

Paget Primary School
Personal, Social, Health Education Policy - PSHE,
(including Relationships, Health and Sex Education.)

School Context

Paget Primary School is located in the Pype Hayes area of Erdington, Birmingham. We are a two-form entry primary school with a Nursery class and a Resource Base for pupils with ASD. We operate a fully inclusive curriculum and environment, with values at the heart of all we do. The majority of pupils are White British but there is a wide range of other ethnic groups represented and an above average proportion of pupils that speak English as an additional language. The percentage of pupils who have special educational needs and/or disabilities is much higher than the national average, as is the proportion of pupils eligible for the Pupil Premium Funding.

Intent

Through our PSHE curriculum we aim to encourage pupil 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. Subsequently, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing physically, personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They 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.

Through our PSHE programme we will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Keep safe offline and online
- 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 individual
- Know and understand fundamental British values

This policy aims to provide clear guidance for parents, staff and governors and is informed by:

- DfE statutory guidance on Relationships, Sex and Health Education (2021)
- Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017),
- DfE and ACPO drug advice for schools: Advice for local authorities, head-teachers, school staff and governing bodies, September 2012),
- Keeping Children Safe in Education, September 2022
- Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014
- 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)
- PSHE Association:- Programme of Study for PSHE Education (key stages 1-5)
- Education for a Connected World – 2020 edition

Statutory Requirements

Legislation requires all schools to provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

- Under section 78 of the Education Act 2002, schools are required to:
 - Promote the spiritual, moral, cultural, mental and physical development of their pupils and through this the fundamental British values :-democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and religions
 - Prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary, statutory subjects (active from September 2020).

We are confident that our PSHE Curriculum achieves our stated intent and contributes to/achieves the fulfilment of relevant statutory duties, including those within Relationships and Health Education

The Curriculum

Programme of Study Overview

At Paget we have chosen to deliver Personal, Social, Health Education using 'Jigsaw, the mindful approach to PSHE.' Through the Jigsaw programme we will cover each of the areas of PSHE for the Primary Phase at an age appropriate level:-

Term	Topic	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising effective ways of working together
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationship Education in the context of looking at and managing change, including, at an age appropriate time, changes experienced during puberty.

See appendix 1 for more detailed outcomes for each unit.

We believe this programme will

- set suitable learning challenges
- respond to pupils' diverse needs
- overcome potential barriers to learning for individuals and groups of pupils
- promote continuity and progression from prior learning

Although we feel this PSHE programme is comprehensive we are mindful that issues /topics, which should be addressed through PSHE, may well arise which are specific to a certain time or to Paget and its individual cohorts and these will be addressed through additional learning opportunities.

Project Evolve

As part of our teaching and learning around online safety, we have adopted and weaved into our PSHE curriculum aspects of Project Evolve:- a digital literacy toolkit that educates, guides and support pupils through their use of technology in their online life. This work along with the digital literacy curriculum within computing, ensures that we are supporting our pupils with life in an increasingly digital work.

Relationship, Health and Sex Education (RHSE)

At Paget we aim to support our pupils becoming the best that they can be. With this in mind we agree that 'to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. '(DfE guidance 2019) and welcome the introduction of statutory Relationships and Health Education. (DfE Guidance 2019 See appendix 1).

We have chosen to deliver RHSE as part of our timetabled PSHE programme, using 'Jigsaw, the mindful approach to PSHE.', This programme meets the content requirements of the statutory curriculum and ensures that teaching and learning takes place in a progressive and age appropriate way.

Working with parents and carers

The government's latest guidance on RHSE emphasises the importance of schools working in partnership with parents and carers. At Paget we recognise that for the RHSE Curriculum to be effective, we need to

work in partnership with parents and carers: 'seek out and listen to perceptions and opinions of parents and communities, valuing their contribution...ensuring greater understanding and respect within the diverse population of our school.' Subsequently this policy has been reviewed and updated following consultation with all parents and carers, as well as all other stakeholders.

By undertaking and responding to consultation, Paget aims to be sensitive to the cultural and religious needs of pupils and of their parents and to promote confidence within the curriculum. If a parent/carer has any concerns about the Relationship provision we will take time to address their concerns and allay any fears they may have

We will ensure that:

- parents are aware that schools are legally required to provide a broad and balanced curriculum.
- parents are given every opportunity to understand the purpose and content of Relationships and Health Education
- we work closely with parents when planning and delivering these subjects, ensuring they know what will be taught and when
- we will clearly communicate the fact that parents have the right to request that their child be withdrawn from non-statutory aspects of Sex Education
- parents know that RSHE topics can arise incidentally in other subjects, such as Science, Geography, History and RE, and it is not always possible to withdraw pupils from these relatively limited, often unplanned, discussions
- parents and carers have the opportunity to see sample materials used within the teaching of the subject.

