



**Breaside Preparatory School**

**PSHE Policy**  
***(including Health, Sex and Relationship  
Education)***

**September 2019**

### Introduction

“Today’s children young people are growing up in an increasingly complex world and living their lives seamlessly both 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.”

*Department for Education; Relationships and Sex Education and Health Education,  
June 2019*

Personal, social, health and economic education promotes pupils’ personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen.

The national curriculum states that ‘all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’ PSHE education contributes to schools’ statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum which:

- 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.

PSHE provision is essential to inspection judgements in relation to personal development, behaviour, well-being and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020. In June 2019, the Department for Education launched the final statutory guidance to accompany the introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020.

This Jigsaw PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **Preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, revised November 2014), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), **Safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2015) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Links to these documents:

- <http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>
- <http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>
- <https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- <http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

The information in this policy should be taken in conjunction with information set out in the DfE’s Statutory guidance for RSE, relationships education and health education.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### Aim of the PSHE Policy

“In primary schools, we want the subjects to put in place the key building blocks of health, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

*Department for Education; Relationships and Sex Education and Health Education, June 2019*

Breaside Preparatory School’s PSHE provision provides pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Teaching about mental wellbeing is central to all subjects and a priority of both the school and parents is children’s happiness. Children are increasingly experiencing challenges and are at risk of feeling lonely as well as other negative mental emotions. The new subject knowledge outlined in this policy works towards giving children the knowledge and capability that they need to take care of themselves and receive support if problems arise.

Breaside’s PSHE provision supports the wider work and ethos of the school in helping pupils to foster a sense of wellbeing and develop resilience and strength of character to ensure that they go on to become happy, successful and productive members of society. We aim to instill in pupils that they are capable of achieving their goals and that they can recover from challenging periods in their lives. PSHE provision encourages the development of personal attributes including kindness, integrity, generosity and honesty.

The knowledge and attributes gained support their own and others’ wellbeing and attainment and help our children to go on to become successful and happy young people who make a meaningful contribution to society.

### Religion and Belief within PSHE

Breaside encourages a good understanding of pupils’ faith backgrounds and works hard to maintain positive relationships between the school and local faith communities. The religious background of pupils is taken into account when planning teaching and in compliance with the Equality Act 2010, under which religion and belief are amongst protected characteristics.

### Equality

Breaside complies with the relevant requirements of the Equality Act 2010 under which schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment or sexual orientation (protected characteristics). Reasonable adjustments are also made to alleviate disadvantage and be mindful of our SEND Code of Practice when planning.

### Pupil Outcomes

At Breaside Preparatory School, PSHE is taught using the **Jigsaw Scheme of Work**. Jigsaw will support the development of key skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose;
- Value self and others;

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- Form relationships;
- Make and act on informed decisions;
- Communicate effectively;
- Work with others;
- Respond to challenge;
- Be an active partner in their own learning;
- Be active citizens within the local community;
- Explore issues related to living in a democratic society; and
- Become healthy and fulfilled individuals.

### PSHE Content / Schemes of Work

To ensure effective provision, the new compulsory elements of PSHE are integrated within the broad and balanced Jigsaw PSHE education programme. *Please refer to Appendix 1 for a summary of KS1 and KS2 PSHE and RSE outcomes.*

### Jigsaw

Jigsaw PSHE covers all areas of PSHE for the primary phase, as outlined in the table below:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2:	Celebrating Difference	Anti-bullying (cyber and homophobic bullying included) and work on diversity.
Spring 1:	Dreams and Goals	Goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2:	Healthy Me	Drug and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1:	Relationships	Understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2:	Changing Me	Sex and Relationship Education in the context of looking at both emotional and physical changes.

### Relationship and Sex Education (RSE) Content / Schemes of Work

Definition of Relationship and Sex Education (RSE): RSE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. RSE focuses on exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive relationships. It also enables children and young people to make responsible and informed decisions about their personal physical and mental health and well-being.

