



The Blue Coat School

POLICY FOR PERSONAL, SOCIAL AND HEALTH AND ECONOMIC EDUCATION (PSHE)

Including Relationships and Sex Education (RSE)

Approved by the Governors' Teaching, Learning and Curriculum Committee on _____

Signed: _____

(A Poole – Chair of Teaching, Learning and Curriculum Committee)

This Policy for PSHE including Relationships and Sex Education was devised by the Director of Values, the Pre-Prep PSHE Co-Ordinator, in consultation with colleagues in the school and with parents and governors.

Date of Next Review: Lent 2027

POLICY FOR PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) (including Relationships and Sex Education)

I. INTRODUCTION

I.1

PSHE (including Relationships and Sex Education) is primarily concerned with teaching children how to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. It can help children to develop resilience, to know how and when to ask for help and to know where to access support. It helps prepare children for the opportunities, responsibilities and experiences of adult life and promotes the spiritual, moral, social, cultural, mental and physical development of children at school and in society.

I.2

The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 make Relationships Education compulsory for all pupils receiving primary education. This Policy and the practice within the school complies with the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019) and, where appropriate, some of the information in this Policy is directly stated from this document (<http://www.nationalarchives.gov.uk/doc/open-government-licence/version/3/>). This Policy also has regard to the DfE non-statutory guidance, 'Teaching online safety in school' and the Equality Act 2010 and any other related departmental advice. It was devised in consultation with parents, staff and governors.

I.3

This Policy for PSHE (including Relationships and Sex Education) applies to the children across Key Stages 1 and 2.

2. AIMS

2.1

Through specific taught lessons at The Blue Coat School as part of our Personal, Social, Health and Economic (PSHE) curriculum, and the wider extra-curricular framework (including the pastoral provision in the Hubs) staff aim to:

- Nurture in children The Blue Coat School Values as enshrined in our school motto 'Grow in Grace' so that they can become self-assured, confident happy and positive young people. The Blue Coat School Values are those values that are key to the good-ordering of The Blue Coat School, of which they are a part, and are those explicit values which are enshrined in the school's Behaviour Management and Exclusions Policy, Anti-Bullying Policy and in the School Vision Statement.
- Enable staff to have a good understanding of the faith background of the children and to have positive relationships with the local faith communities so that appropriate lessons can be planned.
- Plan and deliver a curriculum which takes into account the religious backgrounds of all pupils.
- Teach the children about faith perspectives within the context of the Relationships Education curriculum.
- Teach children the facts, such as those relating to health issues, which are elemental to their growth and development as individuals and as members of a particular community.
- Enable children to acquire the skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others.
- Encourage children to develop informed opinions and attitudes for themselves about a range of personal and social issues.
- Not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Not undermine the principles of: enabling children to develop their self-knowledge, self-esteem and self-confidence; enabling children to distinguish right from wrong and to respect the civil and criminal law of England;

encouraging children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; enabling children to acquire a broad general knowledge of, and respect for, public institutions and services in England; furthering tolerance and harmony between different religious and cultural traditions by enabling children to acquire an appreciation of, and respect for, their own and other religions and cultures; encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and encouraging respect for democracy and support for participation in the democratic process, including respect of the basis on which the law is made and applied in England.

- Teach the children in a sensitive, age-appropriate and developmentally appropriate way.
- Teach the requirements of the DfE statutory guidance on Relationships Education.
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way.
- Enable children to move with confidence from childhood through adolescence to adulthood.
- Teach the children to live confident and healthy lives.
- Ensure children are aware of personal space and their right to privacy.
- Help the children to understand the changes that occur to the human body during puberty.

3. OBJECTIVES

3.1

Personal, Social, Health and Economic Education (PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

3.2

The children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and community. In doing so they learn to: recognise their own worth; work effectively with others; and become aware of the specific needs of groups within society including the work of charities.

3.3

Children reflect on their experiences and understand how they are developing personally and socially, considering some of the spiritual, moral, social and cultural issues that are part of growing up, through discussions in whole class groups, talking to a member of staff during a small group tutorial or sharing in assemblies.