Relationship, Health and Sex Education also has clear links with other school policies, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- PE Policy
- Science Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

Staff are aware of the need to refer to these policies when appropriate.

Relationships Curriculum

Relationship Education at Paget Primary School aims to provide pupils with the knowledge, understanding and skills to build 'healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.' (DFE Guidance 2019)

Effective Relationships Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children to understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about online and off line safety.

Programme of Study

The programme will be delivered within a clear morals and values framework, based upon the following principles:

- the value of stable and loving relationships.
- respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- the right not to be abused mentally or physically, by other people or be taken advantage of.
- the right of people to follow their own sexuality, within legal parameters.

Relationship Education involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to Relationship Education will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is educational, rather than one based on propaganda and sensationalism.

The grid below shows a summary of the statutory Relationship Education content for each year group and includes learning from Project Evolve:

Age	
Reception	Family life; making friends; falling out and making up; being a good friend; dealing with bullying;
Year 1	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; safe touch; people who help us; qualities as a friend and person; celebrating people who are special to me; online relationships.
Year 2	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; online relationships; online bullying.
Year 3	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; online bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others;; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; online relationships; being aware of how my choices affect myself and others; awareness of how other children have different lives; expressing appreciation for family and friends; exploring and challenging family stereotypes.
Year 4	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; online bullying; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; showing appreciation to people and animals; being unique; confidence in change; accepting change; self-image and identity; online relationships;
Year 5	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; online bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; online relationships; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation;

Year 6	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; online relationships; online reputation; online bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; self-image, body image; puberty and feelings; reflections about change; choices, consequences and rewards; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility
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Health Education

Under the new statutory guidance Health Education includes substance education, mental health education and safety education.

Puberty including menstruation, is also covered in the Health Education curriculum and is planned to ensure, that as far as possible, it is addressed before onset. This should ensure that both male and female pupils are prepared for changes they and their peers will experience.

At Paget we believe effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values.

- respect for self
- respect for others
- responsibility for their own actions
- responsibility for their family, friends, schools and wider community

Programme of Study

The grid below shows a summary of statutory Health Education content for each year group:

Age	
<i>Reception</i>	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; growth and change; fun and fears; celebrations. growing up -how have I changed from baby to now; body parts; respecting my body and looking after it e.g. personal hygiene
<i>Year 1</i>	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; coping with change; life cycles - animal and human; changes in me; differences between female and male bodies (correct terminology: penis and vagina); respecting my body and understand which parts are private
<i>Year 2</i>	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

	life cycles in nature; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
Year 3	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; keeping safe and why it's important online and off line; respect for myself and others; healthy and safe choices; how babies grow; understanding a baby's needs
Year 4	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones..
Year 5	emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand-washing; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change.
Year 6	facts about legal and illegal harmful substances and associated risk including smoking, alcohol use and drug taking; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; puberty; sexual intercourse and conception; reflections about change;

For more detailed information see appendix 2

Sex Education

The Department of Education has given primary schools the autonomy to determine whether a programme of Sex Education which goes beyond the compulsory Curriculum is appropriate at individual settings. However, 'the department continues to recommend ...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'. With this in mind and following consultation with parents, staff and governors, it is felt that Sex Education should be included in the Curriculum at Paget. Subsequently the following learning objectives, which go beyond the statutory requirements, will be weaved into our Year 6 PSHE programme:

- *The sexual body parts of men and women*
- *Sexual intercourse and conception*
- *Pregnancy to birth*

Withdrawal from Sex Education lessons

From September 2020, parents/carers have the right to withdraw their children from this aspect of the planned curriculum Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or the PSHE lead who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Parents and carers cannot withdraw from any aspect of Relationships or Health Education, including lessons covering the changing adolescent body (puberty).

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around Relationship, Health and Sex education-related issues are varied. However, while personal views are respected, all areas 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 that others have the right to a different opinion.

Both formal and informal discussions around this work, arising from pupils' questions, are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DMS for Safeguarding if they are concerned.

British Values

At Paget Primary School, the promotion of British Values, along with our own School Values is an intrinsic part of daily school-life and the curriculum. British values are also discretely taught and explored during PSHE lessons.

