



PSHE & Relationships and Sex Education Policy

September 2024

PSHE Policy 2024-25

Section 1: Objectives

Bilton Grange aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must:

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

Bilton Grange takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups, supporting the development and learning capacity of each pupil.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that enable all pupils to reach their potential and take their place as full, active members of society with the abilities to be able to contribute to it and benefit from it.

Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. The department strives to ensure that pupils learn to distinguish right from wrong and provide opportunities through which they may develop an understanding of the need for a strong, moral and code and set of values both in society, and personally.

Overall, the PSHE curriculum at Bilton Grange supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

Key elements of the updated DfE guidance on SMSC provision for pupils in independent schools are incorporated into the PSHE and Humanities curriculums. In addition to these subjects, the development of the whole person, spiritually, socially, morally and culturally, is firmly centred in the ethos of the school. Other curriculum subjects, assemblies, Form Tutor periods, Insight programme and Chapel Services all support the teaching and learning of key SMSC components.

Section 2: Key Aims

- 1) To nurture each individual's talents and to encourage pupils to recognise each other's strengths.
- 2) To create a caring community that fosters sensitivity, tolerance and understanding of others and enables pupils to becoming positive contributors to their community.
- 3) To build confidence and self-esteem through understanding how relationships and systems work.

- 4) To instill in each child, the importance of our core values: treat others as you would want to be treated, be inclusive, understand that it's ok to be different, be sure that your fun is everyone's fun, allow yourself and all others to make the best of a BG education, do your best in all that you do.
- 5) To give children an understanding of the wider world (age appropriate) and the issues of morality, social and political matters that society faces.
- 6) To take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism and discrimination of all forms.
- 7) To foster skills that encourage emotional resilience and to support pupils' mental health and wellbeing.

Section 3: Ethos

- Teaching Methodology – Our philosophy is to provide a curriculum that is adapted to suit the learning styles of individuals whether their preferred learning style be audio, visual or kinaesthetic. Much of the PSHE curriculum is based on discussion and practical activities where teachers listen and guide rather than lead.
- Differentiation – Pupils are taught PSHE in mixed ability groups. Differentiation is based on task and outcome and specific learning needs are taken into consideration, in consultation with the Head of Learning Development and PSHE Lead.
- Equal Opportunities – All pupils have equal access to the curriculum and their different learning styles are accommodated wherever possible. (See Section 8).
- Continuity – All pupils follow the Pre-Prep and then Prep School PSHE curriculum which provides continuity of learning from Reception to Year 8. Some topics are revisited at different levels and in more depth as pupils progress through the school.

Section 4: Content and Curriculum

Our PSHE curriculum follows the guidelines for PSHE, RSE and SMSC. The focus is on developing the following skills:

Early Years (The Nest and Reception):

1. Developing self-awareness
2. Managing feelings
3. Understanding and respecting similarities and differences
4. Relationships and developing social skills
5. Developing understanding of rights and responsibilities
6. Developing self - confidence
7. Motivation and resilience
8. Developing an understanding of a healthy, safe lifestyle.
9. Changes and names of body parts

Key Stage 1 & 2 (Pre-Prep Years 1,2 and 3):

1. Developing self-awareness
2. Understanding rights and responsibilities
3. Understanding choices and consequences
4. Developing self-confidence
5. Understanding and respecting similarities and differences
6. Managing feelings
7. Motivation and resilience
8. Developing an understanding of a healthy, safe lifestyle
9. Relationships and developing social skills
10. Changes and names of body parts, including names of private parts of the body
11. Personal safety

Key Stage 2 (Juniors):


- 1) Self-awareness
- 2) Managing feelings
- 3) Motivation
- 4) Empathy
- 5) Social Skills

Key Stage 2 & 3:

- 1) Developing confidence and responsibility
- 2) Developing personal abilities
- 3) Preparing to play an active role as citizens
- 4) Developing a healthy, safer lifestyle
- 5) Developing good social relationships
- 6) Respecting differences between people

The curriculum map, medium term plans and schemes of work are regularly reviewed and updated.

From Nursery – Year 8 the curriculum is informed by the approved Jigsaw Scheme of Work.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Below are listed the learning themes of each of the six units and these are taught across the school; the learning deepens and broadens every year. 

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

The Protective Behaviours (PB) programme is also used throughout the academic year, to introduce all children to the language of safety in relation to relationships, personal space, rights and responsibilities and consent.

“The first theme ‘We all have the right to feel safe all the time’ incorporates the concepts of ‘Rights and Responsibilities’, ‘Safety’ and ‘Early Warning Signs’. The second theme ‘There is nothing so awful, or too

small, we can't talk about it with someone' develops the concept of personal 'Networks' of support. A more recent version of the second theme 'We can talk with someone about anything, even if it feels awful or small' is a simpler sentence and suggests a positive 'We can talk' message about networking, consistent with the PB process.

The seven 'Strategies' of Protective Behaviours are intended to enable us to take necessary action to feel safe again. They are designed to reinforce the two themes of Protective Behaviours, use one-step-removed approaches in our search for solutions, review our personal networks to ensure they are reliable, use persistence in taking necessary action to feel safe again, risk on purpose as needed, protectively interrupt in unsafe or potentially unsafe situations and observe the language of safety for ourselves and with others.

The Language of Safety, the seventh strategy in the PB process, has been described as the glue that holds the PB process together. It encourages us to be mindful of the 'Quality' of the language we use, ensuring that we have 'Shared Meaning', taking 'Ownership' of our language and maintaining 'Clarity' in our verbal and non-verbal communication...

...In this way the PB process can increase our self-confidence and empower us to enhance our own thinking and problem-solving skills. In turn this can increase our ability to take protective action on our own behalf, and seek the support of others when needed, to help us feel safe again. When we are feeling safe, we are more likely to feel confident, strong and empowered, engage in adventures and live life to the full within a framework of safety."

(Simon Sneath, www.protectivebehaviours.org)

In all year groups, through the 'Celebrating Difference' module of the Jigsaw course and the whole school awareness weeks for LGBTQ+ and Black History, respect for others is encouraged. Protected Characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation) are directly addressed in an age-appropriate manner throughout year groups and, in the event of a protected characteristic becoming an issue, further education is instigated through targeted Form Time discussions assemblies and, in some cases, individual interventions.

The full PSHE Curriculum Overview can be viewed in Appendix 1.