3.4

The fundamental British values are also specifically addressed in PSHE lessons where the children are taught about the rule of law, the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and as members of communities. Opinions or behaviours in school that are contrary to the British values or which undermine them are challenged.

3.5

The development of the children is enhanced by making them aware of equal opportunities relating to gender, ethnicity, culture and religion, disability, language and ability. A mutual respect and tolerance of those with different faiths and beliefs is encouraged. The children are encouraged to acquire an appreciation of, and respect for, their own and other religions and cultures in a way that promotes tolerance and harmony between different religious and cultural traditions avoiding and resisting racism. Opportunities are provided to enable children to gain insights into the origins and practices of their own religions and cultures and into those of the wider community.

3.6

The children learn to understand and respect our common humanity and its diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

3.7

The children are taught about personal relationships through a balanced, comprehensive and coordinated curriculum. They are encouraged to distinguish between right and wrong, and to act consistently with their beliefs and with a view to the consequences of their own and others' actions.

3.8

The children are taught about their bodies and how theirs and others' bodies change over time in an age-appropriate way.

4. RELATIONSHIPS EDUCATION

4.1 Definition

4.1.1

In the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019, the focus in primary schools for Relationship Education is 'teaching of fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.'

4.1.2

However, at The Blue Coat School, we also believe that Relationships Education should also help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build resilience and self-esteem.

4.1.3

The Blue Coat School is founded on the tenets of the Church of England and as such, the distinctive faith perspective on relationships will form the basis for teaching on relationships. Within the context of this underlying principle, children will be taught what a relationship is, what friendship is, what family means and who the people are who can support them. Learning incorporates how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. They also learn how to establish personal space and boundaries, showing respect and they are taught to understand the differences between appropriate and inappropriate or unsafe physical contact.

4.1.4

All relationships education will reflect the law (including the Equality Act 2010) as it applies to relationships so that children clearly understand what the law allows and does not allow.

4.2 Curriculum Outcomes

4.2.1

As set out in the DfE statutory guidance, by the time the children leave The Blue Coat School, the children will know:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> ● That families are important for children growing up safe and happy because they can provide love, security and stability. ● The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, and the importance of spending time together and sharing each other's lives. ● That the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up. ● That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ● 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>Caring Friendships</p>	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends. ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. ● The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. ● How to manage conflict, and that resorting to violence is never right. ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
<p>Respectful Relationships</p>	<ul style="list-style-type: none"> ● How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. ● The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ● How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. ● That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

	<ul style="list-style-type: none"> ● Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. ● The conventions of courtesy and manners. ● The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. ● The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. ● What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
<p>Online Relationships</p>	<ul style="list-style-type: none"> ● That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. ● How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. ● That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. ● The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
<p>Being Safe</p>	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. ● The concept of privacy and its implications 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 contact, including physical contact. ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. ● How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. ● How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

5. SEX EDUCATION

5.1.1

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. However, the Department for Education recommends that primary schools provide age-appropriate sex education to support pupils' transition to secondary education and to ensure they are prepared for the physical and emotional changes of adolescence.

5.1.2

At The Blue Coat School, sex education is taught in an age-appropriate, sensitive and developmentally appropriate manner, within a clear safeguarding and pastoral framework.

5.2 Aims

5.2.1

The aims of sex education at The Blue Coat School are to:

- Support pupils in developing a clear and accurate understanding of their bodies and emotional development.
- Promote pupils' confidence, self-esteem and emotional wellbeing.
- Help pupils develop respectful attitudes towards themselves and others.
- Prepare pupils for the transition to secondary school in a safe and supportive way.
- Ensure pupils understand how to seek help, advice and support if they have concerns.
- Contribute to the school's safeguarding responsibilities by helping pupils understand personal safety, privacy and appropriate boundaries.

5.2.2

Sex education is delivered in a factual, age-appropriate and sensitive manner and reflects the values of dignity, respect and responsibility.

