



**Personal, Social and Health Education Policy which includes
Relationships and Sex Education and Drugs and Alcohol Education
The Round House Primary Academy
2022**



Rationale:

Personal, Social and Health Education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become responsible citizens. The children are encouraged to take part in a range of activities and experiences across the curriculum, contributing to the life of the school. In doing so, they learn to recognise their own worth, work well with others, become resilient and become increasingly responsible for their own learning. The children learn to understand and respect similarities and differences between different cultures and beliefs so that they can go on to form effective relationships that are an essential part of life.

At the Round House Primary Academy, we feel that it is the responsibility of all members of staff to promote and encourage the development of the children's personal and social skills. As such, we have recently chosen to adopt a PSHE program called Jigsaw. Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn.

Aims:

- To promote the spiritual, moral, cultural, mental and physical development of children.
- To provide knowledge to help children understand their own and other's rights in the world in which we live.
- To prepare children for the responsibilities of later life.

Objectives:

To enable the children to:

- Know and understand what constitutes to a healthy lifestyle.
- Be aware of safety issues.
- Understand what makes for effective relationships with others and develop good relationships with others.
- Have respect for others regardless of race, gender and mental/physical disability.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Play an active part in decision making.
- Develop self-confidence and self-esteem.
- Develop positive learning behaviours.

To ensure staff are provided with CPD and training on up to date initiatives within school.

Teaching and Learning:

PSHE is taking place all the time within school. It is reflected in the ethos of the school, the nature of relationships with, and between staff and the displays in school. Staff also teach PSHE in class, small groups and support groups where necessary.

It is taught in the following ways:

- In the classroom as a discrete subject.
- In the classroom as part of the broader curriculum.
- In assemblies.
- On school visits and residential trips.

- By visitors to school.
- Through curriculum enrichment, e.g. the completion of the 'fiver challenge'.

In the EYFS, PSHE is referred to as PSED (Personal, Social and Emotional Development). The early learning goals involve the children learning about keeping safe and secure, developing an understanding of what is right and wrong and considering the consequences of their own actions towards other people. They also begin to recognise the importance of keeping healthy and those things that can contribute to a healthy lifestyle.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are asked to add how they are feeling to their class feelings box, which enables staff to follow up with a suitable enquiry into their concerns.

During KS1 and KS2, learners build upon the skills, attitudes and values, knowledge and understanding they have already acquired in the EYFS. PSHE offers learning opportunities and experiences which reflect their increasing independence and physical and social awareness. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. PSHE education assists pupils to cope with changes at puberty, introduce them to the wider world and enables them to make an active contribution to their communities.

There are six puzzles in Jigsaw that are designed to progress in sequence from September to July. Each puzzle has six pieces (lessons) which work towards an 'end product'. Each piece has two learning intentions: one is based on specific PSHE learning (covering the national framework for PSHE, enhanced to address children's needs today) and one is based on emotional literacy and social skills. Jigsaw 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. Every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each piece and balanced across each year group.

PSHE is delivered through 6 core themes using the Jigsaw scheme of work:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

Through assemblies and in specific PSHE lessons, we promote the fundamental British values. Staff support the children to both understand them and apply them to everyday life. These include;

- **Democracy** – An understanding of how citizens can influence decision-making through the democratic process.
- **The Rule Of Law** – An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety.
- **Individual Liberty** – An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.
- **Mutual Respect** – An understanding of the importance of identifying and combatting discrimination.
- **Tolerance of Those with Different Faiths and Beliefs** – An acceptance that other people have different faiths or beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

Sensitive and controversial issues are certain to arise in learning from real-life experiences. Staff will need to be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Staff will take all reasonable steps to ensure that, where political or controversial issues are brought to children's attention, they offer a balanced presentation of opposing views. Staff will also adopt strategies that seek to avoid bias on their part and will teach children how to recognise bias and evaluate evidence. Staff will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held by others.

Planning:

In planning the PSHE curriculum, staff offer:

- A climate that encourages a high level of interest for all children.
- Opportunities for personal, social and health development through individual work, group work, discussion and role-play.
- Involvement in a range of problem solving activities.
- Active participation in the community served by the school.

Monitoring and Evaluating:

This will include:

- Observations of PSHE lessons.
- Book/folder scrutinies.
- Pupil conferencing and gathering pupil voice.
- Staff meetings to ensure consistency of approach, standards and expectations.
- Peer observations and 'book looks' to encourage a collaborative approach.
- Relevant staff CPD and training are put into place as a result of any monitoring and to ensure staff are kept up to date with new initiatives.

Cross Curricular Links:

Where not directly taught as a discrete subject, PSHE is taught in the following cross-curricular areas:

- Literacy - enquiry/communication skills, stories illustrating aspects of PSHE, persuasive writing and letter writing.
- Numeracy - probability, problem solving and aspects of financial capability.
- Science - drugs/medicines, healthy lifestyles, safety issues and care for the environment.
- Design and technology - health and safety, healthy eating, generating ideas and use of technology.
- ICT - communication using the internet, checking for appropriateness/relevance of sources and use/misuse of ICT.
- History - reasons for and results of historical events, situations and changes within societies, significant people/events/ideas and experiences from the past.
- Geography - environmental issues, land use, locality studies and comparing localities.
- Art - reflecting on/responding to ideas and experiences through works of art, craft and design from different times and cultures.
- PE - health and safety, development of social and personal skills through team/individual activities, games and sports.
- Music - appreciating and building upon musical abilities and valuing the expression of cultural diversity.
- RE - moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

Pupil Assessment:

PSHE is based on many discussions. Teachers will assess children throughout the sessions through the use of formative assessment. Jigsaw has an assessment task with each puzzle which can be used at the discretion of the teacher.