Additional PSHE based talks and workshops are occasionally also used to address specific topics, based on need.

Section 5: Social and Emotional Learning

As part of a whole school drive to support social and emotional development of all children, The Pre-Prep have introduced the [My Happy Mind](#) curriculum to sit alongside Jigsaw from September 2024. My Happy Mind is an NHS backed programme that supports individuals in building their resilience and self-esteem in a proactive manner. It ensures that children understand the science behind how their brains work and allows them to develop strategies to support their mental health in a fun and accessible manner.

In the Prep, the school is currently supporting the girls in their friendships by using the Girls on Board Programme. This highlights that all girls need at least one other girl to call their friend. All girls in Years 4-8 are supported through this approach. It takes the form of an annual session where girls are asked

to reflect on their friendship dynamics and then, with an appreciation of the feelings of the others, seek to find solutions to problems in their friendships by themselves, in the main.

In Year 7, boys are supported through the Working with Boys Programme. This seeks to use guided reflection to look at the topic of 'gentle' and 'sour' masculinity and how it relates to various aspects of boys' relationship cultures. The course takes approximately ten weeks to complete. Much shorter refresher top ups can then take place in Year 8.

All Year 7 pupils also experience the [Owning Up Curriculum](#), which is delivered to girls in the Advent Term and boys in the Lent Term to pre-emptively facilitate their transition to senior school. Owning Up recognises that social dynamics, anxiety, and conflicts influence every child's ability to learn. A safe school climate depends on teaching students the skills to manage their emotions and critically think through solutions to social conflicts. Owning Up aims to prepare young people to be engaged learners and responsible, socially conscious citizens by teaching them that their dignity and the dignity of others is the principle that guides our decisions and actions every day in our friendships, families, and schools.

Throughout the school, children are taught the language and strategies of [Zones of Regulation](#), at the beginning of the year in PSHE lessons, an intervention developed to help young people build regulation competencies aligned to their developmental continuum and to provide the opportunities to practise the skills in a safe and supportive environment. The simple approach to self-regulation aims for learners to benefit from increased self-awareness and social and emotional skills; a common language for communication; problem solving, and emotional understanding.

Section 6: Organisation and Management

Staffing

Head of Department – Francesca Goodwin

PSHE lessons are delivered by the Head of PSHE, Francesca Goodwin, in Years 5-8. In Year 4, PSHE is delivered by Form Tutors, monitored by the PSHE lead.

Teaching Schedule

- Venues: Classrooms
- All classrooms have IWBs.
- Staff are encouraged to share good practice and additional resources.
- In the Prep, pupils receive one dedicated PSHE lesson a week and in the Pre-Prep two. This ensures that we are able to teach the PSHE knowledge and skills in a developmental and age-appropriate way.
- In addition to timetabled lessons, the PSHE curriculum is also consolidated and complemented by the Insight programme; Owning Up Curriculum; Girls on Board and Working with Boys interventions, and Form Period activities, led by the Head of Wellbeing. The ethos behind SMSC and PSHE is encompassed throughout the curriculum and, when specific topics are incorporated within other subjects, ideally SMSC standards should be highlighted on subject plans & referenced in the schemes of work.
- To enrich the school's approach to PSHE and to broaden the curriculum, events and opportunities such as participating in national drives, for example 'Children's Mental Health Week', 'Black History Month' and 'LGBTQ+ Week', are organised. This raises awareness and complements the school's commitment to promoting good mental health and respecting differences between people.

- The school offers targeted support to families and children through the school counsellor.
- In each curriculum area, consideration is given to the school's own context to ensure that learning experiences are meaningful and relevant. Learning experiences themselves are also varied and opportunities for learning outside the classroom are also valued, considered and specifically planned for. For example, children are provided with opportunities to take pride in and ownership of the school grounds, making use of the organic garden and outdoor classroom.
- Through the involvement of visitors with specialist skills and backgrounds and the careful consideration and planning of trips and real-life experiences, the children are able to build on their knowledge of community and develop the skills they will require for life after education.
- The moral values that underpin the PSHE programme are reflected in the school's rewards and sanctions policy, peer mentoring and student positions of responsibility.

Section 7: Administration, Recording and Reporting

- Oral feedback is immediate, constructive and positive.
- All staff evaluate and review lessons.
- The PSHE Lead is responsible for supporting staff to assess pupils' progress; conducting an annual review and requesting feedback from staff and pupils; recommending targets for whole school development; providing new resources when and where necessary, and monitoring pupil PSHE books.
- Feedback meetings and planning development are held on a termly basis with Mireille Everton (Assistant Head Pastoral) and Katie Gedye (Head of Pre-Prep).
- A 'Teen World' committee of the Assistant Head Pastoral, Head of Wellbeing, Head of ICT, Head of Teaching and Learning and Head of PSHE is held every half term to discuss and plan for how PSHE is reflected and embedded throughout the school's pastoral and academic provision.
- There is no statutory requirement for end of key stage assessment in PSHE/RSE; however, end of topic quizzes reflect pupil progress and inform written reports and subject grades. Parents are also invited for consultation opportunities with the Head of PSHE once a term.
- The Assistant Head Pastoral is responsible for monitoring any non-academic issues of each pupil that may link to PSHE or RSE. In the Pre-Prep, this is the responsibility of the Assistant Head Pre-Prep. Any issues of concern are shared with the appropriate staff where necessary or relevant. In addition, the Head of PSHE maintains records relating to pupil levels of engagement and development. This can be helpful to flag pupils who may require further support.
- The PSHE Lead and Assistant Head Academic conduct regular lesson observations to ensure consistency in the implementation of policy and programmes across year groups.

Section 8: Health and Safety

The wellbeing of pupils and staff is paramount, and health and safety considerations follow the whole school policy and SMSC recommendations.

Section 9: Equal Opportunities

The DfE Guidance 2019 (p.15) states:

“Schools should ensure that the needs of all pupils are appropriately met.”

All children will be given equal value irrespective of ethnicity, gender, religious and cultural background and special educational needs (SEN). At Bilton Grange, each student is given access to a full range of activities. Teachers are aware of children’s prior understanding and attainment and lessons and resources are adapted where necessary to meet all children’s needs, ensure accessibility, challenge and inclusion for all.

At Bilton Grange we promote respect for all and value every individual child. We also respect the right 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 the Relationships, Health and Sex Education aspects of PSHE.

