress is monitored by class teachers as part of our internal assessment.

Policy Review

The governing body monitors this policy on an annual basis. Any changes in policy will be communicated to parents and their views will be taken into consideration. These will be

communicated 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 (RSE) programme, and makes a record of all such comments. Governors ensure teaching materials are in accordance with the school's ethos.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

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))

The following documents can be found on our website under Statutory/PSHE:

- Herts for Learning Parents FAQ
- RSE Government statutory guidance
- Jigsaw: A guide for parents and carers leaflet
- Jigsaw: LGBT+ Parent leaflet
- Jigsaw guide for parents
- DfE RSE guide for parents

The knowledge progression maps for Jigsaw can be found on Google Classroom for your child's year group

The full DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers can be found here:

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)