Equal Opportunities:

We aim to ensure that all pupils have equal access to the teaching of PSHE at a level appropriate to their age and needs. For children who are identified as requiring extra support, these are identified within phase meetings, staff meetings and pupil progress meetings and support is put in place with consultation from the SENDCo.

Relationships Education:

The Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education England Regulations 2019 have made RE compulsory in all primary schools from September 2020. As RE is a statutory part of the school's curriculum, parents may not withdraw their children from these lessons.

RE teaches the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with peers and adults. This begins with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning, children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness and the concept of personal privacy. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, staff also talk explicitly about the features of healthy friendships, family relationships and other relationships which the children are likely to encounter. Drawing attention to these in a range of contexts, enable children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any negative relationships should they encounter them. When teaching relationships content, staff will address online safety and appropriate behaviour in a way that is relevant to children's lives.

Teaching about families requires sensitive and well-judged teaching based on knowledge of the children and also their circumstances. Families of many forms provide a nurturing environment for children. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, in order to reflect sensitively that some children may have a different structure of support around them.

RE also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through both RE and RSE, we will teach children the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be focused on boundaries and privacy, ensuring that the children understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and their families, in all contexts, including online. Children should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support the safeguarding of children.

Relationships and Sex Education:

RSE is an important part of PSHE education. It helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Effective RSE can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain relationships. It also enables children to make responsible and informed decisions about their health and well-being. We have a responsibility for safeguarding and a legal duty to promote children's well-being (Education and Inspections Act 2006 Section 38).

The Equality Act 2010 covers the way the curriculum is delivered, as schools must ensure that issues are taught in a way that does not subject children to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between children, tackle all types of prejudice, including homophobia, and promote understanding and respect.

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' puzzle:

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
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1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these (penis, testicles and vagina) Respect my body and understand which parts are private.
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles and vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals.
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings.
4	Piece 2 Having a Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen to me during puberty.
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive.
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby.
	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship. Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.

Parents/carers have the right to withdraw their children from all or part of the RSE provided at school except for those parts included in the statutory National Curriculum for Science. The National Curriculum for Science includes subject content in the following areas; the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. This is made clear to all parents ahead of the RSE teaching (second half of the summer term). Those parents/carers wishing to exercise this right are encouraged to speak to the head teacher 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 RSE programme until the request for withdrawal has been removed by their parents. Alternative work will be set for children who have been withdrawn from the RSE lessons. However, in view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any child will be excluded from discussions of RSE matters which arise outside of specific sex education lessons.

All parents are informed prior to RSE sessions starting. All teachers are available to talk to about issues, concerns and the head teacher is available if parent/carers feel it necessary. It is extremely important that the school and parent/carers work together.

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class is vital to successful and effective teaching and learning within this subject. A set of ground rules is established

prior to the unit of work so that both staff and children are working within a safe environment where they will not feel embarrassed or anxious during discussions. For some content, boys and girls are taught separately as it is believed that this may allow both groups to ask questions which they may not in a mixed sex class. Questions raised by children are to be answered honestly and with a degree of detail appropriate to the child's age and stage of development. Staff will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where children's questions require a response that goes beyond the prescribed programme of study for the year group, they will be encouraged to ask the question at home. Where appropriate, staff will discuss a child's concerns with the child's parents. Staff are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue. The usual standards of confidentiality between the child and staff member will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads (Mrs T Bryden and Miss S Roberts) will be informed. If the DSLs are not able to be contacted, another member of the Senior Leadership Team will be consulted. No staff member should ever promise confidentiality to a child, as per the school's Safeguarding Policy.

Drugs and Alcohol Education:

This policy uses the definition that a drug is 'a substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'drugs' includes all illegal drugs, all legal drugs including alcohol, tobacco and volatile substances which can be inhaled and all over the counter and prescription medicines.

Effective Drugs and Alcohol Education (DAE) can make a significant contribution to the development of the personal skills needed by children as they grow up. It also enables children to make responsible and informed decisions about their health and well-being.

The DAE 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.

The grid below shows specific DAE learning intentions for each year group in the 'Healthy Me' puzzle:

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	Understand how medicines work in my body and how important it is to use them safely. Feel positive about caring for my body and keeping it healthy.
3	Piece 3 What Do I Know About Drugs?	Tell you my knowledge and attitude towards drugs. Identify how I feel towards drugs.
4	Piece 3 Smoking	Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.
	Piece 4 Alcohol	Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others.
5	Piece 1 Smoking	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Make an informed decision about whether or not I choose to smoke and know how to resist pressure.
	Piece 2 Alcohol	Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.
6	Piece 2 Drugs	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart. Be motivated to find ways to be happy and cope with life's situations without using drugs.
	Piece 3 Alcohol	Evaluate when alcohol is being used responsibly, anti-socially or being misused. Tell you how I feel about using alcohol when I am older and my reasons for this.

Staff members are aware that views around DAE related issues are varied. However, while personal views are respected, all DAE issues are taught without bias. Topics are presented using a variety of views and beliefs so that

children are able to form their own, educated opinions but also respect that others have the right to a different opinion. Children's questions about DAE are answered according to the age and maturity of the children concerned. Questions do not have to be answered directly and can be addressed individually later.

Roles and Responsibilities:

This policy was written by the PSHE team and SLT. Its implementation is seen as the responsibility of all members of staff and will be supported and monitored by the PSHE subject leaders on behalf of the headteacher and governors.

Links to Other Policies:

- Equal Opportunities Policy.
- Special Educational Needs Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- Safeguarding and Child Protection Policy.
- Religious Education Policy.
- Physical Education Policy.
- Science Policy.

Agreed by the DLPT: Summer 2020

To be reviewed: Summer 2024