



<b>Document title</b>	<b>PSHE (Personal, Social, Health Education) &amp; Relationship Education Policy</b>
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## Document Control Table

Document History			
Version	Date	Author	Note of revisions
1	Spring 2022	Anna Stroud	
2	March 2023	Jess Mills	<ul style="list-style-type: none"><li>• Page 3 and 4 – Our approach to PSHE – order of teaching changed to suit needs of children</li><li>• Page 4 – Removal of ‘Feel Good Friday’</li><li>• Page 4 – Addition of explicit lessons taught for key days</li><li>• Page 5 – Monitoring addition</li><li>• Page 6 – Removal of reference to “Relationship and Sex Education Policy” as incorporated within this policy</li><li>• Appendix 1 – Example of reflection sheet to help with monitoring</li></ul>

## Context

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE (Personal, Social, Health Education) 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

This policy reflects the Relationships & Health Education Statutory Guidance (2020), along with consultation from the PSHE Association, The Jigsaw Scheme of work, the local authority and the Guildford Diocese and reflects the curriculum we provide at Frimley. It also includes our position and approach to Sex Education.

## Aims and outcomes of the curriculum

At Frimley, we believe the health and well-being of our children underpins every aspect of school life. We have a whole-school approach to Personal, Social, Health Education (PSHE) which underpins children's development because we believe in nurturing their internal environment which in turn supports their learning capacity.

The PSHE curriculum aims to:

- prepare pupils for the opportunity, responsibilities and experiences of adult life
- enable pupils to make informed decisions about their well-being, health and relationships
- to build pupils self-efficacy and resilience
- ensure all pupils understand the importance of equality and respect
- respond to the diversity of pupils' cultures, faiths, and family backgrounds
- support pupils to understand and respect our common humanity
- reinforce and reflect Frimley's ethos and values

The PSHE programme (Jigsaw) offers:

- a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning
- a mindful approach to PSHE
- a relevant context to build self-esteem, resilience, confidence, skills and attitudes

## Our approach to PSHE

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'.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included)

<b>Spring 1:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
<b>Spring 2:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement, and loss
<b>Summer 1:</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 2:</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?'

PSHE will be taught for at least one hour each week, taught by class teachers. PSHE knowledge and skills will be taught in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways, through:

- assemblies (Collective Worship)
- the praise and reward system
- the classroom charter
- relationships across the school
- enrichment activities e.g. Healthy Schools Week, Enrichment / Value Days, Anti-Bullying Week, Sports Week and Mental Health /Feeling Good Week, Comic Relief, Children in Need
- the Well-being team

## Relationships Education

Relationships Education (which is a statutory part of the curriculum) provides the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

Key skills include:

- what a healthy relationship looks like
- how to treat each other with kindness, consideration and respect
- the importance of honesty and truthfulness, permission seeking and giving
- the concept of personal privacy
- how to stay safe on and offline (including how to deal with inappropriate messages and images)

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 throughout the year and across the curriculum. The Relationship units in Jigsaw ensure that the Church of England guidance (from *Valuing All God's Children*) for Relationship Education is followed and implemented.

## Health Education

The aim of teaching pupils about physical and mental health and well-being is to give pupils the information that they need to make good decisions about their own health and well-being. It enables them to manage their own well-being and recognise when they or others need help and how to access support from appropriate resources. Physical and mental health and well-being are interlinked, and it is important that pupils understand that good physical health contributes to good mental well-being, and vice versa. Puberty including menstruation and physical and emotional changes and understanding and managing feelings, is covered inclusively within Health Education and will, as far as

possible, be addressed before the onset of puberty. This helps to ensure that all pupils are prepared for changes they and their peers will experience. Teaching children about puberty is now a statutory requirement which sits within the *Changing Me* Puzzle (unit).

## **Sex Education**

At Frimley we have a sex education programme tailored to the age and the physical and emotional maturity of our pupils. Although it is not compulsory in schools, it is recommended by the DfE 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 Frimley, we define sex education as being 'human reproduction'. It is our intention, at Frimley, to teach human reproduction and puberty holistically through the statutory Science and PSHE curriculums which will include: learning about the main external body parts, the human body as it grows from birth to old age (including puberty), the human life cycle and reproduction including basic information about IVF.

Parents have the right to request that their child is withdrawn from some or all of sex education (human reproduction). As such, we will inform parents/carers prior to the lessons which explicitly teach 'human reproduction'. Parents are also consulted with the materials for sex education.

## **Monitoring**

We ensure that all pupils have equal access to the programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. The Relationships, Health and PSE Education Leader, along with the Mental Health leader and Well-Being Team, will monitor the content and delivery of the curriculum through the examination of teaching flips and slides and book looks. Feedback will be given on a regular basis, with knowledge and ideas being shared through Continual Professional Development sessions in staff meetings. The children will self and peer review and assess their understanding through the use of the formative assessments and these will be recorded in their learning books. Children will reflect on their learning at the end of each lesson which will be used to inform the upcoming learning (appendix 1).

## **Links to DfE guidance:**

- *Keeping Children Safe in Education*
- *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)
- *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))

## **Links to other guidance:**

- The Church of England's: *A Charter for Faith Sensitive and Inclusive Relationship Education, Relationships and Sex Education (RSE) and Health Education (HSE)*
- The Church of England document: *Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying* (Church of England Education Office, second edition updated summer 2019)

**Links to Frimley policies:**

- Behaviour Management Policy
- Health and Safety Policy
- Child Protection and Safeguarding Policy
- Equality Information and Objectives
- Anti-bullying Policy
- Intimate Care Policy
- Whistleblowing Policy
- Special Educational Needs and Disability Policy
- Children in Care and previously CiC Policy

**March 2023**

Appendix 1

<b>Relationships Puzzle Piece 1 – Recognising Me</b>	<b>Confident</b> (I understand this)	<b>I'm Getting there</b> (I need a little more help)	<b>I need to work on this</b>
Have an accurate picture of who I am as a person (characteristics and personal qualities)			
How to keep building my own self-esteem			
<b>Reflection</b>			