



PSHE (Personal, Social, Health and Economic Education) Policy

(including RSE: Relationships and Sex Education)

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1. INTRODUCTION AND POLICY STATEMENT

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.

At Venturers Trust Academies, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

This 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, Cultural) development opportunities provided for our children.

2 . AIMS

Our PSHE curriculum aims to:

- Provide children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encourage children 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 community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Help children to 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.
- Promote understanding and respect for our common humanity, our diversity and our differences.
- Develop social skills and understanding of healthy relationships, enabling them to form the safe, fulfilling relationships that are an essential part of life and learning.
- Give all children the opportunity to experience a programme of Relationships and Sex Education (RSE) at a level which is appropriate for their age and physical development with differentiated provision where required.
- Deliver content in a way that is sensitive to the needs and background of our communities.

Our curriculum will support the development of the skills, attitudes, values, and behaviour, enabling pupils to:

- 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

3. STATUTORY RELATIONSHIP, SEX 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

“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...as well as making Health Education compulsory in all state-funded schools.”

“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 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

At Venturers Trust Academies we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline, including the Prevent duty)
<https://educateagainsthate.com/resources/respectful-school-communities-self-review-signposting-tool-2/>
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Equality Act 2010 and schools

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) (statutory guidance)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)
- SEND code of practice: 0 to 25 years (statutory guidance)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Mental Health and Behaviour in Schools (2018) (advice for schools)
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental health and behaviour in schools .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)
- Preventing and Tackling Bullying (2017) (advice for schools, including advice on cyberbullying)
<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>
- Sexual violence and sexual harassment between children in schools (advice for schools)
<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges4>
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
<https://www.equalityhumanrights.com/en/advice-and-guidance>
- Promoting Fundamental British Values as part of SMSC in schools (2014) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC Guidance Maintained Schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

4. ORGANISATION AND PLANNING

What do we teach when, and who teaches it?

In Venturers Trust Schools, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Our PSHE programme covers all areas of PSHE including statutory Relationships and Health Education.

Further details can be found in the appendix and on each individual Academy's website. Themes are taught across the school; the learning deepens and broadens every year.

At Venturers Trust Academies we have time allocated to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- assemblies and collective worship,
- praise and reward system,
- 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 everyday situations in the school community.

In Primary class teachers/ specialists deliver the weekly lessons to their own classes.

In Secondary lessons are taught by tutors and specialists.

Staff delivering PSHE have regular training and support to ensure they are well equipped to deliver the required content.

5. INCLUSION

At Venturers Trust Academies we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise. In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our young people and, in acknowledging different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the PSHE inc. RSE Curriculum meets the needs of all:

- We will not promote one lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage exploitation

In relation to those with special educational needs, we are committed to ensuring that all young people receive their entitlement to PSHE. We will review our PSHE provision to ensure that all those with additional needs are provided for. When working with young people with additional needs we will consider:

- Their level of vulnerability
- Their need to learn and demonstrate appropriate behaviour
- The need to promote self-esteem and body image
- The need to involve all staff including ancillary staff and carers in policy development, planning and training
- The management of personal care
- Clarity about sources of support for student

6. EQUALITY

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.

Children are often aware that there are a variety of family situations in British society; some children will have parents who are separated, some may live with a mum and a dad, some may have step-parents, and some may be fostered or adopted. Some may have other family arrangements; and some will have LGBTQ parents/carers. We believe any child who lives in a family that is different from the stereotypical household of mum, dad, and children should not be made to feel less accepted, or that their family is any less loving and caring. When discussing similarity and difference in lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. When discussing any differences between people, we teach children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy, and responsible people, rather than judging them on appearance or whether a particular aspect of their lifestyle is different to their own. Children also learn about discrimination and prejudice including racism, sexism, and ageism.

Links to other policies and curriculum areas

We recognise the clear link between PSHE and the following curriculum areas/ policies and staff are aware of the need to refer to these when appropriate.