**Relationship Education Content / Schemes of Work**

**Relationship Education is statutory in all primary schools.**

Topic and Objectives	KS1 Outcomes	KS2 Outcomes
<p><b>Families and people who care for me</b></p> <p>That families are important for children growing up because they can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>That marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<ul style="list-style-type: none"> <li>• To identify and respect the differences and similarities between people</li> <li>• Identify special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>• Belonging to different groups and communities such as family and school</li> <li>• Discuss people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise different types of relationships, including those between acquaintances, friends, relatives and families</li> <li>• Understand marriage and civil partnerships as public demonstrations of commitment</li> <li>• Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> </ul>
<p><b>Caring Friendships</b></p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<ul style="list-style-type: none"> <li>• Identify special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>• Recognise that their behaviour can affect other people</li> <li>• Recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• People's bodies and feelings can be hurt (including what</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise what constitutes a positive, healthy relationship and develop skills to form and maintain healthy and positive relationships</li> <li>• Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>• Develop strategies to</li> </ul>

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<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>makes us feel comfortable and uncomfortable)</p> <ul style="list-style-type: none"> <li>• Recognise when people are being unkind to them and how to respond</li> <li>• Recognise different types of teasing and bullying and understand that these are wrong and unacceptable</li> <li>• Listen to other people and play cooperatively</li> </ul>	<p>resolve disputes and conflict through negotiation and appropriate compromise</p>
<p style="text-align: center;"><b>Respectful Relationships</b></p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p>	<ul style="list-style-type: none"> <li>• Identify and respect the differences and similarities between people</li> <li>• That people and living things have rights and everyone has responsibility to protect those rights</li> <li>• Recognise different types of teasing and bullying and understand that these are wrong and unacceptable</li> <li>• Strategies to resist teasing or bullying and how to seek help</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond respectfully and feel confident to raise own concerns; care about people's feelings and constructively challenge others' points of view</li> <li>• Understand personal boundaries and respect others' rights to privacy</li> <li>• Recognise and challenge stereotypes</li> <li>• Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours including cyber—bullying, prejudice-based language and 'trolling'; how to respond and seek help</li> <li>• Recognise bullying and abuse in all its forms (including online and social media)</li> <li>• Realise the consequences of anti-social, aggressive and harmful behaviours and develop strategies for support for themselves and others at risk</li> </ul>

<p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>		
<p style="text-align: center;"><b>Online Relationships</b></p> <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online.</p>	<ul style="list-style-type: none"> <li>• Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</li> <li>• Recognise that they share a responsibility for keeping themselves and others safe</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how images online do not always reflect reality</li> <li>• How pressure to behave in unacceptable, unhealthy or risky ways can come from online sources / media</li> <li>• Realise the nature and consequences of cyber—bullying including prejudice-based language and ‘trolling’; how to respond and seek help</li> <li>• Critically examine what is presented on social media and understand that it can misrepresent or mislead; importance of being careful about what is forwarded to others</li> <li>• Strategies for keeping safe online; protecting personal information including passwords, addresses and photos</li> </ul>
<p style="text-align: center;"><b>Being Safe</b></p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>About the concept of privacy and the implications of it for both children and adults; that it is not always right to keep secrets if they relate to being safe</p> <p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p>	<ul style="list-style-type: none"> <li>• What is meant by ‘privacy’ and the right to keep things ‘private’</li> <li>• Difference between secrets and ‘nice surprises’; not keeping secrets that make us feel uncomfortable, anxious or afraid</li> <li>• Judge what kind of physical contact is acceptable and comfortable and how to respond to contact that is unacceptable or uncomfortable</li> <li>• How to get the attention of the people who look after us when we are worried; how to attract attention</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of confidentiality, when they should agree to this or not, when it is right to break a confidence</li> <li>• Understand personal boundaries</li> <li>• How to manage requests for information and what is appropriate to share</li> <li>• Judge what kind of physical contact is acceptable and comfortable and how to respond to contact that is unacceptable or uncomfortable</li> <li>• Taking care of your body and the right to protect body from unwanted or inappropriate or uncomfortable contact</li> </ul>

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<p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others and to keep trying until they are heard</p> <p>How to report concerns or abuse and the vocabulary and confidence needed to do so</p> <p>Where to get advice from, e.g. family, school and / or other sources</p>		<ul style="list-style-type: none"> <li>Identify those people who can help keep us healthy and safe</li> </ul>
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### Physical Health and Mental Wellbeing Education Content / Schemes of Work

The focus is on teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is reinforced as a normal part of daily life, in the same way as physical health. Emphasis is placed on the positive two-way relationship between good and physical health and good mental wellbeing. Pupils are taught that we are social beings and that spending time with others and taking part in structured activities are beneficial for health and wellbeing.

