



## **Baden-Powell and St. Peter's CE Junior School**

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

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

<b>Date of original policy</b>	<b>March 2021</b>
<b>Member of Staff Responsible</b>	<b>Mr Chris Bush</b>
<b>Review Date</b>	<b>May 2026</b>
<b>Revised and consulted on:</b>	

## **Context**

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
- This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

## **Our Vision and Values**

At Baden Powell and St. Peter's Junior School, our vision, 'Whatever you do, work at it with all your heart.' Colossians 3:23' and our core values of Respect, Resilience, Aspiration, Compassion and Friendship, permeate throughout school life so that we may flourish and grow with Christ at our side.

Our school's approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. (See CofE Charter [here](#).)

It is underpinned by two key Biblical passages:

*"So God created humankind in his image, in the image of God he created them"* (Genesis 2:7)

*"I have come in order that you might have life - life in all its fullness"* (John 10:10)

### **Personal, Social, Health Education (PSHE)**

At Baden Powell and St. Peter's Junior 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 SCARF 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 viewed 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.

### **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 Baden Powell and St. Peter’s CE Junior 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.

This programme’s complimentary updated policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

### **Relationships Education**

At BPSP, we believe Relationships Education to be *‘the teaching of the fundamental building blocks and characteristics of positive relationships, in particular, friendships, family relationships, and relationships with other children and with adults’*. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

***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 majority of this element will be delivered through the 'Relationships' unit within the SCARF programme however, the themes covered may cross into other units such as 'Healthy Lifestyles' and 'Rules, Rights and Responsibilities' and 'Caring for the Environment' which looks at volunteering and the relationship children have with the community they live in. This makes this element more cross-curricular.

**Health Education**

At Baden Powell and St. Peter's CE Junior School, we believe Health Education to be the children's understanding of how to maintain good physical and mental health and the ability to see how and when this can be affected. We also believe children should be equipped with the tools to keep them happy and healthy through their school time and as they move forward in their lives.

***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 way the SCARF programme covers these elements is predominantly in the 'Health and Well-being' units of Healthy Lifestyles, Keeping Safe and Growing and Changing. As with the Relationships Education, many of the Health Education themes can be seen within other units of the scheme.

Teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in SCARF this is taught as part of the Health and Wellbeing > Growing and Changing unit.

**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... drawing on knowledge of the human life cycle set out in National Curriculum Science- how a baby is conceived and born'

The DfE 2000 guidance 'recommends' all schools have a Sex and Relationships Education Programme (p9) *that ensures 'boys and girls know about puberty and how a baby is born'*

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school.

At Baden Powell and St. Peter's CE Junior School, we interpret sex education to mean understanding human reproduction and we believe we need to teach Relationships and Sex Education which goes further than the Science curriculum. We teach RSE as part of our SCARF PSHE Programme as we believe this is the most appropriate for our children, with them being taught attitudes, values, skills and behaviour as well as knowledge needed for life long learning.

It is important to note that puberty work is now statutory and will therefore be taught within our PSHE scheme of work and will be taught within Health education in Year 4 as part of the Health and Wellbeing – Growing and Changing unit.

### Equality

**The Equality Act 2010 states that it is against the law to discriminate against anyone because of:**

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are known as Protected Characteristics. See link for more information

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf))

At Baden Powell and St. Peter's CE Junior School and through the use of the SCARF scheme of work and available resources, we ensure that its RSHE curriculum is mindful of these characteristics. It is important to us that all children feel valued and respected and that their views are heard.

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”.**

Our PSHE (RSHE) programme is designed to be accessible to children of all genders including boys, girls and those who are transgender.

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Our school ensures that the Relationships and Sex Education (RSE) elements of the PSHE education programme are relevant to all pupils; whatever their gender identity. All pupils learn together about all the changes that someone may experience as they go through puberty to help develop empathy and understanding and to reduce incidences of teasing or stigma. This will also ensure any child that identifies as transgender will have access to RSE that is relevant to the puberty they are likely to experience.

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Our PSHE education acknowledges this through scenarios, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them.

Baden-Powell and St. Peter's CE Junior School has a zero tolerance on bullying of any nature including homophobic bullying. Any allegations of bullying will be dealt with in accordance with our Anti-bullying policy.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information

### **What do we teach when and who teaches it?**

#### **Whole-school approach**

At Baden Powell and St. Peter's CE Junior School, we teach weekly discrete PSHE lessons 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 systems, Learning Charter, Positive Behaviour Policy, 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 PSHE lessons to their own classes.
- Children will also have the opportunity to take part in the Life Education Bus where a member of the SCARF team will visit the school and deliver an age appropriate session to each class. The topic of that session is discussed with staff closer to the visit.

### **Answering difficult questions**

During these lessons, teachers will ensure a safe environment is created for children to ask questions, by setting clear expectations at the start of the session. This should include one person speaking at a time, children respecting each other's views and allowing others to speak freely without judgement or mockery.

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education and the age-appropriateness of their group. In these situations, children should be directed towards asking their parents or grown-ups at home.

