



PSHE Policy

Vision Statement

***At Bordesley Green Primary School we care, we create, we champion...
individually we succeed, together we excel.***

Our visions and values are at the core of everything we do. They underpin our teaching and learning and provide an environment that will enable children at BGPS to lead happy, safe and fulfilling lives. We believe that the aims and objectives of our Personal, Social and Health Education support this ethos.

Aims

- At BGPS, we regard PSHE as an important, integral component of the whole curriculum. We provide a broad and balanced curriculum, ensuring that it:
- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society.
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life.
- Provides information about keeping healthy and safe, emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

The aims of PSHE fall into three core themes:

Health & Wellbeing, Relationships and Living in the Wider World.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.
- Have a basic understanding of enterprise.

Curriculum

Every class has a timetabled session of PSHE every week following the Jigsaw scheme of work.

Jigsaw is a whole-school comprehensive scheme for teaching social, emotional and behavioural skills as well as mindfulness to children, to aid our delivery of PSHE. The Jigsaw scheme is divided into six Puzzles that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which have two learning intentions: one is based on specific PSHE learning and one is based on emotional literacy and social skills. Jigsaw is relevant to children living in today's world as it helps them to understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. **See Appendix 1 GRE**

Policy.

In addition to this, PSHE is also taught within other subject areas and as part of Theme and cross-curricular projects: Science, Geography, RE, English and History for instance, and through the EYFS Curriculum. PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional session in response to a particular event or issue.

Whole school, Key Stage, Year group and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

During Foundation Stage and key stage 1

Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

During key stage 2

Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from BGPS. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Strategies

A wide range of teaching and learning styles are evident in lessons and emphasis is placed on active learning. Children are encouraged to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly, or involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that children are able to participate in an open friendly forum where classroom rules of behaviour have been agreed.

Relationships within School

Relationships at BGPS are based on an atmosphere of trust and respect for everyone. Our School Motto is '**Being Great Produces Stars**'. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where children from each class are elected to represent the class's views. We also champion other areas of Pupil Leadership-Anti Racist Council (ARC), Peer Mediators, Play Leaders and Prefects for example.

Equal Opportunities

All children have the opportunity to take part in our PSHE programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, then issues can be met and discussed which may otherwise not arise informally. It is intended that BGPS's PSHE supports the personal and social development of children at home.

Assessment, Recording and Reporting

Children are informally assessed by staff throughout their work and the annual reports given to parents will reflect this in the general comment section. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this. Each class has a large Curriculum Book where many aspects of PSHE are recorded. In addition, displays in school and our school website promote the wealth of experiences planned to enhance our children's lives.

Parental involvement

Parents are actively encouraged to take part in school life and their children’s learning ranging from watching assemblies and concerts to class workshops and holiday projects. Every year group plans a parent-child workshop and projects are sent home each holiday for families to work together. We also have a Fathers’ Week where dads are invited into class to support learning as well as a Community Hub where our PSA (Parent Support Advisor) works closely with parents and children in a variety of ways. Parents are also involved in consultations.

Other Policy links

Behaviour and Anti-Bullying Policy
Safeguarding policy

Monitoring, evaluation and review

The school will review this policy bi-annually and assess its implementation and effectiveness regularly.

Signed: (Chair of Full Governing Body)

Date:

Policy Development:

This policy has been developed following a series of consultations with children, parents and staff. Children were enabled through focus groups to discuss what they knew about growing up and what they would like to learn about in school. The focus groups with children have formed the main foundation of this policy. Parents were given the opportunity to discuss GRE through groups. Staff were consulted about the teaching and content of GRE and used the children and parent consultation to develop aims and objectives for the policy. The governing body ratified the policy.

The consultation identified a high level of knowledge and misinformation that children, from every age group, had gained from television, friends and hearsay. Many children had worries and concerns about growing up. Therefore, the school feels it has a responsibility to provide children at Bordesley Green with accurate, sensitive and appropriate information based on their needs. This policy has been developed to inform pupils, staff and parents about the importance of GRE. It is a statement of the aims, objectives and strategies for the teaching of GRE and has been written sensitively, taking into account the needs of the children at school.

Aims: (Why is Growing up and Relationships Education important?)