Topic and Objectives	KS1 Outcomes	KS2 Outcomes
<p><b>Mental Wellbeing</b></p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>How to judge whether what they are feeling and how they are</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p>	<ul style="list-style-type: none"> <li>How to get help from family networks and those who look after us</li> <li>Awareness about good and not good feelings; vocabulary to describe their feelings to others and develop strategies to manage feelings</li> <li>Recognise different types of bullying and teasing and understand that these are wrong and unacceptable</li> <li>Recognise how others show feelings and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when you need help and who to ask</li> <li>Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination</li> <li>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</li> <li>What positively and negatively affects physical, mental and emotional health</li> <li>Recognise the role of voluntary, community and pressure groups</li> <li>Recognise that you may</li> </ul>

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<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>		<p>experience conflicting emotions and when and how to overcome these</p> <ul style="list-style-type: none"> <li>• How to make informed choices and live a 'balanced lifestyle'</li> </ul>
<p><b>Internet Safety and Harms</b></p> <p>That for most people the internet is an integral part of life and has many benefits</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>Why social media, some computer games and online gaming, for example, are age restricted</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	<ul style="list-style-type: none"> <li>• Understand the rules for staying safe online</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible use of mobile phones and safer using habits</li> <li>• Strategies for keeping safe online and importance of protecting personal information</li> <li>• How rules and laws can protect them and how they are enforced</li> <li>• Online actions can affect yourself and others</li> <li>• How to recognise bullying and abuse online</li> <li>• How pressure to behave in unacceptable, unhealthy or risky ways can come from online sources</li> <li>• Critically examine what is presented online including social media and how the information can be misinterpreted or misleading</li> </ul>

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<p>How to be a discerning consumer of information, including that from search engines is ranked, selected and targeted</p> <p>Where and how to report concerns and get support with issues online</p>		
<p><b>Physical Health and Fitness</b></p> <p>The characteristics and mental and physical benefits of an active lifestyle</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>The risks associated with an inactive lifestyle (including obesity)</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health</p>	<ul style="list-style-type: none"> <li>• Benefits and importance of physical activity</li> <li>• Making informed choices to improve physical health</li> <li>• How to build regular physical activity into lifestyle</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Benefits and importance of physical activity and risks associated with inactive lifestyle (including obesity)</li> <li>• How to build regular physical activity into lifestyle</li> <li>• Taking care of your body and understanding that you have the right to protect your body from unwanted or inappropriate contact; understand that actions such as FGM constitute abuse and are a crime</li> </ul>
<p><b>Healthy Eating</b></p> <p>What constitutes a healthy diet (including understanding calories, and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<ul style="list-style-type: none"> <li>• What constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the skills to make their own choices about food, understand the impact of food choices and the benefits of eating a 'balanced diet'</li> <li>• What positively negatively affects physical, mental and emotional health</li> <li>• Impact of drugs on health</li> </ul>
<p><b>Drugs, Alcohol and Tobacco</b></p> <p>The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking</p>	<ul style="list-style-type: none"> <li>• That household products, including medicines, can be harmful if not used properly</li> </ul> <p><i>Please see information below for additional guidance on our drug and alcohol policy</i></p>	<ul style="list-style-type: none"> <li>• Which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks' can damage immediate and future health and safety); that some are restricted and some are illegal to own, use and give to others</li> </ul> <p><i>Please see information</i></p>

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		<i>below for additional guidance on our drug and alcohol policy</i>
<p><b>Health and Prevention</b></p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body**</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p>The facts and science relating to immunisation and vaccination</p>	<ul style="list-style-type: none"> <li>• What constitutes and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• Importance of and how to maintain personal hygiene</li> <li>• How some diseases are spread and can be controlled; responsibility for how health; preventing diseases spreading</li> </ul>	<ul style="list-style-type: none"> <li>• That bacteria and viruses and affect health and that following simple routines can reduce their spread</li> <li>• How to make informed choices and begin to understand concept of a 'balanced lifestyle'</li> <li>• What positively negatively affects physical, mental and emotional health</li> </ul>
<p><b>Basic First Aid</b></p> <p>Know how to make a clear and efficient call to emergency services if necessary</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>	<ul style="list-style-type: none"> <li>• About the 'special people' who work in our community responsible for looking after and protecting us</li> <li>• How to contact these special people including dialing 999 in an emergency</li> </ul>	<ul style="list-style-type: none"> <li>• School rules about health and safety, basic emergency first aid procedures including the recovery position, how and where to get help</li> </ul>
<p><b>Changing Adolescent Body</b></p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle</p>	<ul style="list-style-type: none"> <li>• How your body and emotions can change as you grow up</li> </ul> <p><i>Please see information below for additional guidance on sex education topics across year groups</i></p>	<ul style="list-style-type: none"> <li>• How your body will, and their emotions may, change as you approach and move through puberty</li> <li>• Human reproduction</li> </ul> <p><i>Please see information below for additional guidance on sex education topics across year groups</i></p>

