BROCKSWOOD PRIMARY
& NURSERY SCHOOL

LEARNING TOGETHER - ACHIEVING TOGETHER

PSHE Policy

including Relationships & Sex Education

Date: April 2023

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Introduction

All schools must provide a curriculum that is balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 a PSHE curriculum:

- Promotes spiritual, moral, cultural, mental and physical development of pupils and the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

Aims and Objectives

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. This will enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals
- Understand protected characteristics and British values

At Brockswood Primary and Nursery School we use the Jigsaw PSHE scheme as a framework for delivering high quality learning opportunities.

Jigsaw is designed as a whole school approach, with all years working on the same theme (Puzzle) at the same time. Each piece has specific PSHE learning as well as focusing on emotional literacy and social skills. In addition to this we are mindful of the specific needs of our children and adapt and adjust lessons to ensure they prepare them for living in today's world; equipping them to cope with issues like body image, cyber bullying and internet safety. Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1	Being Me In My World	Includes understanding my place in the class, school and global community
Autumn 2	Celebrating Difference	Includes anti-bullying (including cyber bullying) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting and aspirations
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Sex and Relationships Education in the context of looking at change
Year 5/6		Explore the effects of stereotyping and media influences on body image and social inclusion
Year 6		Explore the negative effects of peer pressure – in the context of transition to secondary school

Sex and Relationships Education
Definition of Health Education

Teaching children about physical health and mental well-being gives them information they need to make positive decisions about their own health and well-being. (83. DfE 2019)

Definition of Sex and Relationships Education

'SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999)

SRE in a primary school focuses on teaching the fundamental building blocks and characteristics of positive relationships – specifically: friendships, family relationships and relationships with and to other adults (54. DfE 2009)

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Compulsory aspects of SRE
The sex education contained in the National Curriculum science is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfE 2019). This states that:

- Puberty, including menstruation, should be covered and, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience (88)
- Children should learn 'how a baby is conceived and born' before they leave primary school (65)

The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE.

Equalities
The Equality Act 2010 cover the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender. Inclusive SRE will foster good relationships between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The school is fully committed to delivering SRE that addresses the differing needs of our diverse community. This includes: gender (including perceived gender), sexual orientation, religious faiths, cultures, socio-economic and family background experiences.

Arrangements for monitoring and evaluation
The school will keep a record of the number of pupils withdrawn from lessons and the number of teachers and other staff involved in training on relationship and sex education. Lessons on relationship and sex education will be monitored in the normal programme of monitoring teaching.

Roles and responsibilities of head teacher, other staff, governors
The **governing body** will:

- decide whether sex education should be in the school curriculum and, if so, what it should consist of and how it should be organised
- collaborate with the head teacher on this policy, keep it up to date, and make it available to parents
- ensure that relationship and sex education is provided in a way that encourages pupils to consider morals, the value of family life, and the importance of relationships.

The **head teacher** will ensure that:

- the governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- relationship and sex education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of relationships
- pupils are protected from inappropriate teaching materials; a scheme of work is agreed and implemented
- parents are included and educated about the programme for sex education.

Staff who teach relationship and sex education are expected to:

- provide relationship and sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- participate in training to provide relationship sex education in line with the school curriculum policy
- implement the agreed scheme of work
- draw to the attention of the head teacher any materials which they consider to be inappropriate
- respond sensitively to those pupils whose parents wish them to be withdrawn from sex education
- respond sensitively and use their professional judgement to answer questions that go beyond the curriculum and speak to parents when necessary

SRE Content

The grid below show specific SRE learning intentions for each year group. When teachers deliver these sessions, they will use correct scientific vocabulary. Teachers will use their professional judgement when answering questions pupils might have.

Year group	**Learning intentions**
1	Respect my body and understand which parts are private
2	*Recognise the physical differences between boys and girls and appreciate that some parts of my body are private*
3	*Understand that in animals and humans lots of changes happen between birth 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
	Express how I might feel if had a new baby in my family
	Recognise how I feel about these changes happening to me and know how to cope with those feelings
4	Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
5	*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 menstruation is a natural process and how access and use products available in school Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty *Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally* *Understand the puberty is a natural process that happens to everybody and that it will be OK for me*
	Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen during puberty
	Appreciate how amazing it is that human bodies can reproduce in these ways
6	*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
	Ask questions I need answered about changes during puberty Reflect on how I feel about asking questions and about the answers I receive
	Describe how a baby develops from conception through nine months of pregnancy and how it is born Recognise how I feel when I reflect on the development and birth of a baby

Statements in italics are part of the statutory National Curriculum Science

Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex Education Curriculum provided at school except for those parts included in the statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see Mrs Voigt (Headteacher) or Miss Lees (Deputy Head) 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 Sex Education programme until the request for withdrawal has been removed. The school provides opportunities for parents to view materials being used in the teaching of SRE.

Drug and Alcohol Education

Definition of 'Drugs':
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 legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines
- All illegal drugs

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me Puzzle'.

Year Group	Piece Number and Name	Learning intentions
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 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 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
	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