5.3 Content

5.3.1

Sex education at The Blue Coat School is delivered in Year 6 and may include:

- Understanding that bodies change as part of growing up.
- Understanding emotional changes associated with growing up.
- Developing confidence in discussing questions or concerns appropriately.
- Understanding the importance of personal hygiene and self-care.
- Understanding personal privacy, bodily autonomy and boundaries.
- Knowing how and where to seek help from trusted adults.

Sex education does not include explicit teaching about sexual intercourse.

5.3.2

Teaching about puberty, including menstruation and physical and emotional changes, is delivered as part of statutory Health Education and National Curriculum Science and is not part of the school's sex education provision.

5.4 Delivery of sex education

5.4.1

An experienced external provider teaches the children in gender groups with the assistance of School staff and the School Matron. Lessons are delivered in a safe, respectful and supportive environment.

5.4.2

All teaching is delivered in accordance with the school's safeguarding and child protection procedures.

5.4.3

Pupils are supported appropriately, and staff ensure teaching is sensitive to the developmental stage, needs and backgrounds of all pupils.

5.5 Safeguarding and pupil wellbeing

5.5.1

Sex education forms part of the school's wider safeguarding provision.

Teaching supports pupils to:

- Understand that their body belongs to them.
- Recognise personal boundaries and privacy.
- Develop confidence to seek help if they feel unsafe or uncomfortable.
- Know who to speak to if they have concerns.

Staff follow the school's safeguarding procedures if concerns arise during teaching.

5.6 Parental engagement

5.6.1

The school works in partnership with parents to support pupils' learning in this area. Parents are informed in advance when sex education is to be taught and are provided with opportunities to:

- Attend information sessions and presentations.
- View teaching materials and resources.
- Discuss the curriculum with staff and external providers.

This ensures transparency and supports parents in continuing discussions at home where appropriate.

6. PHYSICAL HEALTH AND MENTAL WELLBEING

6.1

As part of the PSHE curriculum, the children are taught about physical health and mental wellbeing so that they can make good decisions about their own health and wellbeing. Children are taught to recognise what is normal and what is an issue for them, and how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important for children to understand that good physical health contributes to good mental wellbeing, and vice versa.

6.2

Strategies for self-control and self-regulation are promoted to help the children achieve well and persevere even when they encounter setbacks or challenges. Staff aim to reduce the stigma that can be attached to health issues, particularly those to do with mental wellbeing. The children are taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep and they are taught about the range of emotions that everyone experiences. Lessons include teaching children how they can protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. They are also taught about the benefits of hobbies, interests and participation in their own communities.

6.3

In PSHE lessons and in Computing lessons, the children are taught about the benefits of rationing time spent online and the risk of excessive use of electronic devices. In Years 5 and 6, the children are also taught why social media, computer games and online gaming have age restrictions.

6.4 Puberty and menstrual wellbeing

6.4.1

At The Blue Coat School, teaching about puberty and menstrual wellbeing forms part of the statutory Health Education curriculum and National Curriculum Science.

6.4.2

Pupils in Years 5 and 6 are taught about the physical and emotional changes that occur during puberty in an age-appropriate, sensitive and developmentally appropriate manner. This includes teaching about menstruation as a natural and healthy part of human development.

6.4.3

Pupils are taught:

- That puberty is a normal stage of growing up that everyone experiences.
- The physical changes associated with puberty, including body changes and hormonal changes.
- The emotional changes that may occur during puberty and strategies for managing these changes.
- Key facts about the menstrual cycle, including what menstruation is, the typical pattern of the menstrual cycle, and that experiences may vary between individuals.
- Practical aspects of menstrual wellbeing, including menstrual hygiene and the range of menstrual products available.
- How to seek advice, support and guidance from trusted adults in school and at home.

6.4.4

This teaching is delivered by appropriately trained staff and, where appropriate, by experienced external providers, supported by school staff and the School Matron. Teaching may take place in single-sex or mixed groups, depending on the needs of the pupils and the nature of the content.

6.4.5

Teaching about puberty and menstruation supports pupils' physical health, emotional wellbeing and safeguarding by ensuring they are prepared for the changes they will experience.

6.4.6

As this content forms part of statutory Health Education and National Curriculum Science, parents do not have the right to withdraw their child from these lessons.

6.4.7

Parents are informed in advance when this teaching will take place and are provided with opportunities to view resources and discuss the content with staff and external providers.

6.5 Curriculum Outcomes

6.5.1

As set out in the DfE statutory guidance, by the time the children leave The Blue Coat School, the children will know:

<p>General wellbeing</p>	<ul style="list-style-type: none"> ● The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. ● The importance of promoting general wellbeing and physical health. ● The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. ● How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. ● How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● That isolation and loneliness can affect children, and the benefits of seeking support. ● That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. ● That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. ● Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● That it is common to experience mental health problems, and early support can help.
<p>Wellbeing Online</p>	<ul style="list-style-type: none"> ● That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. ● Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. ● The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online. ● Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. ● The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. ● How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. ● That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. ● How to understand the information they find online, including from search engines, and know how information is selected and targeted. ● That they have rights in relation to sharing personal data, privacy and consent. ● Where and how to report concerns and get support with issues online.

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.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • 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, tobacco and vaping	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health and prevention	<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 allergies, immunisation and vaccination. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	<ul style="list-style-type: none"> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary including the importance of reporting incidents rather than filming them. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Developing bodies	<ul style="list-style-type: none"> • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

6.6 Alcohol, Smoking and Drugs Education.

6.6.1

The Blue Coat School is committed to the health and safety of its pupils and will take action to safeguard their well-being.

6.6.2

An effective Alcohol, Smoking and Drug Education programme improves the children's self-esteem, sense of responsibility, personal skills, relationships, self-confidence and ability to be assertive, when necessary.

6.6.3

Staff at The Blue Coat School aim to provide a moral framework and a safe environment in which:

- Communication regarding the use of substances, including tobacco and alcohol, is encouraged in age-appropriate ways to enable children to make healthy, informed choices.
- Accurate and appropriate information about the implications and possible consequences of the use and misuse of alcohol, tobacco and substances is provided at each stage in a child's development.

6.6.4

Alcohol, Smoking and Drug Education is taught in age-appropriate ways. Children in Pre-Prep are taught about the role of drugs and medicine and that all drugs can be harmful if not used properly. Children in Prep are taught about the benefits of drugs in society but that all drugs have harmful effects if not used properly and that some drugs are illegal. Alcohol, Smoking and Drug Education is also covered as part of the Science curriculum in Year 4, 5 and 6.

7. INCLUSION

7.1 Religious Beliefs

7.1.1

Our Relationships Education teaching and learning is set within a context that is consistent with the school's Christian ethos which emphasises the contribution that trust, loyalty, forgiveness and other virtues make to strong relationships and links into The Blue Coat School Values.

7.1.2

The School Chaplain plays a vital and pivotal role using the Chapel services to explain and explore The Blue Coat School Values and the School's Christian ethos, which all staff seek to promote and reinforce through all aspects of pastoral care and specifically through PSHE lessons.

7.2 Equality

7.2.1

Under the provisions of the Equality Act 2010, the School will not discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

7.2.2

Teaching is delivered sensitively and appropriately, ensuring it reflects the developmental stage of pupils and the School's Christian ethos. This teaching is delivered through the PSHE curriculum and is further supported through pastoral provision and assemblies. In Years 5 and 6, pupils are introduced to the concept of protected characteristics through age-appropriate year group assemblies, which promote understanding, respect and inclusion in line with the school's values and ethos.

7.3 Pupils with SEND

7.3.1

The School ensures that PSHE, Relationships Education and Health Education are inclusive and accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND), in accordance with the SEND Code of Practice 2015 and Equality Act 2010.

7.3.2

Teaching is adapted appropriately to meet the individual needs, developmental stage and understanding of pupils.

7.3.3

Staff recognise that pupils with SEND may be more vulnerable to bullying, exploitation, online harm or safeguarding risks, and teaching is delivered in a way that supports their understanding of personal safety, boundaries and help-seeking.

7.3.4

Reasonable adjustments are made to ensure all pupils can access learning safely, meaningfully and with confidence.

7.4 LGBTQ+

7.4.1

In teaching Relationships Education, The Blue Coat School ensures that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The School ensures that it complies with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

7.4.2

Across the School, all teaching is sensitive and age appropriate in approach and content. LGBTQ+ relationship content is integrated throughout aspects of the PSHE curriculum. It is never taught in isolation and is taught so that children are aware of, tolerant of and respectful towards the fact that families are made up in different ways.

8. PARENTS AND THE WIDER COMMUNITY

8.1

Parents are the children's first educators. Our children tell us that their parents and carers are the people they go to, to get information about growing up, relationships and feelings. Across the school, we recognise that parents are a vital source of support and learning in the topic of Relationships and Sex Education and that the work school does complements the beliefs and wishes of parents.

8.2

8.2.1

Parents are informed about the PSHE and RSE curriculum and specific content taught at each stage. Parents have access to curriculum information and teaching resources through:

- The school's online parent portal and curriculum information systems
- Parent information meetings and curriculum presentations
- Dedicated parent sessions delivered in partnership with external providers
- Opportunities to view and discuss teaching materials upon request

8.2.2

Sex education content delivered by external providers is shared with parents during information sessions in advance of teaching.

8.2.3

The school values strong partnership with parents and encourages open communication regarding the curriculum.

8.3 Right to Withdraw

8.3.1

Parents do not have the right to withdraw their child from:

- Relationships Education
- Health Education
- Teaching about puberty, including menstruation
- National Curriculum Science

8.3.2

However, parents have the right to withdraw their child from sex education. The Headmaster will automatically grant a request to withdraw a child from sex education other than that which is part of the primary science curriculum. Parents will need to put this request in writing to the Headmaster.

Parents have the right to withdraw their child from sex education that is not part of statutory Relationships Education, Health Education or the National Curriculum for Science.

The school will discuss requests with parents to ensure they understand the nature and purpose of the teaching and to support pupils' wellbeing and safeguarding. The school will keep a record of such requests.

8.3.3

Appropriate alternative educational provision will be provided for pupils who are withdrawn from sex education lessons.

8.4 Teaching of Sensitive Issues

8.4.1

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from pupil's work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual situations. Issues that might be addressed that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to children's attention or are raised by children, a balanced presentation of opposing views is provided. Teachers will adopt strategies that seek to avoid bias on their part and will teach children how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

9. PSHE SCHEME OF WORK

9.1

As a starting point, The Blue Coat School has adopted the Scheme of Work from Jigsaw. In the scheme of work, there are six Puzzles that are designed to progress in sequence from September to July (see below). Each Puzzle has six Pieces (lessons) and will be taught throughout a half term consolidating previously taught knowledge and extending learning to new age-appropriate topics. This sequence is then carried on throughout their time at Blue Coat, where topics are revisited in age-appropriate ways each year.

9.2

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address the children's needs at Blue Coat); and one is based on emotional literacy and social skills. The enhancements mean that the scheme of work is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber bullying, and internet safety.

9.3

Relationships Education is embedded throughout the whole PSHE Scheme of work and is taught as part of a spiral curriculum that embeds topics and knowledge as the children progress through their learning journey at The Blue Coat School.