- All schools must provide a broad and balanced curriculum and have a statutory duty to promote pupil well-being throughout their time at our school.
- Schools have a responsibility in safeguarding all of their children. GRE is a protective factor supporting children in asking for help, keeping themselves safe and helping them understand what is appropriate and inappropriate behaviour. Lessons that teach children about their bodies and growing up, build self-esteem and provide knowledge and skills that can help safeguard them.
- The correct use of language and the provision of correct vocabulary for body parts including genitalia can enable children experiencing abuse to talk about abusive behaviours safely and be understood. This can also be a protective factor in regards to Female Genital Mutilation.
- A large percentage of those children consulted in particular the boys did not know where they would go if they had a worry or a question. GRE provides correct and appropriate information so that children are less likely to search for answers on the internet. It also provides a positive environment where children feel confident asking questions both at home and at school.
- The children's consultation highlighted a number of misconceptions and questions they had about growing up in particular puberty and body parts. This has emphasised the need for a graduated programme of GRE that is built upon throughout the school.
- The children's consultation highlighted the high level of explicit sexual material children can be exposed to through internet, video games and TV, effective GRE together with E-safety can challenge these negative messages.

Equal Opportunities

In order to allow each child to gain the maximum benefit from the curriculum the school is committed to the total wellbeing of the child and to equality of opportunity regardless of race, gender, ability, sexuality or religion. The school will actively and supportively challenge any form of discrimination or negative stereotype to ensure the safety and wellbeing of all children in their care. Its inclusive approach to teaching will promote understanding, respect and tolerance within its school community and fully meet the requirements of the Equalities Act 2010.

Definition:

At Bordesley Green Primary, Relationships and Growing up Education is a key aspect of Personal, Social and Health Education (PSHE). We believe that GRE is lifelong learning about physical, moral and emotional development. Effective GRE helps children to understand themselves, respect others and sustain healthy relationships of all kinds including friendships. It is about the understanding of the importance of stable, respectful, relationships and marriage for family life. It involves teaching children about growing up and provides them with comprehensive, accurate information needed to make sensible, safe and informed choices. The Growing up and Relationships Education provided forms a foundation for further work in secondary schools, and the skills and attitudes developed will enable the pupils to lead healthy lives now and in the future. As with all other learning, it will be gradual and matched to the child's maturity and stage of development.

Aims and Objectives of GRE:

Values and attitudes

- Develop tolerance, respect, acceptance and open mindedness so that they can value others views, ideas and beliefs and celebrate differences.
- Value themselves and their bodies, and develop a realistic and positive self-image, building their self-esteem, self-confidence and resilience.
- Treat others as you would hope to be treated with kindness, empathy, forgiveness and compassion

Knowledge and understanding

- To be able to recognise and have an understanding of safe and unsafe situations, safe touch and know that they have the right to feel / be safe
- Be aware of the range of different people and organisations who help them keep safe
- Have the correct terminology to talk about their bodies (including private body parts)
- Have the appropriate language to talk about different relationships and the diverse family set ups within our society
- Be able to keep themselves clean and healthy (hygiene)
- Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up (puberty)
- Have a basic understanding of human reproduction
- Be able to recognise and demonstrate positive relationships (including friendships) that they can build upon at home and at school
- Understand the value of family life, marriage, and committed relationships and the importance of love and respect and stability in all of these.
- Have understanding of the rights and responsibilities in relationships
- Be aware of the impact of negative stereotypes and how to challenge them appropriately.

Skills:

- Make informed choices so they are able to say no, deal with peer pressure and understand the difference between right and wrong
- Have the communication skills and self-confidence to interact with others positively
- Deal with conflict appropriately
- Talk about their worries or questions and be able to ask for help
- Form and maintain healthy relationships (friendships, school, family,)
- To know how to use the internet safely (E-safety)
- Make sense of the messages that they receive about relationships, growing up and body image from the world around them i.e the internet, media

Emotional Understanding:

- Are aware of the many different feelings and emotions that they may experience as they grow up and develop the skills to deal with them positively
- Are fully aware and prepared for the emotional changes that will happen to themselves and others as they approach adolescence
- Have empathy and understanding of the emotions, feelings and beliefs of others.

