



Bournville Primary School

Personal, Social, Health and Economics (PSHE) Policy including relationships, sex and health education

Date Ratified: 15 July 2026

Signed By:

On behalf of School Governors

**Signed by :
Headteacher**

M Berry

Review Date: July 2027



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

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Name of school	Bournville Primary School
Date of policy	July 2026
Member of staff responsible	Emily Gardner / Jo Jaloszynski
Review date	July 2027

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.

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).

PSHE

"Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life



and work. When taught well, PSHE education also helps pupils to achieve their academic potential.”
(Jigsaw Programme of Study)

At Bournville Primary School, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children’s development as kind, understanding, productive members of society and because we believe that this also supports their learning capacity.

The Jigsaw programme of study that we follow offers us a comprehensive, carefully thought-through Thematic Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. The programme incorporates, but is not limited to, the statutory requirements. The overview of the programme can be seen on the school website.

The scheme places great focus on many areas which we feel match the needs of our cohort, particularly those of Mental Health, appropriate physical contact, conflict resolution and contribution to ‘the wider world’ through creating aspirations and an understanding of money.

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 commitment to children’s mental health, our Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, and Cultural) development opportunities provided for our children. Certain areas of the curriculum will also match with areas of the Physical Education and Science curriculum objectives.

Statutory Relationships and Health Education (hereafter RSHE)

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”
DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”
Secretary of State Foreword DfE Guidance 2019 p.4-5

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



sequenced way, within a planned programme of lessons.”
DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”
DfE Guidance p.11

Here, at Bournville Primary School we value PSHE as one way to support children’s development as caring and productive human beings, to enable them to understand and respect who they are, to empower them with a voice, to equip them for life and learning and to provide them with the skills necessary to build safe, positive relationships.

We use the ‘Changing Me’ topic from the Jigsaw portal to deliver our RSE lessons to the children. This builds on the children’s prior knowledge and encourages open discussion to address concerns and misconceptions.

To ensure progression is made by all learners we are able to use assessment overviews and attainment trackers to confidently gauge whether our learners are understanding the content delivered. All of our content that is delivered meets the statutory requirements. This follows the 3-11 progression map 2021.

What do we teach, when and who teaches it?

RSHE within Bournville Primary will be embedded throughout the PSHE curriculum and will be taught by class teachers throughout the year. However, some groups of children may be given additional support in developing relationships and friendships by our pastoral team or by teachers and teaching assistants.

We feel strongly, that PSHE and RSHE should be taught by adults the children are close and comfortable with, allowing for open, honest discussions.

Whole-school approach

Jigsaws programme of study covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The learning is split into six main themes throughout the year which take place at the same time in each year group. This allows for a consistent approach across the school and provides greater opportunity for whole school activities and celebrations linked to PSHE Education and RSE.



Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (E1-E2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off-line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	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	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

At Bournville Primary School we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, the schools Nurture approach and teaching of the Six Principles of Nurture, praise and reward system, circle times, mind up sessions and brain breaks, through relationships child to child, adult to child and adult to adult across the school. We aim to use our PSHE and RSE learning to support the Ready, Respectful and Safe school environment that we strive for at Bournville.

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'. Each of these objectives can be seen below. Some of these topics may also be covered again in other areas of the curriculum.

Families and the people who care for me

(R1) that families are important for children growing up because they can give love, security and stability

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.



Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17) 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

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) 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

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources.



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'. Each of these targets can be seen below. Some of these topics may also be covered again in other areas of the curriculum.

Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R15) the importance of self-respect and how this links to their own happiness

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) 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

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them



(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

(R24) how information and data is shared and used online.

Being safe

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R26) 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

(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources.

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.

Bournville Primary school will determine the content of sex education within school. Sex education 'should ensure that children are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Bournville Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We intend to teach this in Science lessons and Jigsaw Scheme of Work lessons.

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. But by law children are required to attend lessons regarding Puberty. Information about this will follow in this document.

This includes activities in the RSE curriculum that link to Sexual intercourse. i.e. conception and childbirth. The National Science Curriculum still requires that children know 'how mammals reproduce'. For the ease of parents, human reproduction will be taught separately to the reproduction of other mammals. This will allow parents the right to withdraw children from lessons referencing human conception and birth without impacting on children's learning in Science.

Before any Sex Education discussions or lessons take place, parents will be given at least one week's notice by the class teacher. This will ordinarily be in the form of a letter and right to withdraw.

Parents are encouraged to have open and honest discussions about their concerns with their child's class teacher or the school's PSHE and RSE lead. Parents will be encouraged to review and discuss any lesson material with the class teacher before the lesson date. If parents wish to withdraw their child from these discussions, they will be provided with a 'Right to Withdraw' form. This should be completed and returned to the class teacher before the lesson takes place.

Puberty

Puberty and the changing body is now mandatory. Puberty is now part of 'Health Education' under 'Changing Adolescent Body' and no longer falls under the grouping of 'Sex Education'. Children are experiencing puberty at an increasingly young age and it is appropriate that they are aware of what is (or will soon be) happening to their bodies. As such, parents no longer have the right to legally withdraw their child from discussions involving puberty. Parents should discuss any concerns with class teachers or the PSHE/RSHE lead within the school.

