

PSHE Policy

[Paragraph 2, Part I ISSR]

Bablake Junior School

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Related Policies, Procedures, and/or Documentation	<ul style="list-style-type: none"> ▪ British Values. ▪ Counter Terrorism Act 2015. ▪ The Prevent Duty. ▪ PHSE Guidance, Department for Education, www.Gov.UK. ▪ The PHSE Association. ▪ Life Choices Curriculum ▪ RSE Curriculum
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VERSION HISTORY

Version Number	Amendment(s) Or Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	October 2023	Formal Review and Approval at Full Governing Board
1.1	Update	April 2024	Updated Role Descriptors / Titles; New branding, minor formatting [no core content change].

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1 Statement Of General Principles

Personal, social, health and citizenship education (PSHE) is compulsory in independent schools and encompasses all areas designed to promote children's personal, social, and health development.

Its purpose is to give children the knowledge, skills and understanding that they need to stay healthy and safe; develop worthwhile relationships; respect differences and diversity; develop independence and responsibility; prepare to play an active role as citizens by becoming morally and socially responsible and to make the most of their own abilities and those of others.

PSHE is very closely linked to Social, Moral, Spiritual and Cultural development (SMSC). Explicit opportunities to promote pupils' development in these areas are provided for in the framework for personal, social and health education (PSHE).

2 Content of PSHE

We believe that PSHE Education is central to the educational entitlement of all of our children. Although it will be taught in part through discrete lessons, elements of PSHE permeate all aspects of school life. During Key Stage 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years Foundation Stage.

PSHE education offers learning opportunities and experiences, which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. It is important to remain flexible as events such as bereavement might require learning to be drawn from other Key Stages. PSHE education assists pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our PSHE curriculum covers the following core themes as a spiral curriculum that builds on learning each year. These units are aligned to the DfE statutory requirements for Relationships Education and Health Education:

- 1. Me and My Relationships**
- 2. Valuing Difference**
- 3. Keeping Safe**
- 4. Rights and Respect**
- 5. Being my Best**
- 6. Growing and Changing**



3 Relationships Education, Relationships and Sex Education 2020

From September 2020, all primary schools must deliver Relationships Education. This will be taught through our PSHE provision.

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly based curriculum which:

- 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.

Relationship Education is defined as learning about the many strands of relationships and growing up, including family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

We believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and live safely and happily in the modern world.

We highly value the partnership between school and home and will promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community through our Relationships curriculum.

4 Relationship and Sex Education (RSE)

RSE is taught in years 3 ,4, 5 and 6.

At Bablake we interpret sex education to mean puberty, conception, contraception, reproduction and birth. All of these themes, with the exception of conception and contraception, are included within either statutory Health Education or National Curriculum Science.

The statutory RSHE guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet.

The DfE statutory guidance states (p. 23) the following in relation to Sex Education:





"The national curriculum for science also includes subject content in related areas, such as 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."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore 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."

Naming parts of the body, including genitalia, comes under statutory Relationships Education, within the Being Safe unit; requirement number 7: 'How to report concerns or abuse, and the vocabulary and confidence to do so: It also comes under National Curriculum Science where children are required to be able to name the external body parts and so is again statutory.

We follow the SCARF suggested units for RSE which is in line with the Statutory Health Education and National Curriculum Science.

❖ **Year 3** learn:

- That babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that for girls, periods are a normal part of puberty.

❖ **Year 4** learn:

- Identify parts of the body that males and females have in common and those that are different;
- Know the correct terminology for their genitalia;
- Understand and explain why puberty happens.
- Recognise that babies come from the joining of an egg and sperm;
- Explain what happens when an egg doesn't meet a sperm;
- Understand that periods are a normal part of puberty for girls;
- Identify some of the ways they can cope better with periods.

❖ **Year 5** learn:

- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens;
- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.

❖ **Year 6** learn:

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Suggest strategies that would help someone who felt challenged by the changes in puberty;
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety. Identify the changes that happen through puberty to allow sexual reproduction to occur;





- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, **except for the objectives included in National Curriculum Science.**

Those considering the option of the right to withdraw are asked to speak with form teachers in the first instance or Miss Maudlin, PSHE Coordinator, or Mr Honey, Head.

5 Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead.

Safeguarding lead: Lorrian Holder (Deputy Head Pastoral).

Visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

6 Protected Characteristics

All PSHE lessons encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. This stated that it is against the law (UK) to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

The PSHE curriculum is designed to help children understand these characteristics focusing on similarities and differences whilst teaching about diversity, such as disability, racism, power, friendships, and conflict. Pupils will learn:

6.1 Year 3:

- Recognise that there are many different types of family;
- Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
- Explain that people living in the UK have different origins;





- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
- Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together;
- Recognise the factors that make people similar to and different from each other.

