"Every Day Matters
Aspire Achieve Succeed"

PSHE including Relationships and Sex Education Policy

Version Information

Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Every 3 years, or in line with action indicated by the School Development plan	April 2023	PSHE subject lead	May 2026

Policy Ratification

Role	Name	Signature	Date
Chair of Local Board	**Shaun Kitto**		

Details of Policy Updates

Date	Details
09.07.21	Old policy replaced to include SCARF programme and DfE guidance
03.04.23	Updated SRE paragraphs and included statement of intent.

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Introduction

At Milford Junior School, personal, social and health education (PSHE) and relationships education, enables our children to become healthy, independent and responsible members of a society, where they develop to their full potential. Our PSHE Curriculum is underpinned by our school values and aims to help our children flourish personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities to learn about ways to relax through daily mindfulness activities, such as meditation, breathing and visualisation exercises rights as well as teaching them about rights and responsibilities, fundamental British values and helping them to appreciate what it means to be a member of a diverse society.

How this Policy was developed

This policy was developed in consultation with the staff, pupils and parents at Milford Junior School. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

Legal requirements of schools

At Milford Junior School, we acknowledge that under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum and we wish to have a policy that not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

It is now a statutory requirement for primary schools to deliver Health and Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex

Education that ensures both boys and girls are prepared for the changes 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.

What is Personal, Social, Health and Economic (PSHE) education including Relationships Education?

Our PSHE education, including statutory Relationships and Health education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

The school's PSHE provision supports the school's aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE programme, built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
2. Encourage and support the development of social skills and social awareness;
3. Enable pupils to make sense of their own personal and social experiences;
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
5. Enable effective interpersonal relationships and develop a caring attitude towards others;
6. Encourage a caring attitude towards and responsibility for the environment;
7. Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
8. Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

How is PSHE education, including Relationships Education, provided and who is responsible for this?

At Milford Junior School we use SCARF, a comprehensive scheme of work for PSHE and relationships education to deliver our PSHE/ RHE curriculum. Developed by teachers and centred on the 'Growth Mindset' approach, SCARF promotes positive relationships, mental health, well-being, resilience and achievement. The SCARF programme is an up to date programme, which meets the new Relationships and Health Education statutory requirements set out by the Department of Education, including non-statutory Sex Education.

To help teachers teach topics, such as body changes (Year 5 and Year 6), we offer a range of resources including the Busy Bodies scheme of work and the Betty Education resources, which is a PSHE association accredited scheme.

Our PSHE subject lead, Carol-Lynn Rye, works in conjunction with teaching staff in each year group to ensure that all staff are equipped with the knowledge, skills and resources to deliver PSHE and relationships education confidently. Class teachers follow the suggested half termly units provided by SCARF for each year group. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

What is being taught

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

In our 'SCARF' lessons, the children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first-hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with, their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

Our provision is further enriched by daily mindfulness sessions, enrichment days and outside visitors which focus on issues that reflect the school's values and ethos, and fits with the SCARF programme.

How PSHE education, including Relationships Education, is taught

PSHE lessons are taught by class teachers (or HLTAs) to their own classes, once a week in their timetabled PSHE lesson, using a range of interactive teaching methods, e.g. activity sheets, films, songs, online games, and drama techniques. Every lesson is recorded in a floor book which stays with each class for the duration of the academic year. The floor book is used for monitoring purposes by the PSHE subject lead.

Creating a Safe Learning Environment

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment by establishing clear ground rules with the class at the beginning of lessons. Teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age-appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy.

Support is provided to children experiencing difficulties on a one-to-one basis, via a dedicated teaching assistant, our welfare team or PSFA, if required.

Overview of Sex Education (Year 6)

At Milford Junior School, we feel that it is important for our Year 6 to be taught some aspects of sex education, in readiness for their secondary school education. The content we cover (human reproduction), has been carefully chosen and matched to the child's age and development.

