



Beachborough School

**Personal, Social, Health & Economic Education (PSHEE) & RSE Relationships and Sex Education Policy & Curriculum overview**

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Policy Lead: Head of Boardman

Checked by: Deputy Head and Head of Manor House

**Beachborough School**

*Personal, social, health and economic  
(PSHE) education Policy and Curriculum Overview*

**For Staff, Parents and Pupils**



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## 1. Overview

### What is PSHE education and why is it important?

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach that reflects the school's aims and ethos, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. (PSHE Association)

Under the Education Act 2002/Academies Act 2010 all schools must 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.*

The 2006 Education and Inspections Act placed a duty on Governing Bodies '*to promote the well-being of pupils at the school*'. The duty came into effect in September 2007.

Schools also have wider responsibilities under the Equalities Act 2010 and should ensure that their school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children (protected characteristics under the 2010 Act). This means that **PSHE education must be sensitive to the different needs of individual pupils and may need to evolve over time as the pupil population changes. At all times the overarching principle is to ensure the present and future wellbeing of pupils and to meet their learning needs.** It is also crucial for lessons to help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying), use of prejudice-based language and how to respond and ask for help. The DfE PSHE education guidance, advises that:

*'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle'.*

## 2. Beachborough's Approach to PSHEE

At Beachborough, PSHEE is a whole school responsibility, strongly supported and reflected in the schools Mission Statement and Values. As well as allocated timetabled time throughout the school, examples of PSHE can be evidenced in our Code of Conduct, Boarding and Kites Code of Conduct, Charity work, Assemblies, the Co-Curricular Programme, the School Council, the Pastoral tutor / form teacher system, the Club System, Enrichment Weeks, Computing, Science, Geography, History, English, Religious Studies and our policies on Anti-bullying and Behaviour and Sanctions.

This PSHEE policy and curriculum overview is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000/ pending new guidance due to come into effect – Sept 2019), **SRE supplementary guidance** ( Sex Education Forum/ Brook/ PSHE Association, March 2014) **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers,

staff and governing bodies, July 2017), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, 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, July 2018) and **Equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised May 2014). This policy also has regard for **KCSIE** (September 2018)

**Context: In an age appropriate manner we aim to facilitate the spiritual, moral, social and cultural development of all pupils through enabling pupils to show their:**

**Spiritual:**

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

**Moral:**

**Our promotion of British Values at Beachborough**

**Background**

The government set out their definition of British values in the 2011 Prevent Strategy. Due to recent events, these were reinforced in September 2014. These new regulations will sit alongside the requirements of the Equalities Act, which also applies to all types of school.

Schools are expected to focus on, and be able to show, how our work with pupils is effective in embedding fundamental British values.

**Promoting British values at Beachborough**

We agree with the Department for Education's five-part definition of British values:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Beachborough pupils will encounter these principles throughout everyday school life. In particular, our promotion of spiritual, moral, social and cultural understanding has been reviewed and enhanced by these explicit values. In PSHE these are explored through promoting an:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

**Social:**

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**Cultural:**

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **3. PSHEE in the Boardman and The Manor House**

PSHEE is taught throughout years Reception to form VIII at Beachborough.

Our PSHEE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules are established in class and children are reminded of these. Special consideration is given when teaching particularly sensitive content and staff are fully aware of the children in their class and how they might relate to the lesson content. PSHEE is taught in a safe environment within which all children feel able to ask questions and discuss issues openly.

In the Boardman, pupils in early years through to form IV are taught PSHEE for 40 minutes each week by the class teachers.

In the Manor House, pupils in form V to form VIII receive a 30 minute lesson delivered by the Head of PSHEE each week along with other qualified members of staff.

## 4. Scheme of Work

Years R to 6 (Reception up to Form VI) follow the Jigsaw Approach to PSHE Education. This is a PSHE Association Quality Assured Resource. Jigsaw is delivered through a comprehensive scheme of learning that adopts a spiral programme; ensuring learning is revisited, reinforced and extended in age – and stage – appropriate contexts.



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.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but adapted to address children's needs today); and one is based on emotional literacy and social skills and covers and adds to the Social Emotions Aspects of Learning intentions (SEAL). These enhancements mean that Jigsaw is relevant to children living in today's world. It helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

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

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change.

Years 7 and 8 (Forms VII and VIII) PSHE lessons build on the skills, attitudes, values, knowledge and understanding pupils have acquired and developed from the Jigsaw Approach in the earlier years and begins to acknowledge and address the changes that learners are experiencing, beginning with transition to future schools, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life.

Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society. Guidance from the DfE grant funded PSHE Association is utilised along with their Quality Assured resources and support from additional outside providers (E.g. Northampton Healthcare nursing team/NSPCC 'Speak out – Stay safe' programme).

The PSHE Association's Programme of Study (Jan 2017) approaches PSHE through three overlapping and linked '**Core Themes**' (Health and wellbeing, Relationships, Living in the Wider World).

### **Overarching Concepts in Form VII and VIII**

**1. Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)

**2. Relationships** (including different types and in different settings)

**3. A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)

**4. Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media, behaviour and strategies to employ in different settings)

**5. Diversity and equality** (with due regard to the protected characteristics set out in the Equality Act 2010)

**6. Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

**7. Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

**8. Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

**9. Career** (including enterprise, employability and economic understanding)

Knowledge and understanding are interlinked and learning from one area may be pertinent to others (for example, enquiry into tobacco use and its impact on health will enrich pupils' concept of a healthy lifestyle; their understanding of the concept of persuasion helps them to recognise the power of peer approval and the need for assertiveness skills). It is important to recognise that many lifestyle choices, such as the use of alcohol, take place in social situations. It is therefore important to understand that, whilst the Programme of Study distinguishes between 'Health' and 'Relationships' as two separate themes, in reality there will always be extensive overlap. For example, sexual health is included in 'Health' but should of course also be considered within the context of healthy relationships. Planning also aims to reflect pupils' needs and local priorities, including building resilience to extremism and radicalisation.

