**PSHE (Personal, Social and Health Education) Policy**

**(Including Relationships and Health Education statutory from September 2020, and our position on Sex Education)**

**A black and white photo of a house with trees and grass

Description automatically generated with medium confidence**

|  |  |  |  |
| --- | --- | --- | --- |
| Signed by: | | | |
| Neil Gage | Headteacher | Date: | 20.03.2023 |
| Jason Goddard | CEO | Date: | 20.03.2023 |

**Contents:**

[Statement of intent](#_Statement_of_intent_1)

1. [Legal framework](#_[New]_Legal_framework)
2. Roles and responsibility
3. PHSE content
4. Relationship education
5. [Health](#_Workload) Education
6. [Sex Education](#Marking)
7. [Parents](#_Feedback) rights to excuse their child from sex education
8. [Monitor](#_[New]_Remote_learning) and review
9. [Equality](#_Improvement_plans)

**Statement of intent**

Dovecote School believes that a strong PSHE education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for students, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

1. **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

• Education Act 1996

• Education Act 2002

• Children and Social Work Act 2017

• DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’

• DfE (2023) ‘Keeping children safe in education 2023’ (KCSIE)

This policy operates in conjunction with the following school policies:

• Primary Relationships and Health Education Policy

• Secondary Relationships, Sex and Health Education (RSHE) Policy

• Child Protection and Safeguarding Policy

• Complaints Procedures Policy

**2. Roles and responsibilities**

The CEO is responsible for:

* Ensuring the school’s PSHE Policy is implemented effectively.
* Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

* Reviewing the PSHE Policy annually.
* Handling complaints regarding this policy, as outlined in the school’s Complaints Procedures Policy.
* Facilitating the day-to-day implementation and management of the PSHE Policy.

The PSHE coordinator is responsible for:

* Liaising with other staff and professional agencies to devise a suitable scheme of work ensuring comprehensive PSHE education.

**3. PSHE Content**

At Dovecote 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.

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 Dovecote School we allocate 2 PSHE and 5 well-being sessions each week 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.

**4. 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 integrated approach ensures the learning is reinforced through the year and across the curriculum.

**5. 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 using 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.

**6. 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) but it is however up to the school to determine what is meant by ‘Sex Education’ and is usually agreed to mean ‘human reproducation’.

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.’

At Dovecote School, we believe children should understand the facts about human reproduction when students are emotionally ready and will be delivered accordingly.

**7. Parents’ right to request their child be excused from Sex Education**

From September 2020, Relationship and Health education is compulsory in all primary schools. Relationships and Sex Education (RSE) is also compulsory for all students receiving secondary education.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Dovecote School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e., the Jigsaw Changing Me Puzzle (unit) e.g.

* Year 4, Lesson 2 (Having a baby)
* Year 5, Lesson 4 (Conception)
* Year 6, Lesson 3 (Conception, birth)

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p. 17

At Dovecote School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit), and we conclude from the DFE (Department for Education) Guidance that sex education refers to Human Reproduction. To teach this in a scientific context and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum, and be supported within PSHE as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact the head of curriculum for your child.

**8. Monitoring and Review**

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee considers any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school’s ethos.

**9. Equality**

**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 Dovecote 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.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

**Policy Review**

This policy is reviewed annually.

Jigsaw PSHE supplementary documents needed to explain this policy:

* Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
* Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Logo, company name

Description automatically generated

**Relationships Education in Primary schools (Appendix) – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

|  |  |  |
| --- | --- | --- |
|  | **Pupils should know…** | **How Jigsaw provides the solution** |
| **Families and people who care for me** | * R1 that families are important for children growing up because they can give love, security, and stability. * R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. * R3 that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. * R4 that stable, caring relationships, which may be of several types, are at the heart of happy families, and are important for children’s security as they grow up. * R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). * R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | All these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference * Being Me in My World |
| **Caring friendships** | * R7 how important friendships are in making us feel happy and secure, and how people choose and make friends * R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties * R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded * R10 that most friendships have difficulties, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right * R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed |  |
| **Respectful relationships** | * R12 the importance of respecting others, even when they are quite different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs * R13 practical steps they can take in a range of different contexts to improve or support respectful relationships * R14 the conventions of courtesy and manners * R15 the importance of self-respect and how this links to their own happiness * R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority * R17 about several types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help * R18 what a stereotype is, and how stereotypes can be unfair, negative, or destructive * R19 the importance of permission-seeking and giving in relationships with friends, peers, and adults |  |
| **Online relationships** | * R20 that people sometimes behave differently online, including by pretending to be someone they are not. * R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. * R22 the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. * R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. * R24 how information and data is shared and used online. | All these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference |
| **Being safe** | * R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. * R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. * R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. * R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. * R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, * R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. * R32 where to get advice e.g., family, school and/or other sources. | All these aspects are covered in lessons within the Puzzles   * Relationships * Changing Me * Celebrating Difference |

**Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

|  |  |  |
| --- | --- | --- |
|  | **Pupils should know** | **How Jigsaw provides the solution** |
| **Mental wellbeing** | * H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. * H2 that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. * H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. * H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. * H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. * H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. * H7 isolation and loneliness can affect children and that it is especially important for children to discuss their feelings with an adult and seek support. * H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. * H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). * H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | All these aspects are covered in lessons within the Puzzles   * Healthy Me * Relationships * Changing Me * Celebrating Difference |
| **Internet safety and harms** | * H11 that for most people the internet is an integral part of life and has many benefits. * H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. * H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. * H14 why social media, some computer games and online gaming, for example, are age restricted. * H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. * H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. * H17 where and how to report concerns and get support with issues online. | All these aspects are covered in lessons within the Puzzles   * Relationships * Healthy Me |
| **Physical health and fitness** | * H18 the characteristics and mental and physical benefits of an active lifestyle. * H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise. * H20 the risks associated with an inactive lifestyle (including obesity). * H21 how and when to seek support including which adults to speak to in school if they are worried about their health. | All these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Healthy eating** | * H22 what constitutes a healthy diet (including understanding calories and other nutritional content). * H23 the principles of planning and preparing a range of healthy meals. * H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health). | All these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Drugs, alcohol, and tobacco** | * H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking |  |
| **Health and prevention** | * H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. * H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. * H28 the importance of sufficient decent quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. * H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. * H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. * H31 the facts and science relating to immunisation and vaccination | All these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Basic first aid** | * H32 how to make a clear and efficient call to emergency services if necessary. * H33 concepts of basic first aid, for example dealing with common injuries, including head injuries. | All these aspects are covered in lessons within the Puzzles   * Healthy Me |
| **Changing adolescent body** | * H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. * H35 about menstrual wellbeing including the key facts about the menstrual cycle. | All these aspects are covered in lessons within the Puzzles   * Changing Me * Healthy Me |

End of Guidance Appendix