How non-statutory sex education, is provided and who is responsible for this

We recognise that as a school, we have a legal responsibility to provide Relationship Education and Health Education. However, although the statutory guidance, published by the Department for Education in 2019, made relationships and health education compulsory in primary schools, sex education is not compulsory for our pupils. The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and the physical and emotional maturity of the pupils.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

How sex education, is taught

Within our non-statutory sex education that takes place in Y6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase. Our Year 6 non-statutory sex education lessons are delivered to each class by the Year 6 teachers, in both single and mixed gender groups as appropriate, using resources detailed below.

Sex education provision at Milford Junior School

Our sex education sessions, which are taught in the last term of Year 6, focus around the topics of 'How Babies are Made', and 'How Babies are Born'. These explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born. To help teachers teach this topic, we follow the Busy Bodies scheme of work, which provides videos, images and discussion points.

Parents right to withdraw from their child learning about Sex Education

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches (this does not include Relationships Education). They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science and Health Education. Parents will be sent a letter informing them about the content of the lessons before they are taught. They will also be given the opportunity to view our resources and discuss any concerns with staff.

Link to other school policies and areas of the curriculum

Learning in PSHE classes will link to/complement learning in science, ICT, computing and RE. For example, within National Curriculum Science in Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

This policy should be read in conjunction with the following school policies which support PSHE education:

- Safeguarding/Child Protection policy
- Confidentiality policy
- Anti-bullying policy
- Equality, diversity and inclusion policy

Equal Opportunities

We recognise that we have responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or whether they are looked after children. As a result Health, Relationships and Sex Education needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does teaching need to be sensitive of these needs, it also needs to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language. Whilst as a school, we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe and healthy. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, the variety of family structures, gay marriage, gender identity and gender equality.

It is not our school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement, and contribute to it. Lesson plan content will be adapted and extra support provided where necessary to ensure all pupils are enabled to develop key skills, attributes and knowledge developed through the PSHE education programme. Work in PSHE takes into account the targets set for individual children in their Individual Education Plans (IEPs).

SCARF lesson plans are flexible and allow for teachers, who are skilled in adapting curriculum content to meet the needs of the children in their class, to adjust their content in order to meet the learning outcomes.

Child Protection/Confidentiality

Teachers need to be aware that effective Health, Relationship and Sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the Head Teacher/Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

How PSHE education is monitored, evaluated and assessed

The monitoring of the standards of children's work and of the quality of PSHE education is the responsibility of the PSHE subject lead. They will ensure that the SCARF programme is being used by each class in a progressive manner to support our children. The teachers will be asked to feedback the impact of the SCARF programme to ensure that we regularly review how best to deliver the Health, Relationships and Sex Education programme. The work of the subject lead also involves supporting colleagues in the teaching of PSHE education and being informed about current developments in the subject.

The PSHE education subject lead annually reviews the targets set out in the PSHE/ RHE improvement plan. Areas for development are also identified. The PSHE education subject lead also spends time every term, reviewing evidence of the children's work through floor books and monitors any assessments made.

When year 6 have their Sex Education sessions, the subject lead will help with any resources and will seek feedback from teachers to enhance our provision further for the following year.

Other opportunities of coverage of Health and Relationships Education

Mental Health and Wellbeing Award
The school is part of the Mental Health and Wellbeing Award, which is a framework put forward by the Somerset Children and Young people. The Somerset Mental Health and Wellbeing award allows our school to focus and collect evidence that shows that we are integrating health and wellbeing within the ethos, culture, routine life and core business of the school setting. The award sets out key actions that schools can take to embed a whole school approach to promoting emotional health and wellbeing.

SHEU Survey (The Schools and Students Health Education Unit) (May 2023)
The children at the school will take part in a mental health and wellbeing survey every two years. The data is given to the school and allows the Health and Relationships lead to act upon the evidence presented.

Dissemination of the Policy

This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

Should further information about PSHE education be required, please contact the PSHE subject lead, Carol-Lynn Rye.

Policy Review and Development Plan

The policy will be reviewed every two years, in consultation with parents, teachers and other school staff, governors and pupils. to ensure that it continues to meet the needs of pupils, staff and parents, and that it is in line with current DfE advice and guidance.

This policy is available to parents via our website or they can request a paper copy from the school office.