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### Sex Education Content / Schemes of Work

The table below shows specific sex education learning intentions for each year group in the 'Changing Me' Jigsaw Puzzle taught in Summer 2.

Year Group	Piece	Learning Intentions 'Pupils will be able to...'
1	<i>Piece 4</i> Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>Identify the parts of the body that make boys different to girls and use the correct names for these</li> <li>Respect my body and understand which parts are private</li> </ul>
2	<i>Piece 4</i> Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private</li> <li>Tell you what I like/don't like about being a boy/girl</li> </ul>
3	<i>Piece 1</i> How Babies Grow	<ul style="list-style-type: none"> <li>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</li> <li>Express how I feel when I see babies or baby animals</li> </ul>
	<i>Piece 2</i> Babies	<ul style="list-style-type: none"> <li>Understand how babies grow and develop and understand what a baby needs to live and grow</li> <li>Express how I might feel if I had a new baby in my family</li> </ul>
	<i>Piece 3</i> Outside Body Changes	<ul style="list-style-type: none"> <li>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>Identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> </ul>
	<i>Piece 4</i> Inside Body Changes	<ul style="list-style-type: none"> <li>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>Recognise how I feel about these changes happening to me and how to cope with these feelings</li> </ul>
4	<i>Piece 2</i> Having A Baby	<ul style="list-style-type: none"> <li>Correctly label the internal and external parts of male and female bodies</li> <li>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</li> </ul>
	<i>Piece 3</i> Girls and Puberty	<ul style="list-style-type: none"> <li>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> </ul>
5	<i>Piece 2</i> Puberty for Girls	<ul style="list-style-type: none"> <li>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>Understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> </ul>
	<i>Piece 3</i> Puberty for Boys and Girls	<ul style="list-style-type: none"> <li>Describe how boys' and girls' bodies change during puberty</li> <li>Express how I feel about the changes that will happen to me during puberty</li> </ul>
	<i>Piece 4</i> Conception	<ul style="list-style-type: none"> <li>Understand conception and how babies are usually made</li> <li>Understand that sometimes people need IVF to help them have a baby</li> <li>Appreciate how amazing it is that human bodies can reproduce in these ways</li> </ul>
6	<i>Piece 2</i> Puberty	<ul style="list-style-type: none"> <li>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</li> <li>Express how I feel about the changes that will happen to me during puberty</li> </ul>
	<i>Piece 3</i> Girl Talk/Boy Talk	<ul style="list-style-type: none"> <li>Ask the questions I need answered about changes during puberty</li> <li>Reflect on how I feel about asking the questions and about the answers I receive</li> </ul>
	<i>Piece 4</i> Babies – Conception to Birth	<ul style="list-style-type: none"> <li>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>Recognise how I feel when I reflect on the development and birth of a baby</li> </ul>

## PSHE Policy (Including Health, Sex and Relationship Education)

	<i>Piece 5</i> Attraction	<ul style="list-style-type: none"><li>• Understand how being physically attracted to someone changes the nature of the relationship</li><li>• Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</li></ul>
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### Working with parents/carers and the wider community:

Breaside understands that the role of parents in the development of their children's understanding about PSHE and relationships is vital. We work closely with parents and clearly communicate the fact that parents have the right to withdraw their child from some or all sex education as delivered as part of RSE. Parents are encouraged to understand and ask questions about the school's approach to PSHE and RSE teaching to help increase confidence in the curriculum. Parents are invited to take part in conversations about our PSHE curriculum and we welcome the opportunities to talk openly about how these subjects can support pupil wellbeing and keeping children safe.

