

Greenleys Junior School



LEARNING *for* LIFE

PSHE & SRE Policy

Date of Approval:	June 2022
Date of Next Review:	June 2023
Signed: Executive Headteacher	M Talbot
Signed: Chair of Governors	M Hall

Document

History

Date	Change Reference	Summary of Change
15.06.2022		Removal of all references to Jigsaw PSHE Curriculum and the addition of 3D PSHE Programme throughout the document

Context

At Greenleys Junior School (GJS), 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.

We believe that children's well-being and their emotional, behavioural and social development is key to building well-rounded citizens, who lead successful lives. Therefore, at GJS PSHE is interwoven throughout our Curriculum offer e.g. swimming, residential visits, PCSO workshops, rewards, Bridgebuilder, school responsibilities, Themed Curriculum Launch days, National Days, Inter-school competitions and cultural visitors.

Extended Learning is an important part of GJS, which increases pupil's confidence, develops their skills and supports their journey of continuous learning. It plays a key role in extending the knowledge, understanding and skills that are developed in school and provides opportunities for pupils to consolidate, enrich and extend their learning. Children play an important role in deciding what the programme looks like. Extended learning can include breakfast, lunch and after school clubs, competitions, trips and a range of visitors.

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.

We use a PSHE Programme - 3D PSHE - in which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work.

This policy, provided by Dimensions Curriculum, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are three underlying core themes taught throughout Dimensions 3D PSHE, within which there is broad overlap and flexibility:-

- Health and Wellbeing
- Relationships
- Living in the Wider World

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress.

The 3D PSHE Programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

3D PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

Dimensions 3D PSHE supports the development of the attitudes, values, skills and behaviour which enable pupils to:-

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know how to make emergency calls
- Know basic First Aid
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

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 SRE 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 SRE 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 SRE Guidance p.8

“All schools must have in place a written policy for Relationships Education and SRE.”

DfE SRE Guidance p.11

Here, at GJS 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.

The focus of 3D PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

3D PSHE teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school’s careful use of 3D PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

3D PSHE lessons teach pupils about online safety and appropriate behaviour online, including sharing data and ways in which information provided by users may be used negatively.

3D PSHE’s Relationship Education encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are also helped to develop personal attributes

including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. In 3D PSHE, this is achieved through a plethora of exciting and innovative learning experiences for in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. In 3D PSHE, pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

These 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.

Sex Education

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we need to cover additional content on sex education to meet the needs of our pupils.

We use the 3D Sex Education Unit. This is tailored to the age and the physical and emotional maturity of our pupils and supports pupils' ongoing emotional and physical development effectively. We 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, understand how a baby is conceived and born.

We consult parents before their children start Year 6 about the detailed content of what will be learnt through the 3D PSHE Sex Education unit. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

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

Parents have the right to withdraw their children from our sex education lessons. Our head of School will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The head of School will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

These detrimental effects may, of course, be mitigated if the parents propose to deliver sex

education to their child at home instead. If a pupil is excused from sex education, our school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. Our 3D PSHE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

Confidentiality

This is essential and will be observed except where a child's disclosure leads a teacher to think that the child may be in moral or physical danger or in breach of the law.

Monitoring and Review

The Curriculum Team monitors this policy on an annual basis. This team reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Team 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.

PSHE Content and coverage:

Year 3	THEME 1: That's All Folks	COMPETENCY UNIT: Lindow Man	NC Essentials Rocky the Findosaur	THEME 2: Athens V Sparta	THEME 3: Under the Canopy	NC Essentials Three Giant Steps	Competency Unit: Saxon King	THEME 4: Come fly with me!
PSHE Included	PSHE: I'm Good at That PSHE: Future Me PSHE: That's My Goal! PSHE: The Impossible Dream	None	None	PSHE: Frustration PSHE: Over and Over PSHE: Name Game PSHE: Don't Give Up ICT / COMPUTING: E-Safety PSHE: Build it Up!	PSHE: Family Tree PSHE: Two Homes PSHE: Lost PSHE: Found!	None	None	PSHE: Plant or Animal? PSHE: Balancing Act PSHE: School Communities
Additional PSHE required	Core Theme 2 Unit 5 lesson 1: Friendship – Best features. Core Theme 2 Unit 5 lesson 2: Friendship – Circles Time Core Theme 2 Unit 5 lesson 3: Friendship – falling out. Core Theme 2 Unit 5 lesson 4: Friendship – The BAFAs	None	Core Theme 1 Unit 1 lesson 1: Physical, emotional & mental – I am who I am! Core Theme 1 Unit 1 lesson 2: Physical, emotional & mental – Hearts and minds Core Theme 1 Unit 1 lesson 3: Physical, emotional & mental – three in one	Core Theme 2 Unit 1 lesson 1: clear messages dot, dot dash Core Theme 2 Unit 1 lesson 2: How to listen, listen up Core Theme 2 Unit 2 lesson 1: different communities, my community	Core Theme 1 Unit 2 lesson 1: a balanced approach – define healthy Core Theme 1 Unit 2 lesson 2: lifestyle choices – it's your choice Core Theme 1 Unit 2 lesson 3: shared goals – better places Core Theme 1 Unit 2 lesson 4: sleep-sweet dreams	None	Core Theme 1 Unit 7 lesson 1: before puberty – You've grown Core Theme 1 Unit 7 lesson 2: visible changes – mind the gap	Substance Related Abuse Lesson 1 Keeping Safe Lesson 2 Taking Risks Lesson 3 Taking Drugs Lesson 4 Drug Awareness Lesson 5 Substance Abuse