### **Safeguarding and Confidentiality Issues**

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

Sensitive and controversial issues are certain to arise in learning and from real-life experience. Teachers are 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 may be sensitive and controversial because they have a political, social or personal impact, or deal with values and beliefs. These issues include family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable and 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.

#### **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 Designated Safeguarding Lead for child protection who takes action as laid down in the Safeguarding 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 throughout the process.



## **5. RSE at Beachborough**

### **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 Guidance p.8

RSE at Beachborough will address aspects of relationships and sex in an integrated way within a single topic. We take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

At Beachborough, we include the statutory Relationships and Health Education within our whole-school PSHE Programme. We believe in providing every pupil with honest, accurate and age appropriate lessons all about relationships.

To ensure progression and a spiral curriculum, we primarily use Jigsaw as our chosen teaching and learning programme and tailor it to the children's needs. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

The programme will be delivered in a nonjudgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

### **Relationships Education**

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Health Education**

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At Beachborough, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in the National Curriculum for Science. Those considering this option are asked to speak with the Headmaster, Mr Christian Pritchard and/or Assistant Head of Manor House / PSHE co-ordinator, Mrs Chantelle Harrison in order to find out more about this.

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

Staff members are aware that views around Sex and Relationship (RSE) and Drug and Alcohol Education-related issues are varied. While personal views are respected, all RSE and Drug and Alcohol Education issues are taught without bias. 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. Individual teachers must use their skill and discretion in this area and **refer to the Designated Safeguarding Lead for Child Protection if they are concerned.**

RSE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. Through the Jigsaw Approach 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. Any form of bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

## RSE Curriculum Content in the Boardman (Reception – form IV)

Objectives of The Relationships unit in PSHE Taught in the Summer Term	
<p>Reception/PP1</p> 	<ul style="list-style-type: none"> <li>• I can identify the members of my family and understand that there are lots of different types of families.</li> <li>• I can identify what being a good friend means to me.</li> <li>• I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>• I can recognise my qualities as person and a friend.</li> <li>• I can tell you why I appreciate someone who is special to me.</li> </ul>
<p>PP2</p> 	<ul style="list-style-type: none"> <li>• I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</li> <li>• I can understand some of the things which may cause conflict with friends.</li> <li>• I understand that there are lots of forms of physical contact with friends and family and know what is and isn't acceptable.</li> <li>• I understand that it is good to keep a secret and sometimes it is not.</li> <li>• I recognise and appreciate people who are here to help me in my school, family, and community.</li> </ul>
<p>III</p> 	<ul style="list-style-type: none"> <li>• I can identify the roles and responsibilities of each member of my family.</li> <li>• I can identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener.</li> <li>• I know and can use some strategies for keeping myself safe.</li> <li>• I can explain how some of the actions and work of people around the world help and influence my life.</li> <li>• I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</li> <li>• I know how to express my appreciation to my friends and family.</li> </ul>
<p>IV</p> 	<ul style="list-style-type: none"> <li>• I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant.</li> <li>• I can identify someone I love and can express why they are special to me.</li> <li>• I can tell you about someone I know that I no longer see.</li> <li>• I can explain different points of view on an animal rights issue.</li> <li>• I understand how people feel when they love a special pet.</li> <li>• I know how to show love and appreciation to the people and animals who are special to me.</li> </ul>

## RSE Curriculum Content in the Manor House (Form V- Form VIII)

### Objectives of The 'Relationships' and 'Changing Me' units in PSHE Taught in the Summer Term

V



- I am aware of my own self-image and how my body image fits into that.
- I can explain how my body changes during puberty and understand the importance of looking after yourself physically and emotionally.
- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.
- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- I understand how it might feel in the future to be attracted to someone and how to manage those feelings.
- I can identify how and when a friendship might change.
- I know how to stay safe when communicating on the internet.

VI



- I know some of the feelings we can have when someone dies or leaves and can recognise ways in which to deal with this.
- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
- I am aware of my own self-image and how my body image fits into that.
- I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
- I can ask the questions I need answered about changes during puberty.
- I understand how being physically attracted to someone changes the nature of the relationship.

VII



- I understand why respect for the other person's wishes is important in relationships.
- I understand the concept of consent.
- I can recognise that my emotions and feelings can change regularly.
- I can apply assertiveness to my relationships when appropriate.
- I can explain my understanding of respect and authenticity.
- ❖ During Science lessons pupils will be taught about conception, female and male reproductive systems and the menstrual cycle. The lessons will be carefully correlated to ensure maximum understanding, support, and guidance for the children.

VIII



- I understand what is meant by personal space.
- I understand etiquette and manners in relation to privacy both online and offline.
- I know what a good relationship looks like and how to protect myself from an unhealthy relationship.
- I know where to get information to safely explore feelings about sexuality.
- I know how social media can negatively impact expectations of self-image.
- I can identify risks associated with drinking too much alcohol, including unprotected sex and non-consensual sex.

## **6. Monitoring, Tracking and Evaluation of PSHEE**

### **Monitoring and Tracking**

The PSHE co-ordinator (Mrs Chantelle Harrison – Assistant Head of Manor House) is involved in the delivery and monitoring of the programme. Observation and discussion with teaching staff will promote a 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