

## Cherry Orchard Primary School PSHE and SRE Policy

*This policy covers our school's approach to our PSHE curriculum and statutory Relationships/Health (SRE) Education.*

**Date of Policy:** April 2021

**Member of Staff Responsible:** Anita Jaswal from September 2021- Kirsty Sandford

**Review Date:** April 2022

**Consultation:** This policy was developed in consultation with staff, children, parents and governors in line with statutory Relationships Health and Sex and Relationships Guidance and updates made to JIGSAW (PSHE scheme of work)

### **Ethos statement and vision**

It is the aim of the Governing Body of Cherry Orchard Primary school to support the implementation of policy and procedures which support the vision of:

*"We care, we learn, we succeed:"*

Within this vision, we aim to equip pupils with knowledge, skills and positive attitudes to grow up as members of society who are empowered to make positive choices and decisions about their own lives, demonstrating understanding and being respectful of beliefs and lifestyles different to their own, whilst recognising what constitutes respectful and positive relationships with others. The knowledge and skills developed will support children in making positive choices in order to lead a successful adult life within our diverse communities.

### **Content**

PSHE is taught as a spiralling curriculum across the school in line with statutory guidance. We use the scheme JIGSAW as our main delivery tool, however we ensure that content is adapted and relevant to the children we teach as well as reflecting current local, national and global issues. Relationships and Health Education is taught as part of this curriculum.

### **Relationships Education**

Relationships Education puts in place the building blocks needed for positive and safe relationships, including those with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect. There will also be opportunities provided for children to develop knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships. Children will also be taught how to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and more complex contexts., Supporting children in developing resilience, to know how and when to ask for help, and to know as well as how and where to access support.

***Content taught by the end of primary school includes:***

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

**Health Education**

Health Education ensures that children are taught the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

***Content taught by the end of primary school includes:***

- Mental wellbeing
- Simple self-care techniques e.g.- the importance of rest/good night's sleep.
- Human emotions and how to talk about them.
- Internet safety and harms
- Physical health and fitness to include the benefits of exercise and time outdoors, as well as "community participation, voluntary and service-based activity",
- Healthy eating
- The impact of bullying, including cyberbullying.
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty/menstruation)

**Sex and Relationships Education**

In determining the Sex and Relationships Curriculum, we have ensured a whole community approach consulting with staff, the governing body, parents and pupils. Consideration has been given to meeting the needs of the pupils and community, as well as ensuring that content and teaching materials are appropriate to the age and religious backgrounds of our pupils.

We have also ensured that we have considered the needs of pupils (as identified within school and following national guidance) which takes precedence over any sensitivities of adults, in particular where there is a safeguarding element to any curriculum theme.

We define sex education as 'human reproduction' which can be taught through the PSHE curriculum or Science. Parents have the right to withdraw their children from SRE in PSHE however they do not have the right to withdraw their child from any part of the Science curriculum.

At Cherry Orchard Primary, sex education will not be taught as part of the PSHE curriculum, however it will be taught as part of the year 5 science curriculum, as outlined below.

## Living things and their habitats – Spring Term

### Pupils will be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

## Animals, including humans

### Pupils will be taught to:

- describe the changes as humans develop to old age
- Following our consultation process, we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.

## Teaching of Curriculum

The school predominantly follows the 'Jigsaw' PSHE scheme which is quality assured by the PSHE Association (recommended by the Department for Education).

The PSHE curriculum content will be taught by class teachers supported by teaching assistants and senior leaders as necessary. Lessons are timetabled once a week

- From Reception to Year 6, 'Jigsaw' schemes of work are delivered under the following themes: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me (***\* NB The 'Changing Me Unit' covers parts of the SRE curriculum, which we have adapted and updated in line with our consultation outcomes The updated overview can be found in appendix 1***)
- Discrete PSHE sessions include a variety of approaches including whole class and small group discussions, circle time, role-play, videos and quizzes.
- Activities that take place are open-ended to allow differentiation by outcome and task.
- Pupils work on a range of projects and outcomes whilst achieving the objectives and record their knowledge and reflections in their PSHE books.
- Pupils are encouraged to reflect on their learning and complete half-termly assessments based on key objectives.

The link below provides an overview of content taught for the first five key areas.

<https://www.jigsawpshe.com/wp-content/uploads/2020/05/Jigsaw-3-11-and-Statutory->  
**(Please remember to check appendix 1 for the Changing Me overview of content taught)**

### Methods to ensure the correct teaching provision of PSHE include:

- Direct teaching of PSHE through the JIGSAW scheme
- SMSC runs throughout the school
- Promotion of British Values
- Discrete curriculum time
- Teaching PSHE/promoting SMSC through and in other subjects/curriculum area. (See links with other curriculum areas and policies such as behaviour management, child protection etc).

- School events, focus weeks and visitors
- Assemblies (*in line with Covid risk assessment*)
- Collective Worship
- School Council, Peer Mediation and Young People's Parliament (Handsworth Consortium), Eco Council, Sports Crew, Lead Learners (*in line with Covid risk assessment*)
- Core values and ethos
- Relationships between staff and pupils
- Links with parents and the community
- Whole school initiatives which are planned to complement each of the 6 themes
- In teaching PSHE, Ground Rules will be agreed by pupils and teachers prior to commencement of the lessons. Children are encouraged to use distancing techniques such as using fictional case studies and the third person
- If pupils have questions which are outside of the typical content for their age and stage of development teachers will use their professional judgement to determine whether the question will be answered in the whole class setting, in a private conversation with the student involved or whether the topic is deemed to be outside of the appropriate content for that student's age and development in which case the question will not be answered and the student will receive feedback as to why.
- When teaching puberty, boys and girls will be taught separately
- Staff have received training on the teaching and appropriate content of Relationships Education and their judgements will be based on this professional knowledge.

