

PSHE Policy including Relationships & Sex Education EYFS & Prep School	2c(i) and 2d(i)
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Responsible for Initiating Review of Policy	Head of Prep School
Committee to Review	Prep School SLT
Last Review Date	August 2023
Review Period	1 year
Approved by (Committee and Date)	JEC
Effective Date of Policy	September 2023
Next Review Date	August 2024
Related Policies	2a Curriculum Policy Statement - Prep School 2b Curriculum Synopsis – Prep School Safeguarding policy KCSIE

Burgess Hill Girls Nursery and Prep School is committed to providing an all-round education, preparing pupils for life beyond school, which includes personal, social, health and relationships and sex education.

- Relationships and Sex Education is compulsory in all primary schools
- Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

We believe that PSHE including RSE is an educational entitlement of all pupils and is an integral part of the preparation for a happy, healthy, fulfilled and successful adult life. The aim of this policy is to communicate clearly to staff, parents, visitors and pupils the manner in which our PSHE will be delivered in this school. Our intention is to respect the full range of cultural social, moral and ethical values of our pupils and their parents.

1.0 Aims of the policy

To help and support young people during their physical, emotional, spiritual and moral development and to assist them in building resilience, learning to manage their emotions and relationships confidently, sensitively and responsibly.

1.1 Statutory Guidance

The DFE Statutory Guidance gives a framework which sets out what content must be covered by Primary and Secondary Schools in delivering Health, Relationship and Sex Education.

[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)

At the heart of these subjects is keeping pupil safe. Our policy on safeguarding should be read in conjunction with this policy.

2.0 Subject Content

The curriculum content in the Prep school, including EYFS is age-appropriate following the 'Jigsaw' schemes of work. Jigsaw is structured into 6 half-term units known as 'Puzzles':

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Every year group studies the same 'puzzle' at the same time at its own level, lending itself to a whole-school approach. Jigsaw enhances growth-mind set culture and builds ethos; enhances a sense of belonging and community; values every pupil and is inclusive, and nurtures positive relationship with self and others, all conducive to learning.

The authentic focus on emotional and mental health is underpinned by mindfulness philosophy and made real by mindfulness practice being embedded in every lesson. This empowers students to

regulate their own emotional states and choose their responses, impacting positively on behaviours and self-esteem.

High quality, evidence-based and age-appropriate teaching of Relationships, Relationships and Sex and Health Education can help prepare pupils for the opportunities, responsibilities and experiences of adult life, both in the real world and online. These subjects aim to give pupils and young people the skills, knowledge and understanding that they will need in order to make responsible decisions about their life, to learn to respect themselves and others, and to move with confidence from childhood into adolescence and adulthood. It is centrally concerned with supporting pupils and young people through their physical, emotional and moral development, helping to ensure they develop resilience, know how and when to ask for help, and know where to access support.

The religious background of all pupils will be taken into account when planning teaching and materials, so that sensitive topics are handled appropriately, and that all relationship education teaching will meet the requirements of equality law. The school will teach about different faith perspectives and balanced debate may take place about issues that are seen as contentious.

2.1 Staff Training

Staff are trained on the delivery of RSE at INSET days and during twilight sessions.

2.2 RSE & the Law

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- consent
- online behaviours including image and information sharing (including self-produced imagery)
- substance misuse

2.3 Inclusion and differentiation

Our PSHE including RSE curriculum recognises that pupils will bring prior learning and real life experiences to their learning. Our curriculum respects and builds on these, providing programmes that reflect both the universal and unique needs of our students. In this way, the programme

recognises and respect pupils' different abilities, levels of maturity and personal circumstances, for example, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be emerging) or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community.

2.4 RSE

RSE should focus on giving pupils the information they need to develop safe, healthy, nurturing relationships of all kinds: supportive family relationships, good friendships, good colleagues, successful marriages or civil partnerships or other types of committed relationship.

It is important that pupils understand how good relationships, underpinned by respectful behaviours, can have a positive impact on their mental wellbeing, and that they can identify when relationships are not right or are harmful (both on and offline), and how such situations can be handled. Applicable law must be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Within subject delivery, there should be a strong focus on the importance of self-respect and respect of others. Pupils should feel they can ask questions in a safe environment, and the teacher should give consideration as to how issues can be raised anonymously if needed.

Schools can have a key role to play in being a place of consistency and safety for pupils who may be experiencing unhealthy or unsafe relationships at home or socially. The school's approach to RSE must keep in mind the Keeping Pupil Safe in Education policy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Teaching pupils about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone.

2.5 How will we assess this learning

As with any learning, the assessment of young people's personal, social and emotional development is important. It provides information that indicates their progress and achievement informs the development of the programme.