Content:

GRE provides lifelong learning that develops a child's knowledge, skills, understanding and values as stated in the aims and objectives of GRE. As with all other learning it will be gradual and matched to the child's maturity and stage of development.

Where will GRE be covered in the curriculum?

GRE is based within Science, RE and Personal Social and Health Education as well as the EYFS Curriculum. It is also integrated within the themed curriculum which is planned and delivered within each half term. Any topics covered within the national curriculum are statutory. The life skills developed through GRE means it is also embedded within the life of the school and is taught and covered in a variety of ways:

- In circle time
- Phase and class assemblies
- Assembly Themes and Dispositions
- Other curriculum areas
- Play time including play leader's/ peer mediators
- Assertive Mentor System
- Mentors support

- Active School Council
- Positive school environment e.g displays/ posters
- Focus weeks
- Letters and communication with parents

Specific topics will be covered in the following ways:

As shown above GRE will meet the knowledge, skills and values stated earlier in the document. The following provides details of the more sensitive topics to ensure staff, parents and governors are clear when and where they will be covered.

Body Awareness, Hygiene and Body Parts:

Correct terminology for body parts are introduced early on in the school in order to protect children as part of the schools safeguarding responsibilities. Introduction of these words enable the school to talk about privacy and support self- esteem and body image. It also supports children in asking for help about sensitive issues. All teaching will be age appropriate:

- Hygiene will begin in nursery and is specifically covered in science in year 2 under ‘Animals including Humans’ (Theme topic ‘Knowing me, knowing you’)
- All members of staff will use correct terminology throughout the school from Nursery onwards.
- Children will be encouraged and supported to use the correct language and terminology when talking about parts of the body throughout school from then on. This work will be built on each year.
- If children ask about names of body parts at any stage in school, teachers will use correct terminology to respond.

Puberty

In order for our teaching to comply with the Secretary of State guidance on SRE (DFE 2000):

- *All children including those who develop earlier than average need to know about puberty before they experience the onset of physical changes (1.13)*

The normal age range for children to start puberty is from 8 onwards. To ensure that children are prepared for the changes that will happen to them during adolescence, puberty will be introduced in year 4 as part of their PSHE topic (JIGSAW ‘Changing Me’). This will be a very basic introduction and would include emotional changes

This will then be built upon with more detail as they move into year 5 and 6 as part of the Science curriculum under the Animals Including Humans topic (Year 5 ‘Survival of the Fittest’ and Year 6 revision unit).

PSHE will support these topics and cover

- Changes in emotions and feelings
- Managing the changes and emotions that happen during puberty

Physical Education may also talk about hygiene and appropriate dress for taking part in physical activity including sports bras/ vests.

Issues relating to puberty may also arise within other subject areas and situations within the school day. The school will have the flexibility to respond appropriately to those as and when they arise.

Reproduction

In order to meet the statutory requirements as set out within the science curriculum:

- Children will learn that animals including humans have offspring in year 2
- Children will learn about lifecycles and include life processes of reproduction in year 5 and 6

Respect, tolerance and equality within different relationships:

Teachers will be sensitive to the issues of different types of relationships; promoting inclusion and reducing discrimination are part of all teaching within the school. Homophobic and transphobic comments, actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Teaching about different families is part of PSHE and we aim to reflect the broad range of experiences amongst pupils and the communities and society we live in, therefore valuing all types of family set ups. We will emphasise the importance of strong and supportive relationships for family life and the bringing up children.

Different types of family are talked about throughout school and will acknowledge the different families that exist within Britain including same sex parents.

Teaching and Learning:

Co-ordination of GRE:

The overall planning and delivery of GRE is co-ordinated by the LG.

Who will teach GRE?

All staff teaching GRE will be supported in this work with opportunities for team teaching, which will need to be planned and agreed in advance. TAs may support individual pupils to ensure GRE meets individual needs, if deemed appropriate by the class teacher/ inclusion leader. TAs may also support staff in delivery of lessons if appropriate. Staff may be deployed into different year groups in order to deliver single sex lessons.

How will classes be organised?