- Where it is known that a situation in a student's personal life may affect their engagement with a particular topic within the curriculum, (for example some specific safeguarding issues), staff will work with students in advance to prepare them for the topic area, this may also be discussed with parents. External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of school teaching staff. This will ensure that content and Delivery styles reflect our school approach.

### **The school also makes use of the following teaching materials**

- PSHE Teacher Books
- Children's story books
- Videos
- Outside Agencies
- Internet Sites
- Services for Education Resources

All resources are monitored to ensure they reflect today's society, a variety of role models, promote equality and challenge stereotypical images.

### **Monitoring, Evaluation and Assessment**

- Lessons are evaluated by teaching staff and monitored by the PSHE Leader
- Assessments linked to each JIGSAW unit are monitored by the PSHE Lead, feedback is shared with the leadership and senior management team.
- Book Sampling takes place regularly
- Assessment of lesson delivery and outcomes will take place by the subject lead and pupil outcomes will be monitored regularly by class teachers. We will use the system of students achieving expected progress, showing emerging progress in the area or exceeding expectations in the area (emerging, expected, exceeding).

### **Safeguarding**

We view the delivery of quality PSHE and Relationships Education as a tool to safeguard children. The teaching of our curriculum will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Staff will feed back any potential safeguarding concerns to a Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.

### **SMSC**

At Cherry Orchard, the spiritual, moral, social and cultural development of children is promoted through the PSHE curriculum, which also links closely to the exploration and promotion of British values As well as being embedded across the curriculum

## Equal Opportunities

The school is committed to working towards equality of opportunities for all pupils regardless of their gender, race, disability and social background.

Respecting differences in people is underpinned throughout the PSHE programme.

The curriculum explores issues of cultural differences, racism and forms of discrimination.

All the children have equal access to information regardless of colour, creed or gender.

## Race Equality

Within the PSHE curriculum, all children have an opportunity to experience and develop an understanding and respect for other cultures. The content within the schemes of work include opportunities for pupils to address issues of race, race equality, racism, conflict and achievement. Pupils are actively encouraged to challenge and question views that do not reflect race equality and respect for cultural diversity, helping them to recognise and challenge prejudice, bias and stereotyping. This is also reflected in the Drugs Education Policy and Sex and Relationship Education Policy, which are directly linked to the teaching of PSHE.

## LGBTQ

- We teach children that in Britain, we respect differences
- We do not teach or encourage children to be LGBT+
- We do not teach what LGBTQ people do sexually or how their relationships function
- We do not promote LGBTQ lifestyles as a preferential way of living
- We do not use materials that undermine 'family values'
- We answer children's questions in an age-appropriate way that does not sexualise children, destroy their innocence, or encourage them to experiment.

LGBTQ+ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources are used as a discussion focus. Questions such as; 'Which photos show a family?' 'What is important about a family?' and 'What does your family mean to you?' help children understand about their own and other's families and how a family is founded in love and respect. Should children raise the question about same-gender couples, JIGSAW's teacher notes suggest this is explained to children in the following way: 'Some children have two mummies or two daddies.' Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate. However, this does acknowledge and respect any children who have LGBTQ people as part of their family.

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words 'gay' and 'lesbian', or the use of slang words that are LGBTQ phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful.

Teachers explain that being gay is a type of adult relationship where two men or two women love each other and, in Britain, if they choose they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word 'gay' (or other LGBTQ+ related words) should not be used in an insulting or derogatory way. The key message is that, although we may not agree, it is important that we respect each other even though we may believe differently. In JIGSAW's 'Relationships and Changing Me' lessons for pupils aged 7-11 that cover relationships and puberty, children are given opportunities to ask questions if there is something they don't understand. LGBTQ relationships or being LGBTQ are not discussed in these lessons. If a child raises a question about it - depending on the question - they will be answered in an age-appropriate way or directed to ask their parents.

### **Dissemination of Policy**

The policy is made available to all staff. Parents are informed of policy via our website as well as being kept up to date through consultation. Parents will therefore have the opportunity to be fully aware of what is taught and to ask any questions they may have.

### **Guidance consulted**

#### **Legal Framework and national guidance**

- Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 makes it a requirement for all primary schools to teach Relationships Education from September 2020.
- This guidance does not form a National Curriculum but instead gives school guidance on age-appropriate compulsory subject content whilst giving schools "flexibility to shape their curriculum according to the needs of their pupils and communities". In primary schools this is defined as "the key building blocks of healthy, respectful relationships, focussing on family and friendships, both on and offline".

#### **The guidance should be read in conjunction with:**

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Supplementary Guidance SRE for the 21st Century 2014
- Children and Social Work Act 2017
- Keeping Children Safe In Education 2021

#### **This Relationships Education policy is aligned to the following school policies:**

- Child Protection and Safeguarding policy
- Equal Opportunities policy
- Teaching and Learning Policy

**Responsibility for the Policy**

Anita Jaswal- AHT and Pastoral Lead has worked closely with all stakeholders in the development of this policy.

**Review of Policy**

The aim of the policy review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community. It will be reviewed on a two-yearly basis unless more recent legislation or publications require it to be reviewed at an earlier date.