Equalities

Staff are aware that under The Equality Act 2010, they have a duty to ensure that teaching and learning is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBTQ). We believe that inclusive Relationship Education supports staff in fulfilling this duty, as well as fostering good relations between pupils, tackling all types of prejudice - including homophobia - and promoting understanding and respect.

No Outsiders

As part of our work towards meeting the requirements of the Equality Act we use the 'No Outsiders' programme, a series of picture books which explore, in an age appropriate way, some of the protected characteristics identified in the Equality Act, 2010. We believe it also contributes to our work on actively promoting fundamental British values

Through this programme we aim to:-

- support and promote the Equality Act 2010 and British Values
- reduce vulnerability to radicalisation and extremism
- prepare children for a life in modern Britain
- teach children to be proud of who they are while recognising and celebrating difference and diversity
- develop resilience in children
- contribute to a positive school ethos where everyone feels they belong.

Implementation

Many aspects of PSHE at Paget Primary School, including RHSE, is delivered through Jigsaw. This programme brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which can work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals. However, Class teachers are encouraged to tailor lessons to ensure they meet the needs of their specific cohort and maximise learning opportunities.

Each lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory aspects of PSHE Education and the statutory Relationships and Health Education guidance); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. This means that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Pupils demonstrate their learning in a variety of ways.

Our pupils are given the opportunity to work on their Personal, Social and Health skills in all aspects of the curriculum and daily school life. However, the planned PSHE programme is delivered on a regular basis by class teachers in line with the long-term plan (See appendix) and the PSHE policy. Where appropriate, explicit links with other areas of the curriculum will be made.

External Contributors

Although our main programme follows the Jigsaw scheme we are keen to take advantage of external contributors, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers who we believe make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the main programme of learning.

Differentiation and Inclusion

In all planning, activities will be provided to meet the individual needs of pupils. Differentiation will be both by task and outcome as appropriate.

Support and pastoral staff are able to provide additional differentiation by working with designated groups. The format of 'circle time' discussions will be controlled by the teacher to ensure all individuals have the opportunity to fully participate and have their opinions heard.

In line with the requirements of The Equality Act 2010 our PSHE programme is taught so that issues are taught in such a way that does not subject pupils to discrimination and that teaching is accessible to all children including those who are lesbian, gay, bisexual or transgender (LGBT).

Safeguarding and Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. However teachers are aware that disclosures may be made during PSHE lessons and pupils are made aware that if a member of staff feels a child's well-being is compromised this confidentiality will be breached. If this person believes that the child is at risk or in danger, he/she has responsibility to inform a DMS for Safeguarding who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identities of the members of staff with responsibility for Child Protection issues. The child will be supported by the teacher throughout the process.

Assessment and Tracking

Assessment of pupils learning and progress in PSHE is carried out in a range of ways, most of which are qualitative rather than quantitative. Evidence is gathered through pupil conferencing, observing noticeable changes in the way pupils' approach the personal and social aspects of everyday life, through their written work and also through their own self-assessment of their learning. Evidence gathered is used to inform future learning and end of year reports.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules'

are agreed and owned at the beginning of the year and are regularly reinforced. They must include the following aspects:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy
- We understand that if a member of staff feels we are unsafe they will take action, such as speaking to another staff member

Training and support for staff

Consultation with staff indicated the importance of CPD in ensuring confident delivery of aspects of this curriculum, including the importance of an agreed, shared vocabulary. Therefore, support for the teaching and understanding of the PSHE curriculum is incorporated into our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

The role of the Head-teacher and Governing body

It is the responsibility of the Head-teacher and Governors to ensure that, as well as fulfilling their legal obligations,

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- monitors this policy on a regular basis and evaluates the effectiveness of the policy
- gives serious consideration to any comments from parents about the Sex Education programme, and makes a record of all such comments.
- keeps a written record, giving details of the content and delivery of the Sex, Relationships and Health Programme that is taught in the school.
- scrutinises materials to check they are in accordance with the school's ethos.

The Role of the subject leader

The PSHE subject leader will:

- Will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.
- will evaluate the programme's effectiveness through pupil and teacher evaluation of the content and learning processes

- will liaise with external agencies regarding the school Relationships and Education programme and will ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework
- will provide ongoing CPD opportunities to support staff in the effective implementation of the programme.

Policy Review

This policy is reviewed annually.

	Agreed Chair of Governors
Date of review:	2.11.22
Date of next review	3.11.23