Section 10: Inclusion

We aim to create a learning environment that is inclusive and accessible for all students. Lessons will be taught in a way that is educational, sensitive yet enjoyable and teachers will remain inclusive and meet the needs of all children. This is achieved by creating a space that feels safe and will encourage all children to explore their emotions and ask questions through carefully and appropriately planned lessons.

Section 11: Review

The PSHE policy document is a working document that is regularly reviewed and updated in line with the School Development Plan.

Relationships and Sex Education Policy 2024-25

PSHE Department Bilton Grange Prep School

Section 1: Terms

Sex and Relationships Education is:

“Lifelong learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.” (DfE)

Relationships Education is:

“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. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.” (DfE)

Under the Children and Social Work Act 2017, the government committed to making relationships education (primary) and relationships and sex education (secondary) statutory in all schools, including LA maintained schools, academies, free schools and independent schools.

From September 2020, all primary schools were required to have Relationships and Health education in place and all secondary schools were required to have Relationships and Sex Education and Health Education in place.

Section 2: Purpose

“To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” The Department for Education [1]

A major evidence review, ‘Evaluating the Impact of PSHE on Students’ Health, Wellbeing and Academic Attainment’ by Pro Bono Economics in 2017 [2] found ‘very strong evidence’ that learning in PSHE has a significant positive effect on academic attainment as well as benefits to physical health, mental health and behaviour.

The review showed that PSHE allows pupils to excel by removing barriers to learning and by developing skills and attributes - such as confidence and positive risk-taking - which support their progress.

Young people's desire to receive high quality PSHE education was made clear by the UK Youth Parliament, who made 'a curriculum for life' – including comprehensive, statutory PSHE – their priority campaign in England in 2014 and again in 2017, stating, "The need for education and discussion of issues such as pornography, body image and online grooming and abuse is greater now than it was a decade ago... By making PSHE education a statutory entitlement, with an expectation that schools will incorporate local issues of key importance to their pupils, we believe that schools would both re-prioritise PSHE education and retain the flexibility they need to meet pupils' needs". [3]

Evidence from the reports highlighted above shows that:

- PSHE-type anti-bullying interventions have a positive impact on the academic achievements of pupils.
- PSHE-type interventions contribute to pupils' increased physical activity and fitness levels, improved fruit and vegetable consumption and decreased smoking.
- Classroom-based PSHE-type sex education programmes (e.g. targeting increased knowledge around contraception) have a positive impact on behavioural outcomes and, in turn, can also improve academic attainment as a result of a decline in unwanted/unplanned pregnancy rates.
- Classroom-based PSHE-type behaviour programmes (e.g. targeting reduced negative behaviour and promoting pro-social behaviour) have a positive impact on behavioural outcomes and, in turn, academic attainment.

Children learn about sex and relationships from the very youngest age, even if we don't talk about it with them. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' relationships and lives become everyone's business, we have a duty to talk to our children to help them make sense of it all – both factually and emotionally.

Effective RSE does not encourage early sexual experimentation - it enables young people to develop a mature approach to understanding the reasons for delaying sexual activity until they are ready, and to build up their confidence and self-esteem to counter peer and media, including social media, pressure. It allows them to understand the language of consent and how to keep themselves and others safe.

The importance of this has been highlighted in the evidence from posts by prep-aged children on the 'Everyone's Invited' website. There is a growing spotlight on the provision for teaching consent in schools in a mindful manner and this context informs much of the emphasis on mutual respect, empathy and seeking and giving consent in the Upper School curriculum.

The age at which different topics are covered are in line with the programme builders of the PSHE Association and the Jigsaw course. Decisions are taken by the PSHE Lead, in consultation with the Assistant Head Pastoral; Head of Wellbeing, and Heads of Phase, considering the feedback from the pastoral team regarding child development and the changes and difficulties that the children in our care undergo; pupil wellbeing questionnaires, and the information, media and news that the children are exposed to.

Section 3: DfE Statutory Guidance

For primary schools, the statutory guidance sets out the following topics under Relationships Education: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.

The following topics fall under Health Education: 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.

For secondary schools, the statutory guidance sets out the following topics under Relationships and Sex Education: families; respectful relationships, including friendships; online and media; being safe; intimate and sexual relationships, including sexual health.

The following topics fall under Health Education at secondary school: 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.

For the full guidance please see here:

<http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Section 4: Right to Withdraw

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. All objectives covered in the PSHE and RSE curriculum can be found in Appendix 1.

There is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any *statutory sex education* that forms part of the National Curriculum for Science.

However, parents have the legal right to request that their child be withdrawn from some or all *non-statutory sex education*, other than that which is part of the National Curriculum for Science.

Please see Section 6 for the statutory sex education Science curriculum and Section 7 for the RSE curriculum.

If a request is made, it is best practice for the Headmaster to discuss it with the parents. Schools should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should provide the child with sex education during one of those terms.

See Appendix 2 for the full DfE guidance on 'withdrawal from lessons.'

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that Bilton Grange Prep's RSE programme will complement their role and support them in the education of their child regarding

sex and relationships. We aim to build a positive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice, allowing reasonable response time to raise concerns.
- Answer any questions that parents may have about RSE for their child, including a Q&A session with the PSHE Lead and Assistant Head Pastoral.
- Provide opportunities to view Medium Term Plans and resources used in the RSE programme
- Take seriously any issues or concerns that parents raise.
- Keep parents informed of changes in government guidance, the school RSE policy and RSE curriculum,

Please note that, although all parental views are listened to, they do not amount to a power of veto over curriculum content.

Section 5: Aims and Objectives

There are three main elements to the Bilton Grange RSE programme:

- Gaining accurate knowledge and understanding of sex and relationships topics
- Developing positive attitudes and values for ourselves and to each other
- Extending personal and social skills

Bilton Grange has a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate – this will include a respect for individual starting points and any cultural or religious observances.

The objectives of Relationships and Sex Education are:

To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.

- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, especially in relationship to others.
- To highlight the importance of stable relationships, marriage and family life in all its forms.
- To know and understand accurate information about their bodies
- To be able to use the correct anatomical vocabulary confidently and without embarrassment.
- To understand they have rights over their own bodies and to know who to speak to if they have any concerns for example, about inappropriate relationships or personal concerns about their body.
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief etc.
- Promote a critical awareness of the different attitudes and views on sex and

- relationships within society such as peer norms and those portrayed in the media
- To understand they have a responsibility to report any concerns about their peers and safeguarding.