- Science curriculum
- Computing curriculum
- Equalities policy
- Safeguarding and Child Protection Policy
- Online safety policy
- Anti-bullying policy

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?'

7. POLICY REVIEW

Schools and their governing body monitor this policy on an annual basis. The governing body gives serious consideration to any comments from parents about the PSHE programme (including Relationships Education, HE and RSE) and makes a record of all such comments. Leaders and trustees scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

If any parent/ carer has concerns or questions about any aspect of the PSHE curriculum they are encouraged to speak to their child's class teacher, the schools PSHE coordinator or senior leaders; concerns will be heard and an open and honest discussion had. We understand for many parents/ carers PSHE and in particular RSE can cause anxiety and therefore a two way dialogue is essential.

APPENDIX 1: PRIMARY SPECIFICS

In our primary settings we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

"The Jigsaw Programme" supports our VT curriculum- it 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.

We use planning and resources from the Jigsaw scheme of work. Jigsaw 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 school; the learning deepens and broadens every year.

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 anti-bullying (cyber and homophobic bullying included) and understanding
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

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.

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Venturers Trust Academies, we believe children should understand the facts about human reproduction before they leave primary school so we are committed to ensuring all children/ young people are taught this in a culturally sensitive way following consultation and communication with parents/carers and community members.

We define Sex Education as e.g. understanding about human reproduction and teaching the basic physical facts of how a baby is conceived and born. We teach this as part of Science to ensure children know the true facts before going to secondary school. Our teaching is factual, respectful and understands pupils' backgrounds and cultural beliefs.

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 references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 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). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends 	

APPENDIX 2: SECONDARY SPECIFICS

As a curriculum area PSHE is designed to help give pupils the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed, active, responsible citizens.

Personal, Social, Health and Economic Education (PSHE) is an important and necessary part of all students' education PSHE equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. There are no internal or external examinations for PSHE.

In our secondary Schools we deliver the framework for PSHE using the three strands outlined in The National Curriculum for all young people to become:

- successful learners who enjoy learning, make progress, and achieve
- confident individuals who are able to live safe, happy fulfilling lives.
- responsible citizens who make a positive contribution to society.

The PSHE curriculum is based on the PSHE Association Programme of Study, and covers the core themes of:

-Health & Wellbeing

-Relationships

-Living in the Wider World-Economic wellbeing, careers & the world of work

Religious, cultural and moral values are always considered when teaching and discussing sex and relationships

Topics covered in PSHE at secondary include:

- Sex and Relationships education
- British Society, Culture and Life
- Drugs and alcohol education
- Economic and Financial awareness
- Emotional and mental health
- Staying safe/making informed choices
- Keeping healthy
- Social Skills
- Careers and work-related learning
- Anti-smoking/tobacco
- First Aid
- Anti-bullying
- Fire Safety
- Road Safety

We live in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. Our secondary PSHE curriculum provides students with the opportunity to explore their attitudes, values and beliefs and to develop the skills, language, attributes and strategies necessary to manage issues should they encounter them in their lives. Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of our students to prepare them for the opportunities, responsibilities and experiences of later life.

Through the PSHE curriculum, we teach our students about personal identity, diversity and equality, rights and responsibilities, change and resilience, relationships, risk and personal safety, health and wellbeing (physical, mental and social), power (how it is used and encountered) and employability. In addition, we support and deliver a firm commitment to developing and upholding the British Values of democracy, rule of law, individual liberty and mutual respect and tolerance of others

Aims:

- For students to feel positive about who they are and be able to identify their personal qualities, skills and achievements
- Understand and maintain boundaries around their personal privacy, including online
- Know how to best protect their physical and mental health
- Recognise and manage risk, including the risks associated with substance abuse, personal finance, road and rail safety, healthy and unhealthy choices around food, exercise and body image, knife crime, social media and the online world and healthy and unhealthy relationships
- Take increasing responsibility for themselves, their choices and behaviours
- Understand their rights, including the notion of universal human rights, and consent (in different contexts)
- Know the law in relation to FGM
- Explore future opportunities around career aspirations
- Take part in discussions and debates
- Explore British values
- Explore the idea of power, how it is used and encountered in a variety of contexts including bullying, coercion (including online) and how it can be managed effectively
- Make positive contributions to their families, schools and communities
- Explore similarities and differences between people and discuss social and moral dilemmas
- Learn to deal with challenges and accommodate diversity in all its forms, with regard to the protected characteristics set out in the Equality Act 2010
- Prepare for and embrace change and develop resilience
- Consider social and moral dilemmas
- Ask for help
- Find information and advice
- We do this because we believe in the fundamental value of these experiences.

How will parents/carers be kept informed about the PSHE Curriculum?

Please refer to the PSHE Curriculum Mapping Grid on the school website (Please note that this is an overview and may be adapted to respond to circumstance and the needs of the students).

At KS3/4 the RSE curriculum covers:

- Characteristics of healthy, and unhealthy, intimate relationships.
- Concepts of, and laws relating to, sex and relationships as well as the effects of relationships on their mental wellbeing.
- Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.
- Concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, and harassment.
- Recognise and talk about their emotions, as well as understanding that it is common for people to experience mental ill health.
- Understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies
- Internet safety and harms to include content on the potential risks of excessive screen time and the importance of keeping information private.
- Economic and financial education providing children with the knowledge and understanding to prepare them to play a full part in society.

All content will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, while always with the aim of providing pupils with the knowledge they need of society and the law. We work with parents, and the wider community so that the curriculum complements and reinforces parents' role as primary educators and matches the needs of their pupils and communities.

Useful links and information:

PSHE Association: <https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

Emotional Health & Wellbeing:

Young Minds: <https://youngminds.org.uk/find-help/for-parents/>

Off the Record Bristol: <http://www.otrbristol.org.uk/concerned-parents-guardians-friends/>

Sex & Relationships:

4YP Bristol: <https://www.4ypbristol.co.uk/for-parents/>

Stonewall: <http://www.stonewall.org.uk/help-advice/coming-out/so-you-think-your-child-gay-lesbian-or-bisexual>

Department for Education and RSE:

<https://www.gov.uk/government/publications/relationships-education-rse-and-pshe>

PSHE Association and RSE:

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/sex-and-relationship-education-RSE-21st-century>

ESafety:

Child Exploitation and Online Protection (CEOP): <https://ceop.police.uk/safety-centre/>

Child Net: <http://www.childnet.com/parents-and-carers>

Anti-Bullying:

Anti-Bullying Alliance: <https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

Domestic Violence:

National Domestic Violence Help Line: www.nationaldomesticviolencehelpline.org.uk

Substance Misuse:

Talk to Frank: <http://www.talktofrank.com/worried-about-a-child>

Children Meditations: <http://www.ukpranichealing.co.uk/childrens-meditation-2/>

Parents Meditations: <http://www.ukpranichealing.co.uk/twin-hearts-meditation/>

APPENDIX 3: SENSITIVE ISSUES

Puberty

Primary: We will teach about puberty in Years 4/5/6, in accordance with the Entitlement Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately, on an individual basis or in a whole class setting. We recognise the importance of ensuring that both boys and girls have a good understanding of puberty before they reach it. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods. We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests in a helpful way without embarrassment.

Contraception

We will include lessons on contraception in our RSE curriculum in secondary. However, we recognise that many primary-aged children are aware of some forms of contraception. Children may ask direct questions about contraception or may reveal knowledge (accurate or misconceived) about contraception in discussion with adults or their peers. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable students to further understand the responsibilities of adult life.

Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries.