In situations where the questions being asked or content of discussion raises concern about a pupil, the teacher will be obliged to follow the safeguarding policy and the designated safeguarding lead will be made aware. (refer to Coastal Learning Partnership's Safeguarding Policy). Teachers will not discuss topics that fall outside of their year group. During discussions of a sensitive nature, children who experience difficulty should be directed towards pastoral support and the involvement of pastoral care should be made aware to the parent/guardian of the child.

### **Subject Content**

At Baden-Powell and St. Peter's CE Junior School, we will deliver our PSHE and RSE curriculum through the Coram Life Education (SCARF) scheme of work. This has been chosen because the structure and resources are very informative and the scheme of work and outcomes are aligned with the values of **Respect, Resilience, Aspiration, Compassion** and **Friendship** represented by the school itself. The programme

receives regular updates to ensure we are delivering content that follows the most recent Government guidance. SCARF focuses on a values-based and 'Growth Mindset' approach and supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement

Each year group will take part in sessions following the same structure.

- **Health and Wellbeing > Healthy Lifestyles**
- **Health and Wellbeing > Keeping Safe**
- **Health and Wellbeing > Growing and Changing**
- **Relationships > Healthy Relationships**
- **Relationships > Feelings and Emotions**
- **Relationships > Valuing Difference**
- **Living in the Wider World > Rules, Rights and Responsibilities**
- **Living in the Wider World > Caring for the Environment**
- **Living in the Wider World > Money**

(See appendix for further content breakdown)

Although all children will experience these units, the curriculum will have adaptations to reflect the needs of the cohort. The PSHE Lead, along with the Head of Year, will map this before the academic year begins. The sequence of learning can be found on the half termly overviews on the school website and also in the appendices below.

The majority of the RSE element will be covered in the 'Health and Wellbeing' and 'Relationships' sections of the programme. Each element is then broken into age-appropriate subsections as shown below:

👉 Living in the Wider World > Rules,

Rights and Responsibilities

How do we make a difference?

In the news!

The people we share our world  
with

Safety in numbers

That is such a stereotype!

It's your right

Basic first aid

(For specific RSE content, Please see Appendix below)

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))

### **Parents' right to request their child be excused from Sex 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

Within the SCARF scheme, it is stated 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 (reproduction). This element is not statutory in Primary education but we feel it is important for children's understanding. We therefore include sexual intercourse as well as IVF in our Year 6 *Making Babies* lesson.

As a result, the '*Making Babies*' lesson is the only lesson parents can request to withdraw their child from as it does not fall within the statutory guidance.

The school will inform parents of this right within a letter, prior to the delivery of the unit. Parents are able to view materials and resources and discuss the content of RSHE lessons. Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Before granting any such request to withdraw a child from some or all of sex education delivered as part of statutory RSHE, the head teacher and SMSC Leader will invite the parent/carer into school for a meeting to discuss the request and a record will be kept.

Curriculum content is available for the parents to view on the website as is this policy. Prior to any RSHE teaching, parents will be made aware and invited to come and view the materials and lesson content. This will give the parents an opportunity to ask any questions they may have.

### **Monitoring and Review**

The PSHE Subject Leader will monitor and evaluate delivery of the subject using a variety of approaches and through collating different sources of evidence of impact. These may include;

- discussion with teaching staff and pupils to ensure consistent and coherent curriculum provision
- Review of children's auditing tool in back of discovery books using school specific tagging system
- observation and learning walks

- analysis of pupils' outcomes in Relationship and Health Education

Evaluation of the subject's impact will be supported through collating information relating to:

- teacher/student questionnaire
- Staff meetings to review and share experience
- School council

### Assessment

Pupils' progress and development in Relationship and Health Education is monitored by class teachers as part of our internal assessment systems.

Baden Powell and St. Peter's CE Junior School will use half termly pupil evaluation sheets which can be filled in at the end of each session. An example of this can be seen below:




"Whatever you do, work at it with all your heart."  
Colossians 3:23

### Autumn 1 – Being My Best

Date	Lesson	Lesson Objective & Key Learning	Self-Assessment			
	1	L.O. Identify how people are unique. <i>Everyone is unique in different ways</i>				
	2	L.O. Identify who makes choices				
	3	L.O. Explain the importance of food, water, oxygen and sleep are to health <i>The body gets energy from food, water and oxygen; exercise and sleep are important to our health</i>				
	4	L.O. Identify ways in which individuals can contribute to the care of the environment <i>There are ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</i>				
	5	L.O. Explain what a community is and qualities of people who support one. <i>There are ways in which they can contribute to the care of the environment (using some or all of the seven Rs)</i>				
	6	L.O. Undertake basic first aid skills				

### **Monitoring and Review of Policy**

The Curriculum Committee of the governing body monitors this policy on a triennial basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to 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.

### **Parental involvement**

This policy will be sent out to parents with an accompanying questionnaire asking for their feedback on curriculum content so that any changes can be made accordingly.

### **Policy Review**

This policy is reviewed triennially.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

## Appendix

### Curriculum Overview

PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes

(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
<b>Y3</b>	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

<b>Y4</b>	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
<b>Y5</b>	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 and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
<b>Y6</b>	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



**Specific Relationships themes**



**Sex Education content**