

Bosmere Community Primary School



PSHE and RSE Policy

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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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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.

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."

“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

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 45mins (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.

Implementing 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.

Implementing 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.

Implementing Sex Education

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'.

At Bosmere School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction, learning about the emotional, social and physical aspects of growing up, relationships, puberty, sex, human sexuality and sexual health. We intend to teach this through our Jigsaw PSHE sessions and Science Curriculum.

Jigsaw defines Sex Education as: Human reproduction, conception and birth.

Human reproduction is taught in a biological way (so that children know accurate facts before they go to secondary school), whilst emphasising the need for babies to be born into loving families.

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

At Bosmere Community 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 3 (Conception, birth)

The school will inform parents of this by writing to parents or carers in the second half of the Spring term that precedes the teaching of the Relationships and Changing Me Puzzle Pieces in the Summer Term. ALL Parents and Carers will be invited to Parent Consultation Sessions prior to the Puzzle Pieces being taught to develop their understanding of the content of teaching, delivery of the lessons and will be able to view materials and resources including video clips.

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 studies. 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
12.01.22	No updates	No updates	No updates KF