We will assess pupil's learning through; in class question and answer, discussion, group work, peer assessment, and self-reflection. Assessment is recorded in line with "I can" statements taken from the Jigsaw scheme of work. (See Appendix 1)

3.0 Working with Parents

For education to be most effective we believe that it is crucial that school, parents and pupils work together. This is especially true of relationships and sex education.

Parents will be informed at the start of each term what PSHE topics will be covered that term. This will allow parents to inform the school if there are any issues surrounding sensitive topics, such as mental or physical health concerns in the family. This will also give advanced warning of the sex education topics. Support can be given to parents in how to approach these conversations with

their child. Health and Sex Education are covered by class teachers and on occasion the school nurse. All PSHE and sex education is offered within a context of responsible, moral discussion without insisting on the adoption of any particular religious or philosophical viewpoint.

3.1 The right to withdraw

In the Prep School, parents hold the rights to withdraw their pupil from some or all of the sex education provided (except from sex education taught under the science curriculum), but not from the relationships education. In considering such a request, the school will follow the following process:

- The Head should discuss with the parent (and, if appropriate, the pupil) to ensure their wishes are understood and to clarify the nature and purpose of the curriculum and the content that will be covered.
- The Head should discuss with the parent the benefits of the pupil receiving this important education and any detrimental effects that withdrawal might have on the pupil, including social or emotional effects of being excluded as well as the likelihood of the pupil hearing from their peers what was covered (and having that content channelled through a pupil's voice rather than a teacher's).
- Once those discussions have taken place, except in exceptional circumstances (e.g. safeguarding concerns), the school should respect the parents' request to withdraw the pupil.
- For the vast majority of pupils with SEND, their SEND should not be a consideration in deciding whether to grant a parental request. However, there may be exceptional circumstances where the Head will want to take a pupil's SEND into account when making this decision.

If a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

More information regarding the right to withdraw can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

4.0 Evaluation

Evaluation of PSHE including RSE education provision will be undertaken by the Deputy Head annually. We will undertake to take on board pupil involvement and views where appropriate. The content will be evaluated in line with any statutory updates.

5.0 Review

This policy will undertake regular review annually, or after any changes to government legislation or revised PSHE / RSE guidelines.

6.0 Confidentiality and advice

Pupils will be made aware that some information cannot be held as confidential for health and legal reasons. The school's confidentiality policy offers guidelines and a support network for staff and pupils. Sensitive and appropriate support will be put into place.

7.0 Students who miss Sex and Relationship sessions

Every attempt will be made to provide a backup session for students who unavoidably miss a relevant session.

Appendix 1

Year 3 PSHE Assessment

Na me	Puzzle 1 Being Me in my World			Puzzle 2 Celebrating Differences			Puzzle 3 Dreams & Goals			Puzzle 4 Healthy Me			Puzzle 5 Relationship s			Puzzle 6 Changing Me		
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B
	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B	W T	W A	W B

WT = Working towards expected level

WA= Working at expected level

WB = Working beyond expected level

I can statements

<p><u>Puzzle 1 Being Me in My World</u></p> <p>Working towards:</p> <p>I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it.</p> <p>I can give you some examples of how to work/play well with others.</p>	<p>Working at:</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Working beyond:</p> <p>I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities.</p> <p>I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.</p>
<p><u>Puzzle 2 Celebrating Difference</u></p> <p>Working towards:</p> <p>I can tell you about a conflict that I have witnessed or been involved with.</p> <p>I can tell you how a conflict that I have seen or been involved with made me feel.</p>	<p>Working at:</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>Working beyond:</p> <p>I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships.</p> <p>I can explain how the role of a witness in a conflict situation can be helpful/unhelpful depending on their actions. I can suggest ways that I might act in these situations.</p>
<p><u>Puzzle 3 Dreams & Goals</u></p> <p>Working towards:</p> <p>I can tell you something I did well in a learning challenge and something I want to get better at.</p>	<p>Working at:</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p>	<p>Working beyond:</p> <p>I can analyse my learning strengths and use this to design clear steps to help me improve.</p>

I am happy to talk about what I did well and say why it makes me feel good.	I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.
<u>Puzzle 4 Healthy Me</u> Working towards: I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell. I know how to tell someone if I feel scared/unwell.	Working at: I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	Working beyond: I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.
<u>Puzzle 5 Relationships</u> Working towards: I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me.	Working at: I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	Working beyond: I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.
<u>Puzzle 6 Changing Me</u> Working towards: I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies.	Working at: I can explain how boys' and girls' bodies change on the inside/outside 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.	Working beyond: I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up.

I can tell you something I like and something that worries me about the idea of growing up.	I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.
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