

Shilbottle Primary

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Fun, Respect & Friendship



PSHE and SRE Policy

At Shilbottle Primary we value and respect everyone in our community and work as a team
'Fun, Respect & Friendship – Every Child Matters to Us'

Updated: July 2023

Update due date: July 2025

Shilbottle Primary School

PSHE and SRE Policy

Rationale

Scope and Rationale Under section 78 of the Education Act 2002 schools must provide a 'balanced and broadly-based curriculum' which promotes 'the spiritual, moral, cultural, mental and physical development of children at the school and of society, and prepares children at the school for the opportunities, responsibilities and experiences of later life'. PSHE education makes a major contribution to schools fulfilling this duty. 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.

Maintained schools have further statutory duties to:

- Promote children and young people's wellbeing (defined in the Children Act 2004 as 'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.')
- Promote community cohesion (Education and Inspections Act 2006; Education Act 2002).

PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, health and economic education (PSHE), drawing on good practice'. This policy and associated schemes of work outlines the provision at Shilbottle Primary School.

In addition to the National Curriculum 2014, DfE guidance September 2013 states that PSHE is 'an important and necessary part of all children's education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum and in statutory guidance on: drug education, financial education, sex and relationship

Our PSHE/SRE 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).

Curriculum Drivers

We believe that our children deserve and need us to provide more than just the National Curriculum. We have worked to prioritise the things we wanted our children to experience during their time with us. We use 'drivers' to underpin the work we undertake in all areas of school-life so children can learn and experience what life has to offer. Curriculum drivers are clearly demarcated in the PSHE curriculum overview.

Our Curriculum Drivers:

- World Citizens/ Lasting Legacy
- Our Community
- World of Work
- Exploration and Engagement

Metacognition

Children at Shilbottle, plan, monitor and evaluate their learning and the learning of others, as we believe encouraging children to think about how they learn; the struggles they experience; how they overcome them; and how to apply responses to future learning is essential. When they leave our school, children will have the resilience and tools to be life-long, responsible learners.

Aims of teaching and learning in PSHE/SRE

Our PSHE Curriculum ensures that children are provided with the key knowledge, skills and understanding to benefit themselves, our school and society. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for children, particularly the most vulnerable and disadvantaged.

The definition of PSHE and PSHE education is a school subject through which children develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Our Programme of Study for PSHE education aims to develop skills and

attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

We define PSHE as all aspects of the Shilbottle Primary curriculum and provision that promotes children's personal and social development including their health and well-being.

Aims and Objectives in PSHE/SRE

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To dispel myths, misinformation and prejudice and help children to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

Key principles of our PSHE/SRE programme:

By teaching children to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged children.

1. There is evidence to show that PSHE education can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health.
2. The skills and attributes developed through PSHE education are also shown to increase academic attainment and attendance rates, particularly among children eligible for free school meals, as well as improve employability and boost social mobility.
3. Children will be given opportunities to develop key skills across all areas of a rich and broad curriculum committed to high standards of achievement and endeavour.
4. All members of staff and governors are committed to the successful implementation of this policy. Teachers have a high expectation of children and the children demand a high standard of themselves.
5. We recognise the importance and value of the home/school partnership; the crucial part this plays in the educational development enabling children to achieve their potential.
6. We recognise the importance of partnership with all agencies that are involved in supporting children.

PSHE/SRE Teaching and Learning Using the Jigsaw Programme

At Shilbottle 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 and below:

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 and is delivered in an age appropriate manner.

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 as children reach UKS2.

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.

Teaching PSHE/SRE to Children with Special Needs:

At Shilbottle Primary School we facilitate the teaching and learning of PSHE and SRE to all children, whatever their individual need. Through our PSHE and SRE teaching we provide learning opportunities that enable all children to progress. All learning is differentiated as appropriate to need, with some children accessing specific targets that are linked to PSHE and ECHPs. Where appropriate advice and support from external agencies will be sought. We also offer support through the pastoral senior leadership team for children with specific emotional needs ensuring that the most vulnerable children at our school are supported. We acknowledge that any child at any time may experience life events that lead them to require additional support.

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

At Shilbottle 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.

At Shilbottle Primary School we allocate 1 lesson (approx. 45mins to 1 hour) 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 and relationships SRE

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'.

What Is Sex and Relationship Education?

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Aims and Objectives for Sex and Relationship Education.

The aim of SRE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives and aims of Sex and Relationship Education are:

- To provide the knowledge and information to which all pupils are entitled.
- To clarify/reinforce existing knowledge.

- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

The teaching programme for Sex and Relationship Education

Legal requirements

All schools must teach the following as part of the National Curriculum Science Orders, **parents do not have the right to withdraw their child/children.**

National Curriculum Science Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

National Curriculum Science Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age. SRE involvement

Every child is entitled to receive SRE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children.

It is our intention all children have the opportunity to experience a programme of SRE at a level which is appropriate for their age and physical development with differentiated provision if required.

Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach sex and

relationship education may include fiction, reference books, leaflets and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant. Parental consultation Any parent has a legal right to withdraw their children, either wholly or partly, from receiving sex and relationship education in school, other than sex and relationship education contained within the National Curriculum Science Orders, alternative work would be set.

Controversial and Sensitive Issues

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE 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.

Child Protection

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. G Parnaby/E Harrison/ R Phillips/A Hunt Designated safeguarding leads.

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 Difficult Questions

Both formal and informal answers and in information in SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Staff will exercise professional judgement and may return to answer a question on another date.

Sexual Identity, Sexual Orientation and Equality

This policy will inform the school's Equalities Plan.

At Shilbottle Primary School we promote respect for all and value every individual child. We believe that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context. 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

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”.

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?’

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. Parents do not have the right to remove children from science lessons and we will continue to teach elements of the wider reproductive systems of animals within our science curriculum.

At Shilbottle 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). 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 4 (Conception, birth)

The school will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught. A Parents’ meeting (where appropriate and may be virtually) will also be held in Summer Term 1, where parents will be shown the Jigsaw RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.

We are of course happy to discuss the content of the curriculum and invite you to contact Miss Harrison or Mr Parnaby

Monitoring and Review

Assessing and Monitoring The SRE policy is to be reviewed annually and appropriate amendments to be made where needed. Information from staff, survey results and quantitative data will all feed in to the review of the SRE policy to ensure effectiveness and relevance. The governing body 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.

Policy Review

This policy is reviewed annually and updated bi-annually

Jigsaw PSHE 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?

Included on website.