

**PSHE (PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION) POLICY
including RELATIONSHIPS AND SEX EDUCATION (RSE)
- JUNIOR SCHOOL**

Owner: PMM
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Introduction

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 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 and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Following the initial consultation with parents by letter in June 2020, the school is committed to working closely with parents, carers and guardians, should future amendments to this policy be considered. This consultation is to ensure that parents have the opportunity to understand the purpose and content of the RSE Curriculum. The policy has been reviewed by the governing body and is informed by the DfE's statutory guidelines requiring us to teach RSE as part of PSHE from September 2020.

At LEH, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives pupils the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives, developing positive relationships with themselves and others. We deliver this through the Jigsaw Primary PSHE programme, which is taught through a spiral curriculum, allowing the pupils opportunities to revisit topics as they move up through the Junior School. The Jigsaw PSHE programme provides an engaging and relevant whole school approach, in a safe learning environment and is underpinned by our school ethos and values

Aims

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 for their own learning.

Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils 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.

Objectives:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including 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 Education in the context of coping positively with change

At LEH Junior School pupils have a 40-minute 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 including:

assemblies, 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.

Form teachers deliver the weekly lessons to their own classes.

Relationship and Sex Education (Relationships, Sex and Health Education)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the ‘*changing adolescent body*’, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014). Whilst Health Education is not statutory in independent schools, if implementing a full PSHE Programme then schools will be teaching Health Education.

Withdrawal from RSE lessons

Parents have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and included within Relationships and Health Education.

At LEH Junior School, puberty is taught as a requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (extended unit with School Nurse and Form Teacher in LII and UII), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we

have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite parents to contact either the Head of Junior School, Science Coordinator or PSHE Coordinator who will guide parents through the curriculum resources and answer any questions.

Co-ordination

RSE will be co-ordinated by the PSHE Co-ordinator and the Science Co-ordinator, in close co-operation with the Director of Studies, the Head of Junior School and all members of staff.

Delivery

- PSHE lessons
- Science lessons
- RS lessons
- Pastoral time e.g. Form Time
- Assemblies
- Visits from School Nurse
- Circle Time

Teaching methods

In the Junior the PSHE curriculum includes topics on ‘Healthy Me’, ‘Changing Me’ and ‘Relationships’ and the scheme includes a range of resource materials relevant to the teaching of RSE. Pupils are encouraged to question and discuss issues during PSHE lessons as well as talk openly with their teachers or the School Nurse when they feel they need to.

Each whole term half-term theme/topic is introduced in PSHE assemblies led by the PSHE Coordinator.

PSHE lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

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...”

At LEH Junior 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 (RSHE) Programme please see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

Staffing

The direct responsibility for teaching RSE mostly rests with those teaching PSHE and Science, whilst some aspects come into PE and RS. However, all teachers are aware of the aims and content of the RSE policy and are expected to take account of it in their planning and teaching.

Liaison with the Senior School

The PSHE and Science Co-ordinators liaise with the nurses in the Junior School and Senior School.

Confidentiality

Staff must be aware that there are issues which cannot remain confidential between teacher and a pupil. In line with the school's Safeguarding (Child Protection) Policy, it is essential that pupils who seek confidential, one-to-one discussion with a teacher are told that anything which is illegal or seriously threatening to the health of that pupil or others must be reported to the Head of Junior School.

Matters which do not infringe legality and/or serious health concerns can be discussed in confidence. It is vital that such confidence is respected. Staff must not make promises which cannot be kept and that the pupil are made aware of this.

Working with parents

The Junior School is committed to working with parents. We understand that the primary role in children's PSHE and RSE lies with parents and carers. At LEH Junior School we aim to build a positive and supporting relationship with the parents through mutual understanding, trust and co-operation.

In promoting this objective, we:

- Inform parents about the school's PSHE and RSE policy and practice
- Answer any questions that parents may have and share useful resources with parents
- Provide curriculum information events, parent talks and newsletters to support the PSHE and RSE themes
- Take seriously any issue that parents raise about this policy or the arrangements for PSHE and RSE in the school

Answering difficult questions

Sometimes a child will ask an explicit or inappropriate question in the classroom. These questions do not have to be answered directly and can be addressed individually later. Individual teachers should use their discretion in these situations and refer to the Head of Junior School, PSHE or Science Co-ordinator if they are concerned.

Use of visitors

We encourage the use of outside visitors such as the School Nurse, parents or health professionals.

Appendix 1

What are the key themes in the teaching of Relationship and Health Education?

Relationships Education

Families and people who care for me

- 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.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

.Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- 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

- 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.

Being safe

- 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

Health Education: Physical health and mental wellbeing

Mental wellbeing

- 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 wellbeing 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 wellbeing
- 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 wellbeing or ability to control their emotions (including issues arising online)

- 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

- 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 know how 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

Physical health and fitness

- 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

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- 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)

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- 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 allergies, immunisation and vaccination

Basic first aid

- 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

Changing adolescent body

- 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