6.2 Year 4:

- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Understand and identify stereotypes, including those promoted in the media. Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Give examples of features of these different types of relationships, including how they influence what is shared.
- Understand that humans have rights and also need to respect the rights of other;
- Identify some rights and also need to respect the rights of others that come with these rights.
- Identify ways in which everyone is unique;
- Appreciate their own uniqueness;
- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
- Recognise that marriage includes same sex and opposite sex partners;
- Know the legal age for marriage in England or Scotland;
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

6.3 Year 5:

- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Describe the benefits of living in a diverse society;
- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.
- Understand and explain the difference sex, gender identity, gender expression and sexual orientation.
- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped
- Define the differences between respect, rights and duties;
- Identify the impact on individuals and the wider community if duties are not carried out.

6.4 Year 6:

- Know that all people are unique but that we have far more in common with each other than what is different about us;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;





- Demonstrate ways of offering support to someone who has been bullied.
- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.
- Understand and explain the term prejudice;
- Identify and describe the different groups that make up their school/wider community/other parts of the UK;
- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

7 The Prevent Strategy

In accordance with the Counter-Terrorism and Security Act 2015, we have a duty to "have due regard to the need to prevent people from being drawn into terrorism". This strategy is designed to stop people becoming terrorists or supporting terrorist or extremist causes. It covers all types of terrorism and extremism, including the extreme right wing, violent Islamist groups and other causes.

This means we have a responsibility to protect children from extremist and violent views the same way we protect them from other dangers.

Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

7.1 Prevent Strategy Provision

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

As part of our PSHE Programme of Study, these include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they cannot access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

8 British Values

Schools have been required to promote Fundamental British Values since 2014, and this is taught within PSHE and will continue to be part of our response to the Prevent strategy.

British values include:





- Democracy
- The rule of law
- Individual liberty and mutual respect
- Tolerance of different faiths and beliefs

9 Planning, Teaching and Learning for all areas of PSHE

PSHE Education will be taught through half termly topic. We follow a spiral curriculum which builds on pupils' prior learning in previous years.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help Keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Objectives for each unit will be taught using a combination of:

- Discrete timetabled sessions;
- Teaching PSHE through other subject/curriculum areas (e.g. Science, Literacy, History, P.E. and assemblies);
- School events and activities (e.g. off site visits and school celebrations).

Teachers provide learning opportunities that are matched to the individual needs of all children. Special consideration will be given when teaching particularly sensitive content and staff will be fully aware of the children in their class and how they might relate to the lesson content. We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential relating to the lesson content, an opportunity will be provided.

We use a range of teaching and learning styles. We place emphasis on active learning by including children in discussions, investigations, and problem-solving activities.

Pupils will complete work in a reflective PSHE Journal with the aim that children have a safe space to engage with topics and reflect on their own experiences.



As they move through school, we encourage children to take part in a range of practical activities that promote active citizenship. For example, charity fundraising.

10 Differentiation

Throughout their school career children will be at different levels of maturity, will have varied life experiences and a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as bereavement and drug education, the teacher needs to ensure that the teaching point is conveyed in language that is accessible and appropriate to the children.

Teachers may need to use different resources, activities or provide specific support depending on the needs of their pupils. The programme should be broad and balanced and provide for pupils' different learning styles.

Pupil PSHE Journals will be focused on reflection and pupil engagement rather than outcomes. Pupils will be encouraged to approach tasks in an open and considered manner.

11 Additional Pastoral Care Arrangements

At Bablake Junior School, we aim to develop all abilities of pupils, including their personal and social skills, especially if these are not strengths. We aim to create an environment in which children are taught to relate well to each other and where differences of all kinds, including ability, are accepted. We recognise that some children may need extra support to meet their individual needs. This is provided through additional arrangements such as Friendship Groups, Draw and Talk, or specific types of behaviour approaches.

12 Resource Management

At Bablake Junior School we use the SCARF curriculum. Unit overviews can be found on the SCARF website and on the school central drive.

All resources are held centrally on the school drive, but additional resources may be held by individual teachers and the PSHE co-coordinator. All resources are reviewed annually. All staff follow the scheme of work provided by SCARF and edited by the PSHE Coordinator.

12.1 The Role of the Subject Leader

- Ensure statutory objectives for Relationship Education (2020) are included within our PSHE provision.



- Lead policy development and implementation.
- Plan and lead staff training.
- Advice and support colleagues.
- Draw up key stage subject plans.
- Develop in depth knowledge of their subject and keep up to date with developments.
- Arrange for relevant advice and information from courses to be disseminated
- Create a portfolio of evidence to monitor progression and attainment
- Manage resources.
- Be an exemplar.

13 Review

This policy will be reviewed in accordance with the policy review schedule at least every 2 years, or sooner if required.

END

