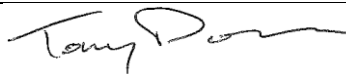




**Be Safe Curriculum/PSHE (Personal, Social, Health Education) Policy
(including Relationships and Health Education statutory from September 2020,
and our position on Sex Education)**

Author/Person Responsible	Safeguarding Lead and Governor
Date of Ratification	10/11/2021
Review Group	C&C
Ratification Group	Children's Committee
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Related Policies	Safeguarding, E-safety, Curriculum
Chair of Governors Signature	

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Context

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.

Be Safe Curriculum/PSHE

At Bowsland Green 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. We refer to this as our Be Safe Curriculum.

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. <https://www.bowsland.org.uk/be-safe-phse-rse/>

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.

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 2021)

"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."

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“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, p.4-5, 2021)

“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, 2021)

“All schools must have in place a written policy for Relationships Education and RSE.”

(DfE Guidance p.11, 2021)

Here, at Bowsland Green Primary School 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.

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).

Whole-school approach

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

General Approach

- Working in partnership with families is recognised as essential in supporting pupils in the development of their understanding of relationships and reproduction.
- 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. (Appendix 1). 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. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.
- An informal opportunity will be given to families each year, In Term 4 (ahead of the teaching in Terms 5 and 6), to come to the school to see the RSE teaching materials including the Curriculum Overviews for each session. This will give families an opportunity to be fully informed to support their children afterwards.
- All aspects of the RSE curriculum will be taught having regard to what is age-appropriate for the pupils concerned and respond to the particular needs of all pupils
- The RSE curriculum will be taught in Terms 5 and 6, in two units, Relationships and Changing Me. Each is taught over 6 weeks with a 40 minute lesson each week with a clear learning focus.
- A member of staff familiar to the pupils will lead all RSE lessons – supply teachers will not be asked to do so.
- Teachers will encourage positive celebration to the variety of family make-ups represented in the school.
- A culture of safety and trust will be promoted in the classroom so that pupils feel confident to ask questions and take part in discussions. Children will also be made aware and agree, through a code of conduct, that this content is to be discussed within these sessions, with teachers or at home, and not with peers from other younger year groups at school.

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- Pupils will be able to post RSE questions in a sealed question box at any time during the term the content is taught.
- Any RSE questions raised by pupils which require more than a scientific explanation or are a sensitive nature will not be answered by teachers but referred to their families for discussion.
- These explicit lessons are reinforced and enhanced in many ways: Assemblies and collective worship, praise and reward system, our non-negotiables, 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.
- The overviews for the units and parent leaflet are available on our school website <https://www.bowsland.org.uk/be-safe-phse-rse/> (Appendix 2, 4 and 5)

Following extensive consultation with families during 2018 and 2019, we adapted the language of this scheme in the units Relationships and Changing Me in certain year groups to ensure that the scheme suits the learners and families in our school community. The edits to the overviews are available on our website.

<https://www.bowsland.org.uk/be-safe-phse-rse/> The edits to individual lessons have been added to the files and a photo copy has been made, to be kept as a master. These will be available to view during an annual resource look during Term 3.

We plan to hold another consultation with families in Summer 2022.

How do we meet the statutory guidance?

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'.

At Bowsland Green Primary School, we aim for pupils to understand the importance of loving and equal relationships. We aim for pupils to develop confidence in talking, listening and thinking about relationships, including celebrating the variety of family make-ups in our community. 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). At Bowsland Green Primary School, we aim for all pupils to have an understanding of how and why their bodies change and to prepare them for puberty, through this unit.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements.

Sex Education

The DfE Guidance 2021 (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'.

The Governors, supported by the Head and the senior team, have decided to retain sex education in the curriculum at Bowsland Green because they believe it is important to help pupils learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. Sex education will therefore be taught progressively, ensuring lessons are always age-appropriate, and designed to give pupils a foundation for further learning in secondary school.

We define Sex Education as having a scientific understanding of human reproduction and birth. Pupils will know the correct names for body parts and how their bodies work.

We intend to teach this through the Jigsaw unit, Changing Me. This will include the important of loving and equal relationships. The National Curriculum Science requires children to know how mammals reproduce; therefore, the scientific content around human reproduction will also be covered in our Year 5 and 6 Science Curriculum.

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, 2021)

At Bowsland Green 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):

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 in the RSE parent communication and resource look, annually, in Term 3. We ask that parents look at the adapted overviews on our school website and explore the resources with the class teacher, before requesting to withdraw by completing the 'Request to Withdraw for RSE Form' and requests submitted to the Headteacher.

The National Curriculum Science requires children to know how mammals reproduce; therefore, the scientific content around human reproduction will also be covered in our Year 5 and 6 Science Curriculum. It is not possible to withdraw with these sessions.

Monitoring and Review

The Children's Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee 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.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2021 (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".

At Bowsland Green Primary 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.

During teaching and learning across the curriculum at Bowsland Green Primary School, there is discussion of different types of families and celebration of the variety of family make-ups. Please see our website for the parent guide, Including and valuing all children. What does Jigsaw teach about LGBTQ relation? (Appendix 3)

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