

Bosmere Community Primary School



PSHE and RSE Policy

January 2020

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Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
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PSHE and RSE curriculum intent

Introduction:

At Bosmere CP school our PSHE (including RSE) curriculum intention encompasses all of our beliefs and values as outlined in our main curriculum intent. The School will deliver a PSHE/RSE curriculum that enables children to become healthier, more independent and more responsible members of society. The School encourages our pupils to play a positive role in contributing to the life of the school and the wider community. 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, using Jigsaw to do so.

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. We have purchased Jigsaw in January 2020 and we are in the process of transgressing over to introducing the teaching scheme to the whole school.

Jigsaw 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.

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.

Intent:

Here, at Bosmere Community Primary School we value PSHE as one vital 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.

By introducing Jigsaw our PSHE curriculum is now intended to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. The School aims to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our RSE teaching intention is for the children to ultimately know how to be safe and healthy and how to manage their academic, personal and social lives in positive ways. The children will learn to understand the importance of mind health and what contributes to good mind health. The children will learn to make informed choices about healthy eating, fitness and their emotional and mental wellbeing. They will have an age appropriate understanding of healthy relationships and will be confident in staying safe from abuse and exploitation. At Bosmere RSE is defined as learning about the emotional, social and physical aspects of growing up, relationships, puberty, sex, human sexuality and sexual health. 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: (appendix 1.2.) 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 and informed to teach PSHE including RSE effectively.

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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Implementation:

In our implementation of PSHE, the School aims to develop the children's sense of self-worth- teaching how society is organised and governed. The School ensures that the children experience the process of democracy in real life situations particularly through participation of the School Council. Children are taught about their rights and responsibilities and they learnt to appreciate what it means to be a positive member of a diverse and multicultural society within 2020.

RSE is also implemented appropriately within the National Compulsory Science Curriculum and the emotional changes, relationships, are taught in line with the PSHE Curriculum.

RSE issues will be taught without a bias and all personal views will be respected. Ground rules will be implemented and revisited frequently.

The School promotes pupil's individuality and identity - our teaching builds on local/cultural links that incorporate PSHE and RSE teaching to become meaningful. Enrichment opportunities provide cultural capital. Our School's well-being acronym B.G.R.E.A.T provides a heading and focus for each half term of learning. BGREAT encourages children to learn how to understand: Beginning, Giving, Relationships, Exercise, Appreciation and to Try something new.

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

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in 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

At Bosmere Community Primary School we allocate the minimum of 30mins (time) 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 when possible.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. For children with differing levels of Special Educational Need teachers personalise and adapt learning as needed. Teachers scaffold learning as appropriate and support children to develop their own understanding at their own level. Appropriate vocabulary is modelled and taught and naturally non-verbal communication is also used. By our strong promotion of Speaking, Listening and Oracy skills the School uses talk for learning to develop a rich vocabulary and clarity in communication. Children talk to adults and their peers freely and with sensitivity – if needed individual conversations are held with children on an individual basis. The School's Pupil Support Officer provides much support to children and families as do the Mental Health Ambassadors. Any issues that arise relating to Safeguarding are reported to the Designated Safeguarding Officers. Bosmere's Behaviour Pathway system allows children to conduct their learning in an appropriate manner.

Monitoring and assessment:

Monitoring may take many forms – including spot lights, 10 minute tours and book looks. Governors are involved and meet with the PSHE /RSE lead termly to discuss development plans, developments within subject leaders roles and the process of teaching and learning. The Curriculum Committee of the governing body monitors this policy on an annual basis. Governors may scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Impact:

PSHE/RSE/Wellbeing have an impact on the life of the school. The PSHE/RSE lead will monitor the teaching and learning of PSHE, oversee and implement the policy and keep updated records of annual action plans to ensure the subject moves forward. The School follows the monitoring cycle in Appendix 1.6. PSHE/RSE is reflected in the values and ethos of our school. The school ethos embodies the values held by the school community and provides the platform for life in the school and beyond the School itself.

Appendix:

- 1.1 Jigsaw PSHE 3-11/12 Content overview – skills progression
- 1.2 Jigsaw's relationship education overview.
- 1.3 Bosmere's Safeguarding policy
- 1.4 Bosmere's Values and Ethos
- 1.5 Bosmere's Behaviour Pathway system.
- 1.6 Monitoring Cycle.

Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes