

*Greenleys Junior School*



LEARNING *for* LIFE

# PSHE & SRE Policy

<b>Date of Approval:</b>	<b>22 January 2025</b>
<b>Date of Next Review:</b>	<b>January 2026</b>
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<b>Signed: Chair of Governors</b>	<b>M Hall</b>

## 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
05.06.2024	Pages 8 and 9	Changes made to curriculum coverage to meet the requirements of the new RSE Guidance published in 2024
19.11.2024	Page 7	Managing difficult questions section added.

## 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.

## **Managing difficult questions**

We are aware that primary-age children will often ask their teachers and other adults questions pertaining to sex or sexuality which go beyond that which is set out in our RSE curriculum. Children of the same age may be developmentally at different stages, leading to differing types of questions and behaviours and our teaching of RSE will account for these differences (including where these are due to specific special educational needs or disabilities) through offering the potential for discussion on a one-to-one basis or in small groups as appropriate.

As questions arise, staff will consider what is appropriate and inappropriate in a whole-class setting and we recognise that teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

When answering questions, teachers are not expected to go beyond what is set out in the 3D PSHE & RSE curriculum plans and they should ask for support from the Head of School if they feel the answer to a child's question is not appropriate for their developmental stage.

## **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:

Learning Pathways	Autumn			Spring		Summer		
	Communication	Competency	NC Essential	Conflict	Conservation	NC Essential	Competency	Culture
Adventurers YEAR 3	<b>That's all Folks</b>	<b>Lindow Man</b>	<b>Rocky the Findosaur</b>	<b>Athens v Sparta</b>	<b>Under The Canopy</b>	<b>Three Giant Steps</b>	<b>Saxon King</b>	<b>Come Fly with Me Africa</b>
	Goals and aspirations Personal strengths Friendship	Physical, Emotional and mental health		Resilience Bullying	Communities Healthy lifestyles	Safe Zone – Self Image and Identity Safe Zone - Online relationships Safe Zone – Online reputation Safe Zone – Privacy and security Safe zone – copyright and ownership Emergency calls		

	Communication	NC Essential	NC Essential	Conflict	Conservation	NC Essential	Competency	Culture
Adventurers YEAR 4	<b>Lightning Speed</b>	<b>Out and About</b>	<b>May the Force Be With You</b>	<b>Law and Order</b>	<b>Picture Our Planet</b>	<b>Window on the World</b>	<b>Viking Warrior</b>	<b>Cry Freedom</b>
	E-Safety Privacy	Gender stereotypes Feelings		Understanding loss	Self-worth Food and nutrition Balanced diet	Safe Zone – Online relationships and online bullying Safe Zone – health, well-being and lifestyle Safe Zone – online reputation and managing online information Safe Zone – Self-image and identity Expressing opinions and tolerance Safe Zone – copyright and ownership Safe Zone – Privacy and security		Puberty

	Communication	Competency	NC Essential	Conflict	Conservation	NC Essential	Competency	Culture
Navigators YEAR 5	<b>Mission Control</b>	<b>The Rescuers</b>	<b>Go with the Flow</b>	<b>You're Not Invited</b>	<b>Full of Beans</b>	<b>Been Around the World</b>	<b>British Bulldog</b>	<b>Come Fly With Me! America</b>
	Rights and responsibilities	Substance Related Abuse Risk reduction		Substance Related Abuse	Physical, Emotional and mental health, including puberty Food and nutrition Balanced diet First Aid	Safe Zone – privacy and security Safe Zone – Self-image and identity Safe Zone – online reputation and managing online information Safe Zone – health, wellbeing and lifestyle Safe Zone – Copyright and ownership Safe Zone – online relationships and online bullying		PSHE Tough topics



	Communication	Competency	NC Essential	Conflict	Conservation	NC Essential	Competency	Culture
<b>Navigators YEAR 6</b>	<b>A World of Bright Ideas</b>	<b>True Crime</b>	<b>Time Team</b>	<b>Wars of the World</b>	<b>Global Warning</b>	<b>In Your Element</b>	<b>Pharaoh Queen</b>	<b>'I Have a Dream...'</b>
	Collaboration Nutrition Healthy eating E-Safety	Setting goals		Resilience Extremism and radicalisation Physical, Emotional and mental health	Financial capability	Safe Zone – Online reputation and managing online information Safe Zone – Online reputation and online bullying Safe Zone – self-image and identity Safe Zone – health, lifestyle and well-being Safe Zone – Privacy and security Safe Zone – copyright and ownership	RSE - Relationships Collaboration Cultural diversity Discrimination	

## 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.