Section 6: Legal Requirements

Bilton Grange's RSE policy is informed by DfE guidance for:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory 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 Equality Act 2010: advice for 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
- National Citizen Service - guidance for schools

Bilton Grange has statutory duty to teach the following as part of the National Curriculum Science Syllabus:

Year 6

2. Humans and other animals	
Pupils should be taught:	Candidates should know:
a. about the main stages of the human life cycle	how to compare different types of mammals, looking at the gestation periods of, for example, a mouse and an elephant; about changes in the length and mass of a baby as it grows; features of life cycles which are common to all animals
b. about the physical and emotional changes which take place during adolescence	about the principal changes which occur at adolescence

Year 8

4. Reproduction in animals	
Preliminary knowledge: reproduction is a process in all living organisms; the main stages of the human life cycle	
Pupils should be taught:	Candidates should know:
a. reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems; the menstrual cycle (without details of hormones), gametes, fertilisation	<p>the terms <i>gamete</i> and <i>zygote</i>; the relative sizes and numbers of eggs and sperm and their roles; that fertilisation in humans occurs when the head of a sperm (a male cell) enters the ovum (a female cell) and the nuclei fuse together, bringing together through the genes some of the characteristics of both parents</p> <p>about the structure and functions of the human reproductive system and how sperm and egg are brought together; the menstrual cycle in outline only</p> <p><i>hormonal control will not be examined</i></p>

Parents do not have the right to withdraw their child from these aspects of the Science curriculum.

Section 7: RSE Curriculum

Early Years

Children reflect on family relationships, different family groups and friendships. They think about changes to their bodies that have taken place since they were babies. They name main body parts, recognising that these will change as they grow older. Children think about how to keep their bodies healthy.

- Changes from being a baby and what may change in the future.
- Naming some main body parts and knowing how these have changed, understanding that our bodies change in different ways as we get older.
- Positive and negative feelings linked to change & that sharing these can help.
- Key relationships in their lives - family and friendships.
- Working with others, being kind & gentle hands.
- How to stay healthy.
- Food, knowing that some foods are healthier than others.
- Sleep
- Hand washing
- Managing feelings

Key Stage 1

Children reflect on family relationships, different family groups and friendship.

Children think about life cycles and changes to their bodies that have taken place since they were a baby. Children learn the correct words for private parts of the body and begin to have a greater understanding of personal safety.

They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them.

Children think about how to keep their bodies healthy.

Specific RSE lessons and workshops (including Health Education) in Years 1,2 and 3 cover the following themes:

Year 1

- Life cycles e.g. that of a frog compared to human life cycle.
- Simple changes from baby to adult.
- Correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva.)
- Knowing that nobody has the right to hurt these parts of the body. (including NSPCC [underwear rule](#))
- Change & feelings linked to this.
- Strategies for managing feelings & knowing how to access help if they are worried about change, or if someone is hurting them.
- Relationships including Network Hands (Protective Behaviours)
- Self – awareness including Early Warning Signs (Protective Behaviours)

- Touch- knowing that touch can be used in kind and unkind ways.
- Healthy and less healthy choices and feelings associated.
- Hygiene & knowing that germs can make you unwell.

Year 2

- Life cycles in nature, including that of humans.
- Changes that occur from baby to old age. (Not including puberty.)
- Correct words for private parts of the body (vagina, anus, penis, testicles, vulva.)
- Inappropriate touch and assertiveness. (including NSPCC [underwear rule](#))
- Strategies for managing feelings and emotions.
- Where to get help if worried or frightened.
- Change and emotions that occur with change.
- Relationships including Network Hands (Protective Behaviours)
- Self – awareness including Early Warning Signs (Protective Behaviours)
- Healthy food and making healthy choices.
- Two types of secrets, knowing that worry secrets should always be shared with a trusted adult.

Key Stage 2

Children continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship.

They develop skills needed to form relationships and to respect other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting pressures.

Specific RSE lessons and workshops (including Health Education) in Years 3, 4, 5 and 6 cover the following themes:

Year 3

- About babies including parenting & that it is usually the female that carries the baby in nature.
- Introduction to puberty.
- Outside body changes in males and females (including NSPCC [underwear rule](#))
- Learning that puberty is a process for getting their bodies ready to make a baby when grown-up.
- Inside body changes. (Learning that females have eggs (ova) in their ovaries, and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period.)
- Feelings about puberty & growing up.
- Exercise and how it helps your body to stay healthy.
- Learning about their heart & lungs.
- Facts about calories, fat & sugar and how the amount they consume can affect their health.
- Relationships including Network Hands (Protective Behaviours)
- Self-awareness including Early Warning Signs (Protective Behaviours)

Year 4

- What makes each human and animal unique and inherited characteristics from parents (awareness that all families look different)
- The differences between female and male body parts (including NSPCC [underwear rule](#))

- A basic introduction to human reproduction and that a baby grows from a fertilised egg (awareness that all families look different, and that marriage is not the only context of a stable, happy family)
- Feelings about growing up
- An introduction to puberty, including menstruation
- Relationship webs (identifying special people who give support)
- Healthy friendships
- Coping with loss
- Relationships with animals
- Celebrating inner strength
- Hygiene and dental health
- Sleep
- Managing anxiety
- Mental health and keeping well

Year 5

- Further detail about physical and emotional changes at puberty for both girls and boys, why they happen and how to manage them
- Personal identity (including an understanding of gender vs sexual orientation in the context of respecting all different identities)
- Different types of relationships (including that all families will look different but that those differences should be respected)
- Review of conception
- Considerations for starting a family
- Girlfriend and boyfriends and resisting pressure
- Relationships and technology and keeping safe online
- Smoking and informed decision making
- Alcohol and its effects on relationships
- Body image and media influence
- Relationships with food (including eating disorders)
- Emergency aid
- Making healthy lifestyle choices
- Hygiene and dental health
- Sleep
- Mental health and keeping well

Year 6

- Puberty
- Conception, Pregnancy and Birth (These lessons explain how babies are made within the context of a stable, loving relationship, which may look different in different families. This will also include the concept of IVF. The children will learn how a baby develops in the womb and how a baby is born.)
- Characteristics of a healthy relationship
- Safe and unsafe behaviours: how to ask for, give and not give permission for physical contact
- That unwanted contact is not the victim's fault
- How to respond to unwanted or unacceptable physical contact
- Keeping safe online and sharing images
- Further work on coping with loss
- Taking responsibility of making healthy choices with food
- Alcohol and drugs

- Mental health and managing stress
- Hygiene and dental health
- Sleep

Key Stage 3

The RSE Programme will cover age-appropriate aspects of gender identity, sexual preferences, personal hygiene, puberty, menstruation, pregnancy and birth, appropriate and inappropriate relationships, 'sexting' and online issues such as grooming and inappropriate images sent by phone.