STI's and HIV/Aids

We will not teach directly about STI's or HIV/AIDS, however in secondary elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later. We will discuss the different ways diseases might be spread and steps a child might take to reduce their spread. Some children will be aware of STI's or HIV/AIDS and may ask questions about it in relation to RSE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries.

Sexual Identity and Sexual Orientation

We understand our responsibility to ensure that RSE meets the needs of all our students. Whatever their developing sexuality, young people must feel that RSE is relevant to them and sensitive to their needs. We will not teach directly about sexual orientation but acknowledge that children will be aware of both heterosexual and homosexual relationships and may ask questions about these. We will answer these questions factually, in a general way, seeking to challenge prejudice. If we encounter examples of homophobic language or attitudes, we will challenge these.

Incidents of homophobic bullying will be dealt with according to our 'Anti-Bullying guidelines' which explicitly refers to homophobic bullying.

APPENDIX 4: SCHOOL SPECIFICS/ CURRICULUM MAP

School: Barton Hill Academy

At the Barton Hill Academy, we use the Jigsaw program as the basis of our teaching of PSHE, but tailor it to the needs of the pupils in individual classes. A dedicated hour of PSHE education is included in the weekly timetable of each class. The termly plan for the Jigsaw lessons for KS1 and 2 is as follows:

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<p>I can tell you some ways I am different from my friends</p> <p>I understand these differences make us all special and unique</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it</p> <p>I know how to store the feelings of success in my internal treasure chest</p>	<p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p> <p>I can recognise how being healthy helps me to feel happy</p>	<p>I can tell you why I appreciate someone who is special to me</p> <p>and express how I feel about them</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina</p> <p>I respect my body and understand which parts are private</p>
Year 2	<p>I can identify some ways in which my friend is different from me</p> <p>I can tell you why I value this difference about him/her</p>	<p>I can explain some of the ways I worked cooperatively in my group to create the end product</p> <p>I can express how it felt to be working as part of this group</p>	<p>I can make some healthy snacks and explain why they are good for my body</p> <p>I can express how it feels to share healthy food with my friends</p>	<p>I can identify some of the things that cause conflict between me and my friends</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>I can tell you what I like/don't like about being a boy/ girl</p>
Year 3	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p> <p>I can give and receive compliments and know how this feels</p>	<p>I can evaluate my own learning process and identify how it can be better next time</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I can express how being anxious or scared feels</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>and can show an awareness of how this could affect my choices</p>	<p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings</p>

	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	<p>I can tell you a time when my first impression of someone changed as I got to know them</p> <p>I can explain why it is good to accept people for who they are</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed</p> <p>I know what it means to be resilient and to have a positive attitude</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>I can explain different points of view on an animal rights issue</p> <p>and express my own opinion and feelings on this</p>	<p>I can identify what I am looking forward to when I am in Year 5</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this</p>
Year 5	<p>I can explain the differences between direct and indirect types of bullying</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine</p> <p>and can reflect on how these relate to my own</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p>I respect and value my body</p>	<p>I can explain how to stay safe when using technology to communicate with my friends</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others</p>	<p>I can describe how boys' and girls' bodies change during puberty</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>
Year 6	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration</p> <p>and can show empathy with people in either situation</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I can identify why I am motivated to do this</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this</p>	<p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and</p> <p>I recognise how I feel when I reflect on the development and birth of a baby</p>

In EYFS, many PSHE / RSE as objectives are woven into all learning in the EYFS curriculum.

However, this is complemented by weekly PHSE lessons in Year R. Circle time outside of the PSHE hour is also a way in which we support children in their PSHE development. These sessions are held by the class teachers as needed to discuss issues that are relevant to the class's current situation.

The school uses the Jigsaw scheme as the basis for teaching about puberty and sexual relationships. Parents are invited to look at the scheme in a yearly meeting held before teaching commencing Term 6. Parents are allowed to ask to withdraw their children from areas apart from those that are an obligatory part of the Science curriculum by meeting with the Headteacher.