



**Ball Green Primary School**

# **Ball Green Primary School**

## **SRE and PSHE Policy 2020**

_____	Headteacher	Date: _____
_____	PSHE Lead	Date: _____
_____	Chair of governors	Date: _____

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# Ball Green Primary School

## Contents:

### Statement of intent

1. Legal framework
2. Key roles and responsibilities
3. Aims of the PSHE curriculum
4. Teaching methods and learning style
5. Timetabling and cross-curriculum involvement
6. Safeguarding, reports of abuse and confidentiality
7. Differentiation/SEN
8. KS1 and 2 programmes of study
9. Assessment
10. Monitoring and review

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## Statement of intent

Ball Green Primary School believes that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care programme following the Jigsaw PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2020), **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 2013), **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, 2018) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- ✓ Our school is one where everyone is encouraged and supported to achieve their personal best.
- ✓ Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- ✓ Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- ✓ Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- ✓ The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- ✓ Our environment is safe and clean with everyone sharing responsibility for it.
- ✓ Our culture is one of continuous improvement, creativity and enthusiasm.
- ✓ Parents will be informed about the policy via the school's website <http://www.ballgreenprimary.co.uk> where it, and the PSHE curriculum, will be available to read and download.

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## 1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- ✓ Education Act 1996
- ✓ Education Act 2002
- ✓ Children and Social Work Act 2017
- ✓ DfE (2020) 'Keeping children safe in education' (KCSIE)
- ✓ DfE (2020) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- ✓ Complaints Procedures Policy
- ✓ Primary Relationships and Health Education Policy
- ✓ Child Protection and Safeguarding Policy

## 2. Key roles and responsibilities

2.1. The governing board has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The headteacher Mr Hankey has overall responsibility for reviewing the PSHE Policy annually.

2.4. Mr Hankey has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. The PSHE lead Miss James and the headteacher Mr Hankey will be responsible for the day-to-day implementation and management of the PSHE Policy.

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2.6. The PSHE lead Miss Barber is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

### 3. Aims of the PSHE curriculum

- ✓ To provide 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.
- ✓ They 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.

3.1. Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

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- ✓ Have a sense of purpose
- ✓ Value self and others
- ✓ 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
- ✓ Become healthy and fulfilled individuals

## 4. Teaching methods and learning style

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) which 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.

- 4.1. 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 needs to include the aspects below:

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- ✓ 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
- ✓ We respect each other's privacy (confidentiality)

4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.

4.3. The school uses visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.

4.4. The school consults with the local community on matters related to PSHE to ensure that local issues are covered in lessons.

4.5. Pupils' questions, unless inappropriate, are answered respectfully by teachers. 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. 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.

## 5. Timetabling and cross-curriculum involvement

5.1. The school uses direct teaching via timetabled lessons.

5.2. PSHE is taught in discrete curriculum time, delivered by teachers and support staff.

5.3. The school ensures cross-curricular learning through discussion in all lessons.

5.4. There is an element of PSHE in pastoral care and the school will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.

## 6. Safeguarding, reports of abuse and confidentiality

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6.1. 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 child protection and confidentiality policy is followed.

6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- ✓ Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- ✓ Signs of self-harm or a significant change in wellbeing.
- ✓ Signs of assault or unexplained injuries.
- ✓ New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.

6.4. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

6.5. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

6.6. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make

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# Ball Green Primary School

reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

6.7. The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

## 7. Differentiation/SEN

7.1. 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.

7.2. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.

7.3. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.

7.4. The school will deliver relationships and health education as part of its timetabled PSHE programme, having due regard to the school's Primary Relationships and Health Education Policy (Sex Education Policy).

## 8. KS1 and 2 programmes of study

The PSHE programme of study will cover the following topics:

Autumn 1: Being Me In My World

**Includes understanding my place in the class, school and global community as well as devising Learning Charters)**

Autumn 2: Celebrating Difference

**Includes anti-bullying (cyber and homophobic bullying included) and diversity work**

Spring 1: Dreams and Goals

**Includes goal-setting, aspirations, working together to design and organise fund-raising events**

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Spring 2: Healthy Me

**Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices**

Summer 1: Relationships

**Includes understanding friendship, family and other relationships, conflict resolution and communication skills**

Summer 2: Changing Me

**Includes Sex and Relationship Education in the context of looking at change**

## 8.1. Sex and Relationships Education

Definition of SRE:

‘SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999). Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

It is important to note that the SRE at our school sits within the school’s values framework and that we consider it vital to do this work in partnership with parents and carers.

8.2. We are mindful that parents/carers do have the legal right to withdraw their children from the SRE that is part of the PSHE (Jigsaw) Programme, whilst we hope they do not feel the need to do so.

Statutory Guidance for Relationships Education, Relationship and Sex Education (RSE) and Health Education, published by the Department for Education (DfE) in June 2019, outlines what schools need to cover from September 2020 (though not all they should cover as part of broader PSHE education). However, schools that are ready to implement the guidance from September 2019 are encouraged to do so and many schools are already teaching these crucial elements of PSHE. Sex education is compulsory in primary schools. PSHE education is a partnership between schools and parents and carers. ([pshe-association.org.uk](http://pshe-association.org.uk))

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## 8.3. Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

## 9. Assessment

9.1. The school sets the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

9.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying where pupils need extra support or intervention.

9.3. Each Puzzle has a set of three level descriptors for each year group:

- ✓ Working towards
- ✓ Working at
- ✓ Working beyond

At the end of each puzzle teachers will make a judgment based on an individuals' performance throughout the puzzle and award the level according.

Children are encouraged to evaluate their own learning in line with objectives and success criteria and through discussion with the teacher are able to ascertain their next steps in learning.

## 10. Monitoring and review

10.1. This policy will be reviewed by the headteacher Mr Hankey and PSHE Lead Miss James on an annual basis.

10.2. Any changes to this policy will be communicated to all staff and other interested parties.

10.3. The next scheduled review date for this policy is September 2021

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