In both year groups, references are continually made to what constitutes healthy and unhealthy relationships, reinforcing the understanding that this applies to all forms of relationships from friends and family, peers and colleagues, as well as 'romantic' relationships. A range of teaching methods are used which include use of video, discussion, and looking at case studies. The focus will be on the teaching of emotional elements of RSE, including the importance of self-respect and how to avoid peer pressure.

Resources from Jigsaw, which are viewable by parents upon request.

RSE is usually delivered in mixed gender groups. However, there are occasions where single gender groups are more appropriate and relevant such as personal hygiene talks for girls and boys.

Questions regarding topics covered can be directed to the PSHE Lead.

Specific RSHE lessons and workshops in Years 7 and 8 cover the following themes:

Year 7

- Self-Image
- Adolescent Brain Development and Mood Changes
- Supporting Self and Others through Change
- Developing relationships and understanding responses
- Authenticity and media influence on relationships
- Expectations in relationships
- Qualities and behaviours relating to different types of positive relationships
- How to recognise unhealthy relationships
- Being assertive in relationships
- Consent and how to seek and assertively communicate consent
- Recognising and responding to inappropriate and unwanted contact
- Changing roles in families
- Emotional health
- Managing stress
- Nutrition
- Physical activity and sleep
- Personal hygiene talks in separate gender groups (see Year 6 'girl/boy talks' for considerations)

Year 8

The Year 8 course focusses more specifically on relationships education, emotional and physical wellbeing and mental health support. Topics are covered such as consent, identifying abusive relationships and exploitation, peer pressure in relation to sexting & personal images.

FGM and forced marriage are covered in a specific workshop led by the PSHE Lead and Head of Upper School. Resources are sourced from the PSHE Association recommended www.freedomcharity.org.uk

Lessons in Year 8 lessons also provide opportunities for pupils to ask the questions they want to know the answers to – issues they may have seen in the media (such as those that led to the ‘Me Too’ movement etc.) The lessons provide a safe and respectful environment in which to address RSE issues that pupils may be confused by.

- Self-Perception
- Body image and advertising
- Personal space
- Types of relationship and qualities of a positive, healthy relationship ((including different types of committed relationships i.e. cohabiting, same sex and the legal status of different types of long-term relationships)
- Positive behaviours in relationships, including the negative impact of pornography
- Friendship roles and groups
- Consent (consent and the law, the language of consent, duty of the seeker, recognising and reporting unwanted contact, sexting, alcohol and consent)
- Control and coercion
- Contraception
- Managing influences on beliefs and decisions
- Gender identity and sexual orientation and different ways of expressing affection
- Challenging gender discrimination
- Challenging LGBTQ+ bullying, homophobia, biphobia, transphobia
- Personal hygiene talks in separate gender groups (see Year 6 ‘girl/boy talks’ for considerations)
- Substance misuse and exploitation
- Social media and online safety
- Managing online stress
- Emotional management
- Physical and mental wellbeing
- FGM and forced marriage
- First aid

Section 8: Resources

Resources throughout all year group teaching:

Jigsaw and Protective Behaviours are used from Nursery to Years 4-8.

Further specific and appropriate resources and advice are also sought from the PSHE Association as a means of ensuring the suitability and approval of teaching material.

Continual teaching development is undertaken by the PSHE Lead, who is responsible for delivering whole staff training in new course content and policy developments. All subject teachers are encouraged to broaden subject knowledge in, for example, mental health support.

The school will inform parents when aspects of the RSE programme are taught and is happy to provide opportunities for parents to discuss the content of the lessons.

See Section 4 for information about the statutory provision of RSE in schools. If a parent requests that their child be removed from non-science syllabus 'sex education', the school may provide support by offering some material which covers the main areas of the lessons for parents to use with their child if they wish.

Section 9: Language

In all key stages it is imperative that the correct vocabulary is used from the outset.

There are many reasons why it is important that pupils learn and practise using the 'correct', language for genitals. It ensures that they will be able to understand later learning in RSE, including changes at puberty, menstruation, conception, contraception and STIs, and that they can discuss these without causing offence or embarrassment. It also builds their confidence to be able to talk to a professional about medical issues. Furthermore, from a child protection point of view, knowledge of the 'right words' can be very important in clarifying situations in cases of suspected abuse.

To introduce this to a class we would use wording such as:

"It is important we use words that are understood by everyone and that won't offend people. Some people may still use slang terms at times but knowing the right terminology and feeling comfortable about using it makes it easier to talk to a doctor or nurse about a medical issue involving sexual body parts. Imagine how embarrassing it would be to have to say you had a rash on your X or a sore Y (words perhaps used at home). Using the right language makes it easier for you and for the person you are talking to".

Section 10: LGBTQ+ and Relationships and Health Education

LGBTQ + topics are covered to ensure all children feel included. There are many different family types in British society, and we want to ensure that no child feels that their family is less accepted.

Children may already be aware that some people are LGBTQ+ and have questions or misunderstandings or be using words such as 'gay' to insult others. We want children to have an accurate but age-appropriate understanding of what these mean and to know that using any word as an insult is hurtful and unkind.

We teach children to accept differences and foster good relationships with others. LGBTQ+ is included in lessons about similarity and difference along with a range of other characteristics such as personality, physical appearance, opinions, beliefs, culture, ethnicity, ability and special needs. We teach children to respect and celebrate differences.

The Equality Act requires all schools to eliminate discrimination and advance equality of opportunity. Part of the Equality 'duty' is to teach children about acceptance, empathy and understanding of others.

We have a safeguarding duty towards children to protect them from bullying, including homophobia, biphobia and transphobia and the inappropriate use of words like 'gay' to insult and upset others.

Section 11: Good Practice

- The PSHE Lead will have overall responsibility for the provision of the programme, for monitoring developments within sex education and for recommending to governors any amendments that are felt necessary and appropriate.
- The PSHE Lead will routinely discuss issues with subject staff, Heads of Phase, Head of Wellbeing, and Assistant Head Pastoral.
- Parents will receive prior notification of the RSE Programme to enable them to discuss issues with staff or their own children. Staff are made aware of PSHEE topics each half term and are invited to ask questions and give feedback. Pupils are able to give feedback through wellbeing questionnaires.
- Topic information in the RSE Programme will be available to parents on request.
- The children will be taught in both single and mixed gender groups as appropriate.
- Every child – including those with ‘protected characteristics’ (race, cross gender issues, religious or cultural restrictions) is entitled to receive RSE.
- It is Bilton Grange’s intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.
- The school’s RSE Policy is subject to annual review.

Section 12: Addressing Difficult Questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Guidance is provided for subject teachers by the PSHE Lead regarding creating a safe and inclusive classroom environment and how to approach sensitive issues.

Children are encouraged in all lessons to use an anonymous question box (‘Ask It Basket’) to clarify any concerns or queries that they may have.

Teachers will endeavour to answer questions as honestly as possible. Questions they do not feel comfortable answering within the classroom or ones which are not age appropriate and beyond the Key Stage 2 (or KS3 for Y7 & 8 pupils) objectives, *will* be answered but not necessarily in the classroom at the time of questioning. In such instances, referrals may be made to the PSHE Lead and DSL.

If questions are asked by children outside the RSE Programme, the designated teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time. Where deemed necessary, that teacher may contact PSHE Lead and DSL.

Section 13: Use of Visitors

“Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's responsibility to plan the curriculum and lessons.”

Relationships & Sex Education Guidance DfE 0116/2000 P29 6.11

When appropriate, workshop providers may be involved in the delivery of RSE. These are employed in consultation with the PSHE Lead at Rugby School and checked for adherence to Department of Education statutory guidance.

Visitors delivering educational workshops are DBS checked and signed in / ID checked at Reception on arrival. Visitors are accompanied by a member of Bilton Grange staff at all times.

Section 14: Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these

children, for them to have full access to the RSE content. Differentiation is conducted in consultation with the Head of Learning Development and PSHE Lead.

Section 15: Child Protection / Confidentiality

Teachers are made aware that effective RSE, which brings an understanding of what is and

is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher / DSL in line with the school's procedures for child protection. A member of staff cannot promise confidentiality if concerns exist.

Section 16: Monitoring and Evaluation

Monitoring is the responsibility of the PSHE Lead. The effectiveness

of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

Section 16: Links with Other Policies

This policy is linked with the following policies:

- Child Protection
- Behaviour
- Promoting Fundamental British Values
- Prevent Policy

- PSHE
- Mental Health

This policy document will be available to parents on the school website or by requesting a paper copy from the Head of Department.

This update: September 2023

Francesca Goodwin

PSHE & RSE Lead, Head of Wellbeing and Learning4Life

Approved by the Risk Compliance and Safeguarding Committee.

Signed:

Authorised Risk, Compliance and Safeguarding Committee:	
Date:	

References

1. Department for Education (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education, Available at: [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/822222/Relationships_Education_Relationships_and_Sex_Education_and_Health_Education_guidance.pdf)
2. Pro bono economics (2017) Literature Review Evaluating the Impact of PSHE on Students' Health, Wellbeing and Academic Attainment, Available at: [PSHE Review \(probonoeconomics.com\)](https://probonoeconomics.com/research/literature-review/)
3. PSHE Association (2017) A curriculum for life, Available at: [A curriculum for life: the case for statutory PSHE education \(pshe-association.org.uk\)](https://pshe-association.org.uk/a-curriculum-for-life/)

Appendix 1

Bilton Grange Preparatory School

PSHE Curriculum Overview

PSHE Bilton Grange Pre Prep 2024-2025						
Year Group	Advent Term		Lent Term		Summer Term	
The Nest	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands <u>Zones of Regulation-</u> Emotional Literacy (ongoing). <u>Jigsaw</u> <u>Being Me in My World.</u> -Understanding how it feels to belong, similarities & differences from their friends. -Understanding how feeling happy and sad can be expressed. -Working together and considering other people's feelings. -Being kind & using gentle hands. -Children's rights to learn & play. -Being responsible. <u>MHM- Meet your Brain</u> -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p>	<p><u>Jigsaw</u> <u>Celebrating Differences</u> -Knowing how it feels to be proud of something they are good at. -Understanding that we are all special and unique and that everyone is good at different things. -Knowing that all families and homes are different. -Making new friendships & how to stand up for themselves. <u>MHM- Celebrate</u> -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries.</p>	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands <u>Zones of Regulation-</u> Emotional Literacy (ongoing). <u>Jigsaw</u> <u>Dreams and Goals</u> -Challenges and facing up to them, not giving up & trying until they have achieved their goal. -Thoughts about jobs they might like to have when they are older. -Using kind words to encourage others. -Achieving goals & feelings linked to this.</p>	<p><u>Jigsaw</u> <u>Healthy Me</u> -Understanding that they need exercise to keep their bodies healthy. -Learning about their bodies & the names of some key parts. -How to stay healthy. -Discussions about food, knowing that some foods are healthier than others. -Discussions about sleep and what they can do to help themselves get to sleep. -Hand washing, -‘Stranger danger’ & what they should do if approached by someone they don't know. -Knowing who their safe adults are. <u>MHM –Relate</u> -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations.</p>	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands <u>Zones of Regulation-</u> Emotional Literacy (ongoing). <u>Jigsaw</u> <u>Relationships</u> -Key relationships in their lives. -Families & different roles within a family. -Friendships and knowing what makes a good friend. -Simple strategies to mend friendships. -Starting to understand the impact of unkind words. -Practise Jigsaw's Calm Me & how they can use this when feeling upset or angry. <u>MHM- Engage</u> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>	<p><u>Jigsaw</u> <u>Changing Me</u> -Naming body parts. -PANTS rule. -Talking about some things they can do and foods they can eat to be healthy -Understanding that we all grow from babies to adults. -Upper Nest - expressing how they feel about moving to Reception. -Talking about their worries and/or the things they are looking forward to about being in Reception. -Considering the role that memories can have in managing change. -Upper Nest - Preparations for Year 1 including move up day.</p>