Local needs:

On occasions and given the context of the local area, we at Bournville Primary School feel that it may be necessary to provide children with additional education.

This may relate to areas such as:

- consensual, appropriate physical contact
- Safety and Relationships
- Substance misuse and the impact of this

On these occasions specialist agencies may be used to deliver age-appropriate specific pieces of work to pupils.

Agencies that may be used to support PSHE in school may be as follows:

- Avon and Somerset Police
- Dave Parvin – Anti Vaping workshops
- St Giles trust

Representation

RSE guidance seeks to uphold British Values of equality and diversity. As such, it is the expectation that when discussing such matters as:

- who is in my family?
- who looks after me?
- committed relationships

Children will be encouraged to explore a range of family and relationship types. This will continue to include the traditional nuclear family (mum, dad and children) but will also encompass more modern family settings such as: single parent families, step families, foster and adoptive families, those cared for by relatives other than their parents, mixed race families, families including parents of LGBTQ+ groups, and any other family types that may be included within the current cohort.

No one particular family style will be favoured or 'encouraged', the aim is merely to make all children feel that their family life is just as valid as any other. More details on the Equality Act can be found below.

Body parts including external genitals (inc. within key stage 1) will be discussed and correctly labelled. Many studies have shown that children (particularly the very young) lack the communication skills necessary to accurately discuss their body parts. The aim of this change is to empower young children to be able to raise queries, medical concerns, or even safety concerns, with trusted adults in a way that is clear for adults to understand. Having scientifically accurate names for body parts also takes some of the embarrassment and stigma away. Discussions will also include the need for privacy.

By the end of primary school, pupils should learn:

- 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 report concerns or abuse, and the vocabulary and confidence needed to do so.

Teaching Sensitive Issues

Sensitive issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive 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 seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers. Any concerns that may arise via these discussions will be shared with parents and reported via the schools safeguarding processes.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In lessons that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBTQ+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context in line with our anti bullying policy.

Safeguarding and Confidentiality

A child's confidentiality is maintained by the teacher or member of staff unless there is a belief that the child is at risk or in danger. In these circumstances staff will speak with the Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy.

Teachers are aware that sometimes disclosures may be made during lessons; in which case, safeguarding procedures will be followed immediately. Sometimes children may need time to talk one-to-one after the lesson closes about the issues that have impacted upon them.

Time and space will be allocated for pupils to talk about issues that arise for them and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy will be followed.

Children will be supported by the staff throughout this process.

Monitoring and Review

The PSHE/RSE lead monitors this policy on an annual basis. The subject lead reports findings and recommendations to the headteacher, as necessary if the policy requires modification. Once modifications are approved by the head, and the document is redrafted, the policy will be provided to staff to allow input and feedback. After redrafting, parents will be able to view the new document and discuss with the PSHE/RSE lead.

Involving staff and parents in the creation of a Relationships, Sex and Health Education policy now forms part of the guidance from DfE 'Relationships Education... Statutory guidance for governing bodies' stating that policies should "reflect the views of teachers" and "schools should ensure that, when they consult with parents, they provide examples of the resources they plan to use".

Bournville Primary places great importance in its relationships with parents and hopes for active engagement from the parent community.

All changes and modifications are subject to final approval by the headteacher.

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. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

LGBTQ+

"At the point at which schools consider it appropriate to teach their pupils about LGBTQ+ (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTQ+ content at a timely point as part of this area of the curriculum".

At Bournville Primary School we promote respect for all and value every individual child. As part of our Fundamental British Values of 'Individual Liberty' as well as 'Mutual Respect and Tolerance of Those With Different Faiths or Beliefs' we encourage all children to be loving and accepting of each other's differences.

We respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. PSHE/RSHE does not seek to devalue the beliefs of anyone. However, as in accordance with British Values the implication that one belief, relationship or family construct is 'correct' or preferential to another, will not be tolerated.

For further explanation as to how we approach LGBTQ+ relationships in the PSHE (RSHE) Programme please see document: **'Government Equalities Office Anti-Homophobic, Biphobic and Transphobic Bullying Project'**

Special Educational Needs and Disabilities

At Bournville Primary School we pride ourselves on our inclusive provision. It is the expectations of the Head and Subject Lead that all children be able to access their year group objectives (unless in extenuating circumstances).

Teachers are required to adapt learning whenever possible, to suit the needs of each individual in the classroom, allowing every child to flourish and reach their individual potential. At Bournville Primary School, staff are committed to the inclusion of all children within all areas of learning, including PSHE and RSHE.

PSHE/RSHE Lead will also be willing to discuss the issue of equality within the subject with any parents who have concerns.

Documents needed to explain this policy:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.
- Jigsaw curriculum progression map
- Jigsaw All Years Overview
- Bournville Primary all-subjects cross-referencing document for all RSHE objectives: 'RSE_overview_updated_2020'
- Bournville Primary PSHE/RSHE rationale
- Bournville Primary School: A Parent's Guide to PSHE policy (including RHE and Sex Education)

PSHE/RSHE Lead has copies of the above documents.