



Chad Vale Primary PSHE (Personal, Social, Health, Economic) including statutory Relationship, Sex Education (RSE) Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Mr. Pritesh Patel
School adoption date:	May 2022
School's review date:	May 2023

CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our schools' commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. This policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

Article 3: The best interests of the child must be a top priority in all things that affect children.

Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

POLICY STATEMENT

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.



At Chad Vale 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.

INTENT

At Chad Vale Primary School we want our pupils to be happy, kind and unique. We encourage children to appreciate each other and be polite and helpful young people. It is our intent, that within a modern, social culture, we will prepare children with the skills and resilience required to be a confident and responsible citizen.

Alongside parents, we will aim to nurture the development of personal aspirations and to recognise their goals and potentials in life. By providing a safe environment for children, we will also encourage children to take risks and not be afraid of failure or mistakes; instead, celebrating the learning they can take from these 'setbacks'.

Children's mental health is of paramount importance to us and we want children, parents and carers to know where and how to access appropriate help.

Through our curriculum, our school environment, our school ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical well-being and help them to form and maintain worthwhile and satisfying relationships, based on RESPECT for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues. Pupil voice lies at the heart of our school and the curriculum and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making.

In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at Chad Vale Primary School develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

IMPLEMENTATION



At Chad Vale Primary School, the emphasis placed on both PSHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the PSHE framework receive appropriate focus and emphasis:

Special Awards: All pupils at Chad Vale Primary School have the opportunity to be awarded Star, Learner or Writer of the week certificate. Awards (in the form of stickers) are given by the Assistant Head Teachers, Deputy Head Teacher and Head Teacher when pupils complete work of an exceptional individual standard or reach personal targets.

School Council: The School Council at Chad Vale Primary School is made up of pupils from Year Groups 1-6 with four pupils from each year group. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also co-ordinates all fund-raising activities in school.

Positions of Responsibility: At the start of each academic year pupils are encouraged to apply for the many roles and responsibilities on offer. Pupils in Year 6 are encouraged to apply for the important Leadership positions of Pupil Governor. Whilst pupils from across the school are encouraged to apply for a wide range of opportunities. Pupils can apply for a position of responsibility that reflects their personal interests and allows them to play an active part in the life of their school.

Extended Curriculum Opportunities: At Chad Vale Primary School we recognise that the development of the whole child does not stop at 3.30pm. Through the provision of a wide range of after school clubs, pupils are given the opportunity to develop their personal interests, based on the acquisition of knowledge and skills, in a safe environment. Additionally, Breakfast and After School Club facilitates wrap-around care (WACC) that further enables pupils to embed and put into practice the knowledge and understanding acquired through the implementation of Chad Vale Primary School's PSHE Policy. The following extra curriculum opportunities further extend pupils' learning of the wider world and relevant issues that focus the pupils' beyond their primary education.

IMPACT

Pupils at Chad Vale Primary School are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school values and the essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective and happy contributor in today's world.

STATUTORY GUIDANCE



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.”

DfE Guidance p.11

Here, at Chad Vale 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.

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.

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.

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.

PLANNING

Chad Vale Primary School uses the JIGSAW programme of learning to develop our children's understanding of staying safe, caring for others, resilience and relationships. The programme is centred on a values-based and growth mind-set approach, which promotes positive behaviour, mental health, wellbeing, resilience and achievement. JIGSAW lessons plans are organised around the PSHE Association's Programmes of Study.

CROSS-CURRICULAR LINKS

Where appropriate, other units of work, within other areas of the curriculum are linked to the PSHE planning. This includes links to Religious Education and Collective Worship. The PSHE planning also incorporates the Social and Emotional Aspects of Learning (SEAL) materials.

TEACHING METHODS AND APPROACHES

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will 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. Issues that we address that are likely to be sensitive or controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, transgender, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers 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 either by their class teachers or their peers.

Training and support for staff



All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

ORGANISATION

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

At Chad Vale Primary School we allocate one hour 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 and collective worship, praise and reward system, 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

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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)



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'.

Due to the nature of the content of the Sex Education lessons provided in the Jigsaw planning, the SLT and Subject Co-Ordinator have decided to undertake an annual review of the pupils' needs and maturity before this unit is delivered by class teachers. Following this review, a decision will be made on which, if any, of the Sex Education lessons will be delivered that year. Parental opinion may be sought before this decision is made.

ASSESSMENT AND RECORD – KEEPING

Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives from the JIGSAW programme of study for Key stage 1 and 2.

REPORTING

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents/carers. The descriptors can be used as a starting point when considering what to write on children's reports.

MONITORING/ EVALUATION

The PSHE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes;
- Staff meetings to review and share experience.

INCLUSION AND EQUAL OPPORTUNITIES

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 Chad Vale 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.



Policy agreed on:

Chair of Governors: