



HOBLETTS MANOR SCHOOL'S Personal, Social, Health Education (PSHE) Policy (including Relationships and Health Education and our position on Sex Education).

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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PSHE

In PSHE, children have the opportunity to develop the knowledge, skills and personal attributes to keep them happy and confident, healthy, safe and prepared for life in the world in which they live, both on and off line. They learn about health and wellbeing, relationships and living in the wider world. At all times they are considerate of each other's feelings and show respect when opinions differ.

At Hobletts Manor, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people, recognising the impact that a well delivered PSHE programme has on both the academic and non-academic outcomes for our children. At Hobletts Manor, we value PSHE as a key way to support our children's development as human beings, to enable them to understand and respect who they are and to know how to keep themselves and others safe, to empower them with a voice and to equip them for life and learning.

A well planned programme is central to the delivery of high quality PSHE. To ensure progression and a spiral curriculum at Hobletts Manor, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work, which brings consistency, and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on each school's website (www.hoblettsjm.herts.sch.uk or www.hoblettsinfants.com).

Our curriculum also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, and Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, make Relationships and Health Education compulsory for all pupils receiving primary education.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...”

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

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”
Secretary of State Foreword DfE Guidance 2019

At Hobletts Manor, Relationships and Health Education are integrated within our PSHE curriculum

The mapping document on pages 6-10 of this document, illustrates how as a school we meet the statutory Relationships and Health Education requirements. Our curriculum remains flexible and responsive to any emerging needs. Regular updates and Continued Professional Development opportunities ensure we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

What do we teach when and who teaches it?

At Hobletts Manor, our teaching covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the schools with learning deepening and broadening every year.

Hobletts Manor Infant School		
Term	Puzzle	
Autumn 1	Being Me in My World	Help others to feel welcome, try to make our school community a better place, think about everyone's right to learn, care about other people's feelings, work well with others and choose to follow the learning charter.
Autumn 2	Celebrating Difference	Accept that everyone is different, include others when working and playing, know how to help if someone is being bullied, try to solve problems, try to use kind words, know how to give and receive compliments.
Spring 1	Dreams and Goals	Stay motivated when doing something challenging, keep trying even when it is difficult, work well with a partner or in a group, have a positive attitude, help others to achieve their goals and work hard to achieve their own
Spring 2	Healthy Me	Make healthy choices, eat a healthy, balanced diet, be physically active, keep themselves and others safe, (including medicines, road safety, sun safety and calling 999), know how to be a good friend and enjoy healthy relationships, know how to keep calm and deal with difficult situations, (Yr.2. what makes me feel stressed or relaxed?).
Summer 1	Relationships	Know how to make friends, try to solve friendship problems when they occur, help others to feel part of a group, show respect in how they treat others, know how to help themselves and others when they are upset or hurt, (including bereavement), know and show what makes a good relationship.
Summer 2	Changing Me	Understand that everyone is unique and special, can express how they feel when change happens, understand and respect that they can see changes in themselves, (Relationship and Sex Education), know who to ask for

		help if they are worried about change, look forward to change.
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Hobletts Manor Junior School

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes managing conflict
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Hobletts Manor, we allocate time to PSHE each week in order to teach knowledge and skills in a developmental and age-appropriate way. These explicit lessons, taught by teachers, who know their children well, are reinforced and enhanced in many ways, including assemblies and collective worship, our behaviour system and through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to all aspects of school life.

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 covers '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 on pages 6-7.

It is important to explain that whilst the Relationships Puzzle (unit) covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere 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.

Parents/carers do not have any right to withdraw their child from any aspect of Relationships Education.

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 covers '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 on pages 8-10.

It is important to explain that whilst the Healthy Me Puzzle (unit) covers most of the statutory Health Education, some of the outcomes are taught elsewhere 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.

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 this is taught as part of the Changing Me Puzzle (unit).

Parents/carers do not have any right to withdraw their child from any aspect of Health Education.

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. However, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings.'

At Hobletts Manor, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction, from conception to birth.

Sex Education at Hobletts Manor Junior School

Year 5	Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby
Year 6	Girl/boy talk Babies conception to birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17 Should a parent, wish to request that their child be withdrawn from all or part of Sex Education, as defined above, we request that they do so in writing. The Headteacher will then liaise with the parent/carer to discuss their concerns.

Monitoring and Review

Our Governing Boards monitor this policy on a regular basis and will work with leaders to modify the policy if necessary. Pupil and Parental voice also informs part of our evaluations.

Ongoing assessments are made throughout the year with information shared formally with parents/carers in their child's annual report.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Hobletts Manor, we promote respect for all and value every individual child. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How we provide the solution
Families and people who care for me	<ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• 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.• 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.• 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.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).• how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.• 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>All of these aspects are covered in lessons within the following Puzzles:</p> <ul style="list-style-type: none">• Relationships• Changing Me• Celebrating Difference• Being Me in My World

	<ul style="list-style-type: none"> • what a stereotype is and how stereotypes can be unfair, negative or destructive. • the importance of permission seeking and giving in relationships with friends, peers and adults. 	
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the following Puzzle:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others and to keep trying until they are heard, how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the following Puzzles:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How we provide the solution
Mental wellbeing	<ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• 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.• 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.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.• 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 well-being or ability to control their emotions (including issues arising online).	<p>All of these aspects are covered in lessons within the following Puzzles:</p> <ul style="list-style-type: none">• Healthy Me• Relationships• Changing Me• Celebrating Difference

	<ul style="list-style-type: none"> 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. 	
Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 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. how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. 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. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> Relationships Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 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. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Healthy Me Puzzle</p>
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. 	<p>All of these aspects are covered in lessons within the Healthy Me Puzzle:</p>

	<ul style="list-style-type: none"> 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). 	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to immunisation and vaccination 	All of these aspects are covered in lessons within the Healthy Me Puzzle:
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	All of these aspects are covered in lessons within the Healthy Me Puzzle
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> Changing Me Healthy Me