Year 4	THEME 1: Lightning speed	COMPETENCY UNIT: Out and about	NC Essentials May the force be with you	THEME 2: Law and order	THEME 3: Picture our planet	NC Essentials Window of the world	Competency Unit: Viking warrior	THEME 4: Cry Freedom
PSHE Included	PSHE: Online Chat PSHE: The Secrets Jar PSHE: E-Protection	None	None	PSHE: I'm In Charge! PSHE: Lesson Planning PSHE: Learning Time	PSHE: A Million Dollars PSHE: Design Choices	None	None	PSHE: Inside Outside PSHE: The Pinwheel
Additional PSHE required	Core Theme 1 Unit 6 Lesson 5: Internet use – online usage Core theme 1 unit 6 Lesson 6 Internet Use – Age limits.	None	Core Theme 3 Unit 3 Lesson 1 – Gender stereotypes – his and hers Core Theme 2 Unit 3 Lesson 2 – self-worth – I'm a marvel Core Theme 1 Unit 5 Lesson 5 – Feelings- Over reacting	Core Theme 2 Unit 1 Lesson 3 – Responding to others- agony aunts Core Theme 2 Unit 1 Lesson 4 – expressing opinions – it's debatable Core Theme 1 Unit 5 Lesson 3 – Loss/ separation – left behind	Core Theme 1 Unit 3 Lesson 3 – working with food – Master Chef Core Theme 1 Unit 3 Lesson 4 – working with food – Our food hall	Non	Core Theme 1 Unit 5 Lesson 6 : Self-respect – Let'ock!	Extremism and Radicalisation Lesson 1 Building Courage and Resistance Lesson 2 Extreme Reactions Lesson 3 Minority Groups Lesson 4 Vulnerability Lesson 5 Terrorism

Year 5	THEME 1: Mission Control	COMPETENCY UNIT: The rescuers	NC Essentials Go with the flow	THEME 2: You're not invited	THEME 3: Full of beans	NC Been around the world	Competency Unit: British Bulldog	THEME 4: Come fly with me
PSHE Included	None	None	None	None	PSHE: A Class Catalogue PSHE: Money Supermarket PSHE: Payment Terms	None	None	PSHE: I'm All Ears! PSHE: Scenarios PSHE: We're Cultured!
Additional PSHE required	Core Theme 3 Unit 1 Lesson 1 – structure- just imagine Core Theme 2 Unit 1 Lesson 2 – Law and order – in charge Core Theme 2 Unit 1 Lesson 3 – U.N. Rights – Our Rights	None	Core Theme 2 Unit 4 Lesson 5 – Online relationships – a risky business Core Theme 1 Unit 5 Lesson 1 – Drugs – just say no! Core Theme 1 Unit 5 Lesson 2 – Alcohol- drink aware	Core Theme 1 Unit 5 Lesson 3 – Tobacco – up in smoke Core Theme 1 Unit 5 Lesson 4 – substance abuse – let's be frank	Core Theme 1 Unit 2 Lesson 1 – Food choices – secret eaters Core Theme 2 Unit 4 Lesson 1 – Physical contact – Touch sensitive Core Theme 1 Unit 5 Lesson 5 – Basic First Aid – First Aid tips	None	Core Theme 1 Unit 1 lesson 1: Physical, emotional & mental – 3- Dimensional Core Theme 1 Unit 1 lesson 2: Physical, emotional & mental – What's puberty? Core Theme 1 Unit 1 lesson 3: Physical, emotional & mental – healthy lifestyles – you choose	PSHE Tough Topics Lesson 1: Peer- on- Peer abuse Lesson 2: Knife Crime Lesson 3: Self-Harm Lesson 4: Child labour

Year 6	Theme 1 A world of bright ideas	Competency Unit Pharaoh Queen	NC essential Time Team	Theme 2 Wars of the world	Theme 3 Global Warning	NC essential In your Element	Competency unit True Crime?	Theme 4 I have a dream...
PSHE Included	PSHE: Invention Team PSHE: Michelin Stars			PSHE: Don't Be a Sheep PSHE: Planet Parallel PSHE: Easily Influenced PSHE: Ground Zero				PSHE: Scrabble PSHE: It's All Go! PSHE: All Join In PSHE: Cultural Feast PSHE: Jobs 4 All
Additional PSHE required	Core Theme 1 Unit 3 Lesson 1 – identified strengths – big dreams Core Theme 1 Unit 3 Lesson 2 – identified strengths – big achievers Core Theme 1 Unit 5 Lesson 6 – Internet Safety – fake news		Core Theme 1 Unit 3 Lesson 3 – setting goals – super futures Core Theme 1 Unit 3 Lesson 4 – setting goals – I can do that!	Core Theme 1 Unit 3 Lesson 1 – physical illness – bleugh! Core Theme 1 Unit 1 Lesson 6 – immunisation – one sharp scratch	Core Theme 1 Unit 1 Lesson 5 – healthy minds - young minds Core Theme 1 Unit 1 Lesson 5 – mental well-being -mind business		Core Theme 2 Unit 4 Lesson 3 – Marriage – I promise Core Theme 2 Unit 4 Lesson 2 – support and care – connections Core Theme 3 Unit 4 Lesson 1 – Generating income – making money Core Theme 3 Unit 4 Lesson 2 – Generating income – raising money	Relationships and Sex Education Lesson 1: Forming Relationships Lesson 2: Sexual Relationships Lesson 3: Healthy Relationships Lesson 4: Unhealthy Relationships Lesson 5: Gender Issues Relationships

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 GJS 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.