### Right to be excused from sex education (right to withdraw):

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request, the school may wish to discuss the decision with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum as well as to consider the social and emotional impact of being excluded. The school will document this process to ensure that a record is kept. Once these discussions have taken place, the school will respect the parents' request to withdraw the child up to and until three terms before the child turns 16. This process is the same for SEND pupils although specific needs will be taken into account if necessary. If a pupil is withdrawn from sex education, the school has a responsibility to ensure that the pupil receives the appropriate, purposeful education during the period of withdrawal.

**There is no right to withdraw from Relationships Education or Health Education.**

### Drug and Alcohol Education

Definition of 'Drugs': This policy, and Breaside Preparatory School, uses the definition that a drug is: *'A substance people take to change the way they feel, think or behave'* (United Nations Office on Drugs and Crime).

The term 'drugs' includes:

- All illegal drugs;
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled; and
- All over-the-counter and prescription medicines.

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

### Moral and Values Framework

The Drug and Alcohol Education programme at Breaside reflects the school ethos and demonstrates and encourages the following values:

- Respect for self;
- Respect for others;
- Responsibility for their own actions; and
- Responsibility for their family, friends, schools and wider community.

**Drug and Alcohol Education Content / Schemes of Work**

The table below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle taught in Spring 2.

<b>Year group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
2	<i>Piece 3</i> Medicine Safety	<ul style="list-style-type: none"> <li>• Understand how medicines work in my body and how important it is to use them safely</li> <li>• Feel positive about caring for my body and keeping it healthy</li> </ul>
3	<i>Piece 3</i> What Do I Know About Drugs?	<ul style="list-style-type: none"> <li>• Tell you my knowledge and attitude towards drugs</li> <li>• Identify how I feel towards drugs</li> </ul>
4	<i>Piece 3</i> Smoking	<ul style="list-style-type: none"> <li>• Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</li> <li>• Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li> </ul>
	<i>Piece 4</i> Alcohol	<ul style="list-style-type: none"> <li>• Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>• Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others</li> </ul>
5	<i>Piece 1</i> Smoking	<ul style="list-style-type: none"> <li>• Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</li> <li>• Make an informed decision about whether or not I choose to smoke and know how to resist pressure</li> </ul>
	<i>Piece 2</i> Alcohol	<ul style="list-style-type: none"> <li>• Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> <li>• Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</li> </ul>
6	<i>Piece 2</i> Drugs	<ul style="list-style-type: none"> <li>• Know about different types of drugs and their uses and their effects on the body particularly the liver and heart</li> <li>• Be motivated to find ways to be happy and cope with life's situations without using drugs</li> </ul>
	<i>Piece 3</i> Alcohol	<ul style="list-style-type: none"> <li>• Evaluate when alcohol is being used responsibly, anti-socially or being misused</li> <li>• Tell you how I feel about using alcohol when I am older and my reasons for this</li> </ul>

### **Confidentiality and Child Protection Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Jigsaw PSHE at Breaside**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) that work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

### Differentiation / Additional Needs

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

### Recording and Tracking Progress

Breaside has the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. Lessons are planned to ensure that pupils of differing abilities, including the more able, are suitably challenged. Whilst there is no formal examined assessment, to support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is an overview sheet for each child: 'My Learning Progress This Year.' This sheet has the three attainment descriptors for each Puzzle (Puzzles 2-6). After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

### Reporting to Parents / Carers

Each Puzzle's assessment task and attainment descriptors assist the teacher in reporting meaningful learning progress to parents / carers. The descriptors can be used as a starting point when considering what to write on children's reports.

## **PSHE Policy (Including Health, Sex and Relationship Education)**

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### Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

### Monitoring and Evaluating

The PSHE coordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

### The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It includes the aspects below:

- We take turns to speak;
- We use kind and positive words;
- We listen to each other;
- We have the right to pass;
- We only use names when giving compliments or when being positive; and
- We respect each other's privacy (confidentiality).

### **Senior Leadership and Whole School Approach**

There is a designated PSHE and RSE Coordinator to lead provision. This is Aimee Golds and the policy is reviewed annually. The teaching of these subjects is set in the context of a wider whole-school approach to supporting pupils to be happy and prepared for life beyond primary school. The subjects sit within the context of the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding. The subjects also sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and our pastoral care system. This is also the case for teaching about mental health within health education. The curriculum on health education complements Breaside's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.