The teaching of GRE will be flexible enough to take into account the needs of individual year groups. Single sex teaching will be used for some GRE lessons where appropriate; however, both boys and girls will receive the same curriculum. Staff should be aware that parents will need to be informed before discreet GRE lessons. Discrete lessons will happen from year 5 onwards and parents will be informed. All discrete lessons will have two members of staff present.

Creating a safe place for teaching RGE:

It is important that both staff and children feel safe and comfortable during lessons.

Guidelines for staff:

- No personal questions of each other or of staff
- Children will be discouraged from disclosing personal information within a class or group setting but may talk to an adult if they want to discuss personal issues.
- If children do want to discuss personal issues they will need to be informed that staff cannot offer confidentiality. If staff have concerns about the safety of any child they should inform the Designated Safeguarding Leads.
- Correct terminology will be used.
- Teachers must make clear to children at the start of the lesson how questions will be managed e.g. question boxes / open questions throughout etc.

These guidelines could be communicated with children in the following way:

- be kind to each other
- listen to each other
- respect our rights to have different views
- take care with information we share about ourselves
- remember that we can always ask about things in private with an adult in school but the adult may have to share information if they are worried about our safety
- not ask personal questions
- use the correct vocabulary for things if we know them and if we don't to ask so that we can in the future

Resource selection

- A variety of suitable resources will be used to support the lesson objectives. All resources will be reviewed by teachers before they use them in class.
- Staff need to raise any resource / topic issues with the AHT
- The AHTs will regularly review and update resources to ensure they are appropriate for the needs of each year group.

Specific Issues

Provision for Pupils going through puberty:

Supplies of sanitary ware are available from the office including spare pants. All staff will be made aware of where supplies are kept. Children will be able to speak to any female member of staff they feel comfortable with to access supplies. A sanitary disposal unit is available in the KS2 toilets. Managing periods at school is covered in year 5 and 6 and year 4 if appropriate.

Questions:

The school aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework:

- Question boxes can be used
- Correct and appropriate terminology will be used
- It is inappropriate for both teachers and children to answer personal questions
- Staff are encouraged to respond to all questions but will use their professional judgement to decide whether an appropriate response should be given in a whole class situation, individually or referred to home / AHT's/ safeguarding Lead. (It is okay to not know an answer but to find out and provide a response later on)
- Staff will give factual information and not personal views
- In support of our equal opportunities policy staff will challenge discrimination and stereotyping and be inclusive in their language
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer

Confidentiality and Safeguarding

Confidentiality cannot be offered to any child. If any child protection issues arise all staff and people working within the school must follow Child Protection Procedures and inform the Designated Safeguarding Lead.

Use of Outside visitors (School Nurse)

All visitors will work within the policy framework. A teacher will be present at all times. Lesson content will be agreed before delivery in class.

Working with parents

The school seeks to work in partnership with parents through consultation and discussion groups Parents were involved in the development of the policy and schemes of work. The school recognises that parents play a vital role in providing education about relationships and growing up. We aim to support parents in this role.

Parents will be specifically informed through the half termly year group curriculum overview on the school website about discrete GRE lessons. This will be followed up with an additional letter. AHT's will be available to discuss resources and any other specific teaching content.

Parental withdrawal:

Parents have the right to withdraw their children from discrete GRE lessons provided at school except for those parts included in the statutory national curriculum. GRE is an integral part of PSHE and the themed curriculum and therefore it is not always possible to separate them both. Discrete lessons may begin in year 5. If parents have concerns about the content of GRE or want to withdraw their child they will need to make an appointment with the head to discuss it. Any complaint should be referred to the head.

If a parent decides to withdraw their child they will be given work to do in another class and it is the parents responsibility to provide alternative GRE.

Parents should also be aware that the school cannot prevent a withdrawn child from picking up information off other children. We should like to make it clear that even when a child has been withdrawn from GRE lessons if the child should ask questions at other times these questions would be answered honestly and appropriately by staff.

Monitoring and evaluation:

The new policy and scheme of work will be evaluated by staff after teaching and children will be given an opportunity to reflect on what they have learnt at the end of each topic. Evidence will be collected within the Class Curriculum book and children's theme books. Work will be monitored in accordance with the schools monitoring cycle.