

### Intent:

At Biddick Hall Infant and Nursery School, we teach PSHE and RSE as set out in this policy. The intent of our PSHE curriculum is to deliver a curriculum which is accessible to all pupils and that will maximise the outcomes for every child within our school. As a result, we hope that all children will be provided with the necessary knowledge and skills to become healthy, independent and responsible members of a society who understand how they are developing personally and socially. We hope to provide each child with the confidence to tackle many of the moral, social and cultural issues that are part of growing up.

The Department for Education has introduced a compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

Definition of RSE with reference to the Relationships and sex education and health education guidance 2019. “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.”

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness.”

“We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

### Implementation:

At Biddick Hall Infants we teach Personal, Social and Health Education (PSHE) and Relationships Sex Education (RSE) as part of a whole school approach. We aim to provide all children with a positive learning environment whereby pupils feel safe, secure, valued and listened to. We strive to provide children with a sense of belonging and are fully committed to the development of children’s social and emotional skills, children’s self-esteem and their health and well-being.

As a school we believe it is vital that pupils are encouraged to develop a sense of responsibility not only towards themselves but also towards others around them as well as the local and global community. PSHE is an important element of our curriculum across both Early Years (PSED) and Key Stage One (PSHE). As a school PSHE is planned and delivered through the use of Jigsaw.

### The Jigsaw programme:

We are aware that 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 should:

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

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

### Jigsaw Content:

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 place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
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
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills in Relationship Education.
Summer 2	Changing Me	Includes Relationships in the context of looking at change.

PSHE is delivered weekly by class teachers in a developmental and age-appropriate way. At Biddick Hall Infants we have chosen to enhance our PSHE curriculum in a range of different ways. A range of age appropriate PSHE

assemblies are delivered across the year. As a school, we also deliver KidSafe to our children in Reception, Year 1 and Year 2. We believe KidSafe compliments the Jigsaw programme well as KidSafe reinforces many of the concepts addressed throughout the jigsaw units such for example KidSafe encourages children to respect one another, KidSafe also effectively teaches children to recognise appropriate and inappropriate behaviours whilst also providing children with the knowledge and skills surrounding how to deal with such behaviour. KidSafe sessions are delivered by highly trained staff. KidSafe sessions are initially delivered across the early years. Children then receive refresher sessions throughout their time in KS1. All sessions are adapted to build upon children's prior knowledge in an age appropriate way.

### **British Values:**

As a school, the teaching of PSHE and British Values is paramount. At Biddick Hall Infant and Nursery School we aim for our children to be well rounded valuable members of society who treat others with respect and tolerance, regardless of background. We promote the basic British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. Our PSHE programme, Jigsaw, covers British Values in every single lesson. Jigsaw lessons are mapped against the fundamental British values and these are referred to during the lessons and during whole school assemblies.

#### **Democracy**

We have a school council which consists of two members from each KS1 class who are voted for by their classmates during our Democracy week. Children learn about the role of a school councillor. They write individual manifesto speeches and present these to their classmates before a vote takes place. Each class has their own ballot box and our local MP in assembly presents the results. They meet regularly with the Head Teacher to discuss a range of issues to make our school the very best it can be. Councillors feed back their discussions to their class mates to ensure that all members of our school community have an opportunity for their voice to be heard.

#### **The Rules of Law**

The high expectations of our school are clearly outlined in our Behaviour Policy. At the beginning of each school year, teachers discuss "The Biddick Way" with their pupils which is then clearly displayed in the classroom. These rules; To achieve, To be respectful and to stay safe; are revisited regularly through the PSHE Curriculum, including during assemblies and class discussions throughout each day. There are clear sanctions for inappropriate behaviour and these are discussed in private with children. Then children are supported to make appropriate choices to ensure they can be reintegrated to the group in a timely manner. We aim to ensure that children understand that school rules are there to ensure we are all safe and happy throughout our time at school.

#### **Individual Liberty**

We encourage our children to make choices knowing that they are in a safe and supportive environment to enable them to do this. Children are continually encouraged to make the right choices. Our curriculum ethos promoted positive learning behaviours and encourages children to reflect on the choices they have made. The importance of making them safe online is explored through our computing curriculum and as part of our annual e-safety day.

### **Mutual Respect**

Our school ethos is built around respect for everyone. We are an inclusive school where everyone is valued and has a contribution to make to our school. Children learn that their behaviour has an effect on their own feelings as well as the feelings of others. Children are encouraged to respect each other throughout the day including at breaktimes and lunchtimes and put their PSHE knowledge and skills into practice. As a school we also actively take part in events such as Anti-Bullying Week and Show Racism the Red Card.

### **Tolerance of those with Different Faiths and Beliefs**

Different Faiths and Beliefs are explored through RE lessons, assemblies, visitors in school and visits to a range of different places of worships. Children are taught that people have different faiths and beliefs, which should be accepted and respected at all times. Children within our school are encouraged to share their beliefs, experiences and special celebrations with peers and staff to promote tolerating differences. Parents are invited to share celebrations from a range of faiths including Harvest assemblies.

### PSHE/RSE sessions accessible by all children with equal opportunities

We teach PSHE and RSE to all children regardless of ability. Teachers provide learning opportunities matched to the individual needs of the children, taking into account those with learning difficulties and also the more able. We take into account the targets set for children in their Individual Action Plans. We ensure that all pupils have equal access to the full range of educational opportunities provided by the school. We aim to provide all pupils with equal access to all aspects of school life and work to ensure that every child is valued as an individual, regardless of sex, race, disability, religion or belief, or sexual orientation, gender reassignment, nationality, ethnic or national origins. This is in accordance with the school's Equal Opportunities policy (Equality Act 2010).

### Safeguarding of disclosures:

Occasionally pupils may make personal disclosures in class or to individual teachers particularly in PSHE where discussion is encouraged. The disclosure may refer to inappropriate activity the child has been part of or has experienced. The whole school is clear about their legal and professional roles and responsibilities as

outlined in the Safeguarding Policy and any disclosures would be followed appropriately and timely in accordance to our Safeguarding Procedures.

#### Parents' Right to Withdraw:

As a school we acknowledge and accept that the primary role in children's Relationships and Health Education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Ensure the PSHE and RSE policy is accessible via the school website.
- We are fully committed to answering any questions that parents may have about the RSE/PSHE education of their child.
- Ensure any issues or concerns that are raised with teachers or governors in regards to this policy or the arrangements for PSHE / RSE within the school will be addressed and taken seriously.
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

Whilst we respect the views and thoughts of all parents and carers you cannot withdraw your child from Relationships Education as it is a compulsory element which provides children with important knowledge and skills. All children must therefore participate in PSHE lessons. As an Infant school we only teach the Relationship and Health aspects of the guidance. We do not teach the Sex education aspects and therefore children cannot be withdrawn from sessions.

Any parent/carer who is concerned with the content of the PSHE/RSE sessions can speak to our Head teacher or PSHE lead for further information.

#### Monitoring and Review of the PSHE / RSE Policy:

The above policy will be updated and monitored on an annual basis.

The Head Teacher, PSHE Lead and governing body are committed to giving serious consideration to any comments from parents about the PSHE / RSE 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. Pupil voice and staff feedback will also be taken into consideration when monitoring the delivery and planning of PSHE throughout our school.