	-Understand gradually how others might be feeling.			<ul style="list-style-type: none"> -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. -Increasingly follow rules, understanding why they are important. -Talk with others to solve conflicts. 		
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Reception	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation</u> Emotional literacy (ongoing)</p> <p><u>Jigsaw</u> <u>Being Me in My World.</u> -Understanding how it feels to belong, similarities & differences from their friends. -Understanding how feeling happy and sad can be expressed. -Working together and considering other people's feelings. -Being kind & using gentle hands. -Children's rights to learn & play. -Being responsible.</p> <p><u>MHM- Meet your Brain</u> -Express their feelings and consider the feelings of others. -Identify and moderate their own feelings socially and emotionally.</p> <p><u>ELG (Self-regulation)</u> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><u>ELG-Building Relationships.</u></p>	<p><u>Jigsaw</u> <u>Celebrating Differences</u> -Knowing how it feels to be proud of something they are good at. -Understanding that we are all special and unique and that everyone is good at different things. -Knowing that all families and homes are different. Making new friendships & how to stand up for themselves.</p> <p><u>MHM- Celebrate</u> -See themselves as a valuable individual.</p>	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation</u> Emotional Literacy (ongoing)</p> <p><u>Jigsaw</u> <u>Dreams and Goals</u> -Challenges and facing up to them, not giving up & trying until they have achieved their goal. -Thoughts about jobs they might like to have when they are older. -Using kind words to encourage others. -Achieving goals & feelings linked to this.</p>	<p><u>Jigsaw</u> <u>Healthy Me</u> -Understanding that they need exercise to keep their bodies healthy. -Learning about their bodies & the names of some key parts. -How to stay healthy. -Discussions about food, knowing that some foods are healthier than others. -Discussions about sleep and what they can do to help themselves get to sleep. -Hand washing, 'Stranger danger' & what they should do if approached by someone they don't know. -Knowing who their safe adults are.</p> <p><u>MHM- Relate</u> -Build constructive and respectful relationships. -Think about the perspectives of others.</p> <p><u>ELG- Self Regulation</u> -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>ELG- Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation</u> emotional literacy (ongoing)</p> <p><u>Jigsaw</u> <u>Relationships</u> -Key relationships in their lives. -Families & different roles within a family. -Friendships and knowing what makes a good friend. -Simple strategies to mend friendships. -Starting to understand the impact of unkind words. -Practise Jigsaw's Calm Me & how they can use this when feeling upset or angry.</p> <p><u>MHM-Engage</u> -Show resilience and perseverance in the face of challenge.</p> <p><u>ELG-Self Regulation</u> -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>ELG- Managing Self</u> -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p><u>Jigsaw</u> <u>Changing Me</u> -Naming body parts. -PANTS rule -Talking about some things they can do and foods they can eat to be healthy -Understanding that we all grow from babies to adults. -Expressing how they feel about moving to Year 1 -Talking about their worries and/or the things they are looking forward to about being in Year 1 -Considering the role that memories can have in managing change. -Preparations for Year 1 including move up day.</p>
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	-Show sensitivity to their own and to others' needs.			ELG- Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.		
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Year 1	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation-</u> Emotional Literacy (ongoing).</p> <p><u>Jigsaw</u> <u>Being Me in My World</u> -Introduction to jigsaw journals & discussion about Jigsaw Charter. -Rights and responsibilities. -Knowing their views are valued and can contribute to the Learning Charter -Choices and consequences. -Discussions about being special, feeling safe in their class & recognising own safety. <u>MHM- Meet your Brain</u> -Keeping healthy Importance of sleep & different ways to rest and relax. -Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. -Naming & recognising different feelings in themselves and others. -Sharing feelings. -About things that help people feel good. -Managing big feelings & recognising when they need help & that it's important to ask for help.</p>	<p><u>Jigsaw</u> <u>Celebrating Differences</u> -Similarities and differences between people & knowing that these make us unique and special. -Bullying – learning about what this is and isn't. - Learning about how it might feel to be bullied and when and who to ask for help. -Friendships and how to make friends. Knowing that it is ok to be different from friends. -Looking after other children who might be being bullied. <u>MHM- Celebrate</u> -Recognise what makes them special and ways in which we are all unique. -Identify what they are good at, what they like & dislike. -How to treat themselves & others with respect; how to be polite and courteous. -Recognise the ways in which they are the same and different to others. -To know that everyone has different strengths.</p>	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation-</u> Emotional Literacy (ongoing).</p> <p><u>Jigsaw</u> <u>Dreams and Goals</u> -Setting simple goals and knowing how to achieve them. -Understanding how to work well with a partner. -Tackling a new challenge and understanding this might stretch their learning -Overcoming difficulties. -Recognise feelings associated with facing obstacles to achieving goals as well as when achieving them. -Partner working. -Jobs in the community. <u>MHM- Appreciate</u> -Identify the people who love and care for them and what they do to help them feel cared for. -About how to treat themselves and others with respect; how to be polite and courteous. Importance of families as they give love, security and stability. -The characteristics of healthy family life. -That stable, caring relationships which may be different types are at the heart of happy families. -How important friendships and how people choose and make friends.</p>	<p><u>Jigsaw</u> <u>Healthy Me</u> -Discussions around healthy and less healthy choices & knowing some ways to keep healthy. -Knowing some ways to make healthy lifestyle choices & feelings associated. -Hygiene & knowing that germs can make you unwell. -Knowing that all household products including medicines can be harmful if not used properly -Medicine Safety -Road safety & knowing about people who can help them stay safe. -Identify some ways to keep our bodies safe and healthy <u>MHM- Relate</u> -Roles different people play in our lives. -Importance of telling someone (such as their teacher) if something about their family makes them unhappy or worried. -Friendships - about how to recognise when they or someone else feels lonely and what to do. -Simple strategies to resolve arguments between friends positively. -How people may feel if they experience</p>	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation-</u> Emotional Literacy (ongoing).</p> <p><u>Jigsaw</u> <u>Relationships</u> -Identifying different members of my family and understanding that there are lots of different types of families. -Identifying what being a good friend means to me. -Knowing appropriate ways of physical contact to greet friends and know which ways they prefer. -Knowing who can help in their school community. -Recognising qualities as a person and friend. - Internet Safety Using the internet & digital devices; communicating online. -Keeping safe online <u>MHM- Engage</u> -What engagement means & what types of things they can engage in and engaging in something makes you feel happy and able to do the activity better. -Setting goals as part of a hobby or learning and setting a class goal. -That we do not always achieve our goals, but as long as they have tried, they will learn something new. -Perseverance.</p>	<p><u>Jigsaw</u> <u>Changing Me</u> -Introduction to life cycles, e.g. that of a frog compared to human life cycle. -Talking about things that have changed and stayed the same about themselves and how their bodies have changed since they were a baby. -Identifying the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus -PANTS Rule -Knowing that nobody has the right to hurt these parts of the body. -Change is discussed as a normal and natural part of getting older & feelings linked to this. -Strategies for managing feelings & knowing how to access help if they are worried about change, or if someone is hurting them. -Preparations for Year 2 including move up day.</p>
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	-Knowing that bodies and feelings can be hurt by words and actions and online.		-That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	<p>hurtful behaviour or bullying.</p> <p>-Respecting self and others & about what is kind and unkind behaviour, and how this can affect others.</p> <p>-Being polite/courteous & recognising ways in which they are the same and different to others.</p> <p>-Listening to other people & play and work cooperatively.</p> <p>-Friendships & conflict resolution.</p> <p>-Recognising who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable.</p>		
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Year 2	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation-</u> Emotional Literacy (ongoing).</p> <p><u>Jigsaw</u> <u>Being Me in My World</u> -Discussions about hopes and fears for the year ahead. Discussions about feeling worried and recognising when they should ask for help and who to ask. -Rights, responsibilities & working collaboratively. -How to make classroom safe & fair place, -Choices & consequences. -Setting up Jigsaw Journal & making Jigsaw charter. <u>MHM- Meet your Brain</u> -Keeping healthy Importance of sleep and different ways to rest and relax. -Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. -Naming and recognising different feelings in themselves and others. Sharing feelings. -About things that help people feel good.</p>	<p><u>Jigsaw</u> <u>Celebrating Differences</u> -Recognising gender stereotypes and understanding that girls and boys can have differences and similarities and that is ok. -Recognising bullying & how to support a classmate who is being bullied. Feelings associated with bullying and to know how & where to get help if they are being bullied. -Discussions about similarities and differences and that it is OK for friends to have differences without it affecting their friendship. <u>MHM-Celebrate</u> Recognise what makes them special and ways in which we are all unique -Identify what they are good at, what they like and dislike. -How to treat themselves and others with respect; how to be polite and courteous. -Recognise the ways in which they are the same and different to others. -To know that everyone has different strengths.</p>	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation-</u> Emotional Literacy (ongoing).</p> <p><u>Jigsaw</u> <u>Dreams and Goals</u> -Setting realistic goals and how they achieve them. -Perseverance & recognising strengths as a learner. -Group work and reflecting on who they work well with and who they don't. Sharing successes with others. <u>MHM- Appreciate</u> -Identify the people who love and care for them and what they do to help them feel cared for. -About how to treat themselves and others with respect; how to be polite and courteous. Importance of families as they give love, security and stability. -The characteristics of healthy family life. -That stable, caring relationships which may be different types are at the heart of happy families. -How important friendships 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.</p>	<p><u>Jigsaw</u> <u>Healthy Me</u> -Learning about healthy food, having a healthy relationship with food and making healthy choices. -Discussions about things that make us feel relaxed and stressed. -Medicines, how they work and how to use them safely. -Making healthy snacks and explaining why they are good for our bodies. -Understanding which foods to eat to give our bodies energy. <u>MHM- Relate</u> -The roles different people play in our lives. -Importance of telling someone (such as their teacher) if something about their family makes them unhappy or worried. -Friendships - about how to recognise when they or someone else feels lonely and what to do. Simple strategies to resolve arguments between friends positively. -How people may feel if they experience hurtful behaviour or bullying -Respecting self and others & about what is kind and unkind behaviour, and how this can affect others. -Being polite/courteous. Recognise ways in which they are the same and different to others.</p>	<p><u>Protective Behaviours</u> Early Warning Signs Network Hands</p> <p><u>Zones of Regulation-</u> Emotional Literacy (ongoing).</p> <p><u>Jigsaw</u> <u>Relationships</u> -Roles & responsibilities in a family and the importance of co-operation, appreciation and trust. Revisit friendships. Falling out and mending friendships. -Understanding that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. -Strategies for being assertive & knowing who can help them. -Identifying some of the things that cause contact resolution with my friends. -Two types of secret, knowing that 'worry secrets' should always be shared with a trusted adult. -Recognising and appreciating people who can help me in my family, my school and my community. <u>Internet Safety</u> -The internet in everyday life: online content and information. <u>MHM- Engage</u> -When they feel good, they do good. -Setting goals and knowing goal setting is a good way to achieve what we want. -How Happy Breathing helps us when persevering with goals and challenges.</p>	<p><u>Jigsaw</u> <u>Changing Me</u> -Life cycles in nature, including that of humans. -Changes that occur from baby to old age. (Not including puberty) and recognizing how their bodies have changed. -Discussions about how independence, freedoms and responsibility can increase with age. -Recognising the physical differences between girls and boys and use the correct words for private parts of the body (vagina, anus, penis, testicles, vulva.) -NSPCC PANTS rule -I understand there are different types of touch and can tell you which ones I like and don't like -Inappropriate touch and assertiveness. -Strategies for managing feelings and emotions and where to get help if worried or frightened. -Change and emotions that occur with change. Preparations for Year 3 including move up day.</p>
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	<ul style="list-style-type: none"> -Managing big feelings and recognising when they need help & that it's important to ask for help. -Knowing that bodies and feelings can be hurt by words and actions and online. 			<ul style="list-style-type: none"> -Listening to other people and play and work cooperatively. -Friendships & conflict resolution. -Recognising who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable. 		
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Year 3	<p>Protective Behaviours Early Warning Signs Network Hands Laws and Freedoms Zones of Regulation- Emotional Literacy (ongoing). Jigsaw Being Me in My World -Jigsaw Journal & charter. Recognising self-worth & identifying positive things about themselves & achievements. -Discussions about new challenges & how to face them with positivity. -Discussions about the need for rules and how these relate to rights & responsibilities. -Choices, consequences & working collