



Pound Hill Junior School

**PSHE (PERSONAL, SOCIAL, HEALTH EDUCATION) POLICY
(INCLUDING RELATIONSHIPS AND HEALTH EDUCATION STATUTORY FROM
SEPTEMBER 2020, AND OUR POSITION ON SEX EDUCATION)**

PSHE Lead: Sarah Cushing
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Reviewed September 2022

Content adapted and second review March 2023

Reviewed September 2023

Reviewed November 2024

Review November 2025

Context

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

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

PSHE

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

We have chosen to base our own curriculum on the Jigsaw Programme and related resources. This forms the basis for our Pound Hill School Junior bespoke curriculum of work ensuring a broad and balanced approach.

This gives a comprehensive, carefully thought-through Scheme of Work which is adapted to suit the needs and contexts of all our children and school community. This brings consistency and progression to the learning in this vital curriculum area throughout the keystage building on prior knowledge and preparing for next steps.

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

The overview of the programme can be seen on the school website.

Statutory Relationships and Health Education

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

At Pound Hill Junior School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Pound Hill Junior School curriculum is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach, when and who teaches it?

Whole-school approach

The Pound Hill Junior School PSHE curriculum covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school. There are 6 – 7 sections for each unit. Each section constitutes a weekly lesson. The learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes: Understanding my own identity and how I fit well in the class, school and global community. Class Charter established.
Autumn 2:	Celebrating Difference	Includes: Anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes: Goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes: Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes: Understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes: Being unique, how babies grow and a babies needs, outside and inside body changes, puberty, accepting change, environmental change, self and body image, online and media influences on body images, conception including IVF, growing responsibility, conception to birth, respect and consent, preparing for transition to different year groups/schools

At Pound Hill Junior School we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge, skills and understanding in a developmental and age-appropriate way.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

This learning and teaching is reinforced and enhanced in many ways:

- ✓ assemblies and collective worship,
- ✓ praise and the reward system,
- ✓ learning Charter,
- ✓ through relationships:
 - child to child
 - adult to child
 - adult to adult across the school

It is expected that class teachers deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way that Pound Hill Junior School covers these is explained in the Content Overview.

It is important to explain that whilst the Relationships Unit covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere e.g. the Celebrating Difference Unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic first aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way that Pound Hill Junior School covers these is explained in the Content Overview.

It is important to explain that whilst the Healthy Me Unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere in e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of a Pound Hill Junior School Charter.

Teaching children about puberty has been part of the Year 5 Science Curriculum for many years and is now also a statutory requirement which sits within the Health Education part of the DfE guidance. This is taught through the Year 5 Changing Me Unit.

The Content Overview shows how the Pound Hill Junior School's whole school approach develops the learning and meets all statutory requirements and more.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

At Pound Hill Junior School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as ensuring that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.

Pound Hill Junior School intend to teach elements of this within the PSHE Changing Me Unit of work in Year 4, 5 and 6.

'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education' DfE Guidance p. 17. This can be done by contacting the class teacher in writing or emailing office@poundhilljunior.org.uk

Year 3

- Lesson 1: Animals and their babies – Health and Science
- Lesson 2: How a human baby grows and develops – Health and Science
- Lesson 3: How the body changes on the outside in boys and girls, puberty – Health and Science
- Lesson 4: How the body changes on the inside in boys and girls, puberty – Health and Science
- Lesson 5: Exploring stereotypical ideas - Relationships and Health
- Lesson 6: Transition to Year 4 – Relationships and Health

Year 4

- Lesson 1: Personal characteristics/genes – Health and Science
- Lesson 2: Labelling Internal/External reproductive body parts in males and females – Health, Science and Sex Education
- Lesson 3: Puberty in girls/menstruation – Health and Science
- Lesson 4: Making changes – Relationships and Health
- Lesson 5: Fears and concerns around change - Relationships and Health
- Lesson 6: Transition to Year 5 – Relationships and Health

Year 5

- Lesson 1: Self Image/Body Image – Health
- Lesson 2: Puberty in girls – Health and Science
- Lesson 3: Puberty in boys – Health and Science
- Lesson 4: Conception/ pregnancy, including IVF – Health, Science and Sex Education
- Lesson 5: Becoming a teenager and growing responsibilities – Health
- Lesson 6: Transition to Year 6 – Relationships and Health

Year 6

- Lesson 1: Self Image/Body Image – Health
- Lesson 2: Revisiting Puberty, Change, Responsibilities and Freedoms – Science and Sex Education
- Lesson 3: Development and birth of a baby – Health, Science and Sex Education
- Lesson 4: Physical Attraction – Sex Education
- Lesson 5: The Importance of Positive Self-esteem – Health
- Lesson 6: Transition to Secondary School – Relationships and Health

Monitoring and Review

The Teaching and Learning Committee of the governing body monitor policies on an annual basis and give serious consideration to any comments from parents about the PSHE (RSHE) programme. This policy has been produced in consultation with both our school community and the Governing Body.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, 'Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect'.

At Pound Hill Junior School we promote respect for all and value every individual person.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: September 2022 and due to changes made - March 2023		
Date of review: September 2023		
Date of next review: September 2024		

PSHE documents needed to explain this policy:

- Pound Hill Junior School PSHE Content Overview and links to DfE Statutory Guidance 2019 Relationships Education in Primary Schools

Relationships Education in Primary schools – DfE Statutory Guidance 2019

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

The guidance states what schools should do and sets out the legal duties with which school **must** comply when teaching Relationships and Health Education (with which forms part of our PSHE curriculum)

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

	Pupils should know...	How Pound Hill Junior School provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships

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

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

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

By the end of primary school:

	Pupils should know	How Pound Hill Junior School provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination. 	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

