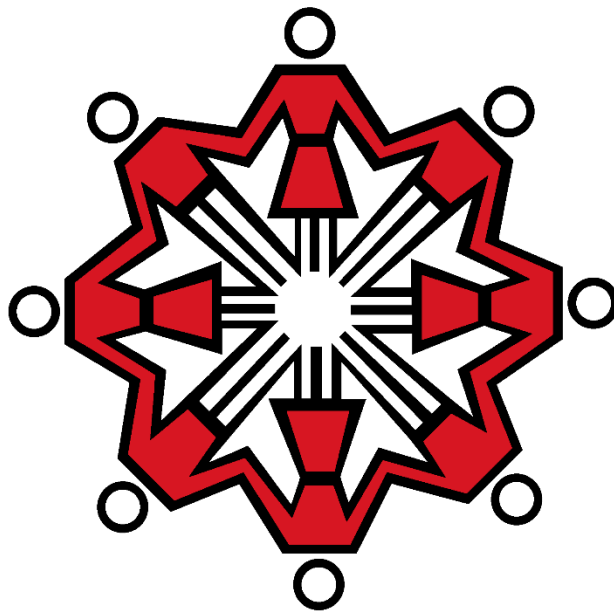


# **ST BENEDICT'S PRIMARY SCHOOL**



## **Personal, Social and Health Education (PSHE) Policy**

## **Part 1: Intent**

### **What is our vision for PSHE?**

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so; we help develop their sense of self-worth.

St Benedict's Primary School is a 'Rights Respecting' school. Children and adults work together to recognise and act upon the rights of the children within our school, our local community and the wider world. We believe that by understanding their own rights, children will learn to respect and value the rights of others. Children learn about rights through the United Nations Convention on the Rights of the Child (UNCRC).

The aims of personal, social and health education are to enable children to:

- be rights respecting citizens who have respect for themselves and for others;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- identify the needs and wants of ourselves and others;
- recognise what is fair and unfair;
- be independent and responsible members of the school community;
- understand what makes good relationships with others;
- talk, give opinions and ask questions about issues that affect themselves and their community

### **Rights Respecting**

As a Rights Respecting School, our philosophy is underpinned by the values and principles of the United Nations' Convention on the Rights of the Child (UNCRC). The Convention sets out the rights of children. These basic rights encompass survival, protection, development and participation. The UNCRC is underpinned by four principles:

1. Non-discrimination
2. Commitment to the best interests of the child
3. The right to life, survival and development
4. Respect for the views of the child

### ***Children are taught the 'A B C D E of Rights'***

- A- Rights are for ALL children.
- B- Rights are there at BIRTH.
- C- Rights CANNOT be taken away.
- D- Rights DO NOT have to be earned.
- E- All rights are EQUALLY important

The whole school community learns about the UNCRC. Each year group learns about the UNCRC and displays are explicitly linked to the UNCRC. All members of the school community are encouraged to be ambassadors for children's rights. Parents and the wider community are included in our work as a Rights Respecting School. Pupils are encouraged to identify themselves as Global Citizens and given opportunities to develop their knowledge and awareness of how they can have a positive impact on the world, now and in the future.

## Part 2 Implementation

### How do we organise and deliver our PSHE Curriculum?

We use a range of teaching and learning styles:

- We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.
- We encourage the children to take part in a range of practical activities that promote active citizenship, such as fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We run a School Council, Peer mediators and Eco Committee to give pupils a voice and democratic role in how our school operates.
- Teaching staff and children democratically agree on codes of behaviour that they expect for the school environment they work within. The school has a consistent approach through our 'Rights Respecting' programme. At the beginning of the school year, children are involved in developing their classroom charter. Charters are drawn up in consultation between children and adults and identify the rights that are most relevant to that situation together with the ways in which adults and children will act in order to ensure that these rights are respected.

*“Creating a charter is a way of making the rights of the child real and meaningful to children. The process of developing the class charter can serve to unite the class. It develops a sense of ownership of the classroom and learning. Once developed the charter becomes a point of reference for the class and once signed by both teacher and students it signifies a shared activity and acts as the ‘social glue’ which binds everyone together.”*

- We regularly organise trips and visits to develop pupils' knowledge of the wider world.
- We run a range of after-school and lunchtime clubs to enable children the opportunity to belong to a range of wider social groups. We use after school clubs to meet children's needs and special abilities, their self-esteem and to develop good relationships with others.
- We do 'Daily Dashboard' activities which give the children the opportunity to learn about issues surrounding PSHE.
- Each week we take part in Votes for Schools where children are able to vote on current topics and learn how to be democratic, respectful and tolerant of others and their opinions
- We offer children the opportunity to hear visiting speakers (often during Health Week and road safety week) such as health workers, police officers and representatives from the local community. The professionals whom we invite into school talk about their role in society and role model a positive and supportive local community and enhance children's knowledge of the wider community.

## **PSHE lessons**

At St Benedict's 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.

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.

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

*"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."*

Secretary of State Foreword DfE Guidance 2019 p.4-5

*"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."*

Here, at St Benedict's Primary 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.

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.

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.

## **What do we teach when and who teaches it?**

### **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.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At St Benedict's Primary School, we allocate 30/40 minutes 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, praise, 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.

## **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.

### **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.

### **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)

*"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 St Benedict's 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), 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.

### **Equality**

This policy will inform the school's Equalities Plan.

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 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 St Benedict's 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.

### **Managing Difficult Questions**

Issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will consider any additional SEND needs, in an objective manner, free from personal bias. Consideration will be given to the potential for small group or 1:1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion is set within the legal framework and pupils should be made aware of the law as it relates to these issues. Pupils are made aware that some information cannot be held as confidential, and understand that if certain disclosures are made, certain actions will ensue. At the same time, pupils will be offered sensitive and appropriate support.

### **Confidentiality and Child Protection**

Pupils will be made aware that some information cannot be held confidentially and will be informed that, if certain disclosures are made, the information may be disclosed to the Safeguarding team. Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, can lead to disclosure of a child protection issue. If a member of staff suspects that a child is a victim of abuse or they have reason to believe that he/she is at risk of abuse they must report concerns to the DSL. Staff must be aware that some students are particularly vulnerable to abuse due to SEND or other concerns. It is only in the most exceptional circumstances that we will handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues should be addressed.

Lessons must ensure that pupils are aware of the school's confidentiality policy.



## **Part 3: Impact**

### **How do we know that our PSHE Curriculum is successful?**

#### **Monitoring**

The PSHE subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in PSHE
- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught.
- Supporting colleagues in the planning, teaching and assessment of PSHE
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources

Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take part termly and will involve:

- Planning and book scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks

#### **Roles and responsibilities**

##### The governing board

The governing board will approve any significant changes to the PSHE policy, and hold the headteacher to account for its implementation.

##### The PSHE lead and Headteacher

The PSHE lead, alongside the Headteacher, is responsible for ensuring that PSHE is taught consistently across the school.

##### Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way without letting their personal beliefs influence their teaching.
- Flagging up to the PSHE lead and the Headteacher if they feel that their personal beliefs may make it difficult to teach any aspect of the PSHE curriculum; and to ask for additional training/support if they find any aspect difficult to teach.
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding sensitively to the needs of individual pupils

##### Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.