9.4

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. The content overview for each half term is detailed below:

Term	Puzzle	Content Overview
Michaelmas 1	The BCS Values	Includes settling into the new year group, what the Values look like, dreams and goals for the year ahead and focusing on British Values.
Michaelmas 2	Being Me in My World	Includes understanding my place in the class, school and global community.
Lent 1	Respecting Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Lent 2	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Trinity 1	Planning for the Future	Includes goal-setting, aspirations, working together to design and organise fund-raising events and economic education
Trinity 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

9.5

Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through Theme teaching. We also aim to cover aspects of PSHE through special theme days and weeks e.g. Anti-Bullying Week. These are detailed below:

Term	Themed Week
Michaelmas 1	Getting to Know you Week (September)
Michaelmas 2	Anti-Bullying Week (November)
Lent 1	Safer Internet Day (February)
Lent 2	Neurodiversity Week (March)
Trinity 1	Walk to School Week (Healthy Choices) (May)
Trinity 2	Healthy Eating Week (June)

9.6 Pre-Prep

9.6.1

The scheme of work in Pre-Prep has been adapted from the Jigsaw framework to meet the needs of the children. It has been devised through consultation with parents, Governors, the school Chaplain and teachers of PSHE. The Schemes of Work are designed to supply the structure of lessons for teachers to use and adapt if needed. Learning activities are sequenced to ensure progression as the children mature and are able to reflect more on the topics covered. Topics are revisited each year to ensure the children develop a deeper understanding of content.

<u>Term</u>	<u>Puzzle Name</u>	<u>Content</u>	
		<u>Year 1</u>	<u>Year 2</u>
Michaelmas 1	The Blue Coat Values and Democracy	Getting to Know Each Other and Feeling Safe The Blue Coat Values: Truthful, Patient and Kind Cheerfully Trying Hard and Setting Goals Showing Respect for Others and Their Privacy Understanding Rules and How They Keep Us Safe Understanding Democracy and Voting	Getting to Know Each Other and Setting Goals The Blue Coat Values: Kindness Cheerfully Trying Hard Truthfulness and Honesty Understanding Rules Understanding Democracy and Voting
Michaelmas 2	Being Me in My World	Knowing that I belong to a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter Keeping safe online	Rights and responsibilities Rewards, consequences and safe and fair learning environment Valuing contributions and making class a safe and fair place To work cooperatively Choices and consequences Keeping safe online
Lent 1	Respecting Difference	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Understanding Similarities and Differences Respecting Differences in Others Understanding Bullying and Getting Help Recognising Right and Wrong Making New Friends Respecting Differences in Friendships
Lent 2	Relationships	Belonging to a Family Making Friends and Being a Good Friend Understanding Personal Space and Boundaries People Who Help Me Qualities of a Good Friend Valuing Myself and Others Being a Good Friend to Myself and Others Celebrating Special Relationships Understanding Secrets and When to Ask for Help Trust and Appreciation Expressing Appreciation	Different Types of Families Physical Contact Boundaries Friendship, Conflict and Managing Changes in Friendships Secrets and When to Ask for Help Trust and Appreciation Expressing Appreciation for Special Relationships Three Ways to Be Kind Online My Online Safety Rules
Trinity 1	Planning for the Future	Setting Goals for the Future Recognising Success and Achievement Understanding How I Learn Best	Achieving realistic goals Perseverance Learning strengths

		Working with Others Overcoming Obstacles Celebrating Success Sharing and Spending	Learning with others Group co-operation Contributing to and sharing success Saving for Something Special
Trinity 2	Healthy Me	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety / safety with household items Road safety Online safety	Motivation Relaxation Medicine and safety Choosing healthier snacks Making healthier snacks Online safety

9.7 Prep

9.7.1

The scheme of work in Prep has been adapted from the Jigsaw framework to meet the needs of the children. They have been devised through consultation with parents, Governors, the school Chaplain and teachers of PSHE. The Schemes of Work are designed to supply the structure of lessons for teachers to use and adapt if needed. Learning activities are sequenced to ensure progression as the children mature and are able to reflect more on the topics covered. Topics are revisited each year to ensure the children develop a deeper understanding of content.