## **PSHE Policy (Including Health, Sex and Relationship Education)**

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Breaside also considers how our teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. The school curriculum proactively address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. This is in line with pupil need, informed by pupil voice and participation in curriculum development and in response to issues as they arise in the school and wider community.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSE and Drug and Alcohol Education-related issues are varied. Primary-age pupils will often ask their teachers or other adults questions pertaining sex or sexuality which go beyond the agreed curriculum. While personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context. Teachers are provided with regular additional support and training in answering questions that are better not dealt with in front of a whole class.

### **Links to other policies and national curriculum areas**

We recognise that PSHE and RSE complements several school policies and national curriculum subjects and we look for opportunities to draw links between the subjects and integrate teaching where appropriate. **Note that there is no right of withdrawal from any part of the national curriculum.**

- Science curriculum includes teaching about the main external parts of the body and changes to the body as it grows from birth to old age
- Computing curriculum includes e-safety and escalating online risks including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support

## **PSHE Policy (Including Health, Sex and Relationship Education)**

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- PE curriculum ensures that pupils develop competence to excel in a broad range of physical activities, are physical active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Anti-bullying Policy

### **Safeguarding**

At the heart of these subjects is the focus on keeping children safe. Keeping Children Safe in Education (KCSIE) sets out all that schools should ensure children are taught about safeguarding.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and confidentiality policy is followed with the support of the Designated Safeguarding Lead(s).

### **Training and support for staff**

All staff benefit from Jigsaw PSHE training on request in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

### **Dissemination**

This policy is available on our school website where it can be accessed by parents/carers and the wider community. Training is regularly delivered to staff on the policy content. Parents can leave feedback and comments at the school office or via email to SLT or the PSHE Coordinator.

Member of staff responsible:	Miss A Golds
Policy written:	August 2016
Reviewed Policy shared with staff:	September 2019
Policy to be reviewed again:	September 2020

**Appendix 1**

**Taken from the PSHE Association – Outcomes**

**KS1: Health and Wellbeing**

**H3.** to think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals

**H5.** about change and loss and the associated feelings (including moving home, losing toys, pets or friends)

**H8.** about the process of growing from young to old and how people's needs change

**H9.** about growing and changing and new opportunities and responsibilities that increasing independence may bring

**H10.** the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls

**KS2: Health and Wellbeing**

**H5.** to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

**H8.** about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

**H9.** to differentiate between the terms, 'risk', 'danger' and 'hazard'

**H10.** to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience

**H11.** to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

**H16.** what is meant by the term 'habit' and why habits can be hard to change

**H21.** strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

**KS1: Relationships**

**R2.** to recognise that their behaviour can affect other people

**R4.** to recognise what is fair and unfair, kind and unkind, what is right and wrong

**R5.** to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

**R7.** to offer constructive support and feedback to others

**R11.** that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

**KS2: Relationships**

**R1.** to recognise and respond appropriately to a wider range of feelings in others

**R6.** that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves

**R11.** to work collaboratively towards shared goals

**R13.** that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

**R15.** to recognise and manage 'dares'

**R17.** about the difference between, and the terms associated with, sex, gender identity and sexual orientation

**R19.** that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

## **PSHE Policy (Including Health, Sex and Relationship Education)**

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**R20.** that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others

### **KS1: Living in the Wider World**

**L1.** how they can contribute to the life of the classroom and school

**L2.** to help construct, and agree to follow, group, class and school rules and to understand how these rules help them

**L5.** what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

**L6.** that money comes from different sources and can be used for different purposes, including the concepts of spending and saving

**L7.** about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices

**L8.** ways in which they are all unique; understand that there has never been and will never be another 'them'

**L9.** ways in which we are the same as all other people; what we have in common with everyone else

**L10.** about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

### **KS2: Living in the Wider World**

**L1.** to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

**L3.** to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

**L4.** that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

**L5.** to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

**L7.** that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

**L8.** to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

**L9.** what being part of a community means, and about the varied institutions that support communities locally and nationally

**L11.** to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

**L12.** to consider the lives of people living in other places, and people with different values and customs

**L13.** about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

**L14.** to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)

**L15.** that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world

**L16.** what is meant by enterprise and begin to develop enterprise skills