Term	Puzzle Name	Content			
		Year 3	Year 4	Year 5	Year 6
Mich 1	The Blue Coat Values and Democracy	Getting to know each other. What makes a good leader? (School Council) British Values What do the BCS Values look like? Hopes and dreams for the year Setting personal goals	Getting to know each other What makes a good leader? (School Council) British Values What do the BCS Values look like in practice?	Getting to know each other The importance of democracy (School Council) British Values Not giving up and resilience Hopes and dreams	Getting to know each other Managing Stress and My Mental Health Democracy and the School Council Exploring the BCS Values Online safety and screen time Topical issue

Mich 2	Being Me in My World	Anti-Bullying Week Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Anti-Bullying Week Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Group decision making Having a voice	Anti-Bullying Week Planning for the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy and having a voice	Anti-Bullying Week Children's Universal Rights Managing Money Budgeting for Household Needs Personal Finance and the Economy Finances and Wellbeing Rewards and Consequences
Lent 1	Respecting Differences	Families and their differences Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Judging by appearance Understanding influences Understanding bullying Problem solving Special me How we look	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Online Safety and Social Media Perceptions of 'normal' Types of bullying Judging by appearance Topical Issues
Lent 2	Relationships	Family roles and responsibilities Friendship Keeping myself safe online Being a good citizen Celebrating my web of relationships Personal Boundaries	Jealousy Love and loss Memories of loved ones Getting on and falling out UK age laws Celebrating my relationships with people and animals	My identity Safety with online communities Being in an online community Online gaming Reducing screen time Relationships and technology	Online Safety and Social Media Fake News within an Online Community Screen Time Differences as Conflicts Topical Issues
Trinity 1	Planning for the Future	Walk to School Week Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles	Walk to School Week Hopes and dreams Overcoming disappointment Creating new, realistic dreams To identify my contributions Making Fair Choices	Walk to School Week Future dreams The importance of money Dream job and how to get there Supporting each other Motivation	Walk to School Week My Dream Job / Goals Helping to make a Difference Budgeting your money Finances and Wellbeing

		Pocket Money Choices		Online Spending and Smart Decisions	
<u>Trinity 2</u>	Healthy Me	Being fit and healthy Calories and food Drugs Being safe Safe or unsafe? My amazing body	Group of friends Group dynamics Smoking Alcohol Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Healthy choices Motivation and behaviour	Moral Dilemmas (including drugs and alcohol) Fitness and Health Transition activities Planning your route to secondary school

10. PSHE RESOURCES

10.1 PRE-PREP

10.1.1

In Pre-Prep various resources are available for staff, including the Jigsaw resources. These include posters, role play equipment, poems, books and songs. Staff from the wider school community are invited to talk to the children about their role in the school.

10.1.2

Teachers may integrate age-appropriate literature that aligns with the topics and scenarios covered in lessons. The selection of texts is guided by criteria such as relevance, inclusivity, and the ability to spark meaningful discussions.

10.1.3

The Pre-Prep Library is well resourced with books on a variety of topics related to PSHE. The topics covered include aspects of healthy living such as diet and exercise, people who help and books on emotions and relationships.

10.1.4

The use of the Liam Doll in EYFS and Key Stage 1 provides an engaging and interactive way for children to explore PSHE topics. Through storytelling and role play, the Liam Doll helps children develop empathy, understanding, and social awareness. Teachers use the doll to introduce discussions on emotions, friendships, and problem-solving, enabling children to express their thoughts and feelings in a safe and supportive environment. This resource complements other PSHE materials and encourages young learners to develop key interpersonal skills through imaginative play.

10.2 PREP

10.2.1

In Prep, staff will use the adapted Jigsaw framework and scheme of work. These include posters, role play equipment, poems, books and songs. All resources are stored on the common folder, which includes links to websites, interactive programs and film clips.

10.2.2

Teachers may integrate age-appropriate literature that aligns with the topics and scenarios covered in lessons. The selection of texts is guided by criteria such as relevance, inclusivity, and the ability to spark meaningful discussions.

10.2.3

The Prep Libraries are very well resourced in aspects of PSHE and these are regularly updated and expanded.

11. TEACHING PSHE

11.1 PRE-PREP

11.1.1

In Years 1 and 2, each class has a timetabled PSHE lesson each week which is usually taught by the class teacher. The teachers follow the PSHE Scheme of Work. In addition, aspects of PSHE are covered in other curriculum areas such as Science, Religious Education and Computing. Class teachers also address aspects of PSHE such as friendships, health and hygiene as and when they arise.

11.1.2

In Pre-Prep, assemblies are used to highlight different issues. The Years 1 and 2 classes lead assemblies during the course of the year. The class teachers involve all of the children in the class in these assemblies.

11.2 PREP

11.2.1

Each Form in Prep has a timetabled PSHE lesson each week which is usually taught by the Form Tutor. Medium term plans are written by the Director of Values and Wellbeing in consultation with Heads of Year. The spiral curriculum is designed to extend previous learning in Pre-Prep, as well as to introduce new age-appropriate topics. Lessons are generally multi-media based and are designed to be thought-provoking, developing understanding in a safe and respectful environment of open discussion.

11.2.2

Opportunities for relevant work in PSHE also exist in Religious Education, Science, Humanities and English (as well as other subjects), and these are exploited whenever possible. There are also opportunities for PSHE to be developed through extra-curricular activities.

11.2.3

The PSHE and ICT Departments collaborate to ensure rigorous online safety education is provided, with visiting speakers, workshops for children, parents and staff, as well as follow-up work. Children in Prep also participate in Internet Safety Week in February, which provides a different focus annually.

11.2.4

In Prep, the regular Chapel Services provide a forum for the introduction of important issues, often discussed from a Christian perspective. Each Form takes its turn in leading a service during the year and all children take part. Children develop their ideas and gain confidence in listening, speaking and teamwork by preparing and presenting services.

12. PSHE EVIDENCE

12.1

Evidence of PSHE learning in school is documented through a PSHE Flipbook. Each year group, across both Prep and Pre-Prep, maintains a Flipbook, with each class/form contributing through a planned rota. The Flipbook records key aspects of PSHE lessons, including lesson coverage, evidence of activities, pupil outcomes, and reflections. It also captures pupil voice, peer and self-assessment, ensuring that learning is meaningful and progressive. This approach provides a comprehensive record of engagement with the PSHE curriculum and allows for reflection and development over time.

13. PASTORAL SUPPORT

13.1

Throughout their time at The Blue Coat School children regularly review, and seek to develop, their personal and interpersonal skills, as well as their ability to self-assess these, to equip them not just with the knowledge of PSHE and the Blue Coat School Values, but the ability to apply them in their lives, both now and in the future.

13.2

There is a Pastoral Team in place at the school. Members of the Pastoral Team provide 1:1 support for children as and when needs are identified. The Lighthouse facility also provides a drop-in service for all Prep children to discuss any concerns they may have. Regular meetings of the Pastoral Team are held to discuss the needs of the children. The Pastoral Team liaises with parents and signposts them to external support services where appropriate. Safeguarding concerns are always referred to a Designated Safeguarding Lead.

13.3

Children in Years 5 and 6 are assigned to a Pastoral Tutor. The children meet with their Pastoral Tutor in small groups each week. This provides opportunities for the Pastoral Tutors to support a child's emotional wellbeing and where anxieties and issues can be explored and addressed when required.

14. RELATED POLICIES, MONITORING AND POLICY REVIEW

14.1

Relationships Education and PSHE have clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the policies for: Anti-Bullying; Behaviour Management and Exclusions; Collective Worship; Equal Opportunities; Health and Safety; ICT Acceptable Use; Online Safety; Safeguarding and Child Protection; Pupil Voice Policy and Special Educational Needs and Disability Policy.

14.2

The teaching of PSHE will be monitored through lesson observations and learning walks. PSHE planning is evaluated on a regular basis at year group planning meetings. As a year group, teachers will evidence lessons in a year group-wide scrap book.

14.3

The Policy will be reviewed annually in consultation with parents, staff and governors to ensure that it complies with statutory requirements and to ensure that any changes in practices are accurately reflected. It will be presented to the Governors' Teaching, Learning and Curriculum Committee for approval in the Lent Term each year. The minutes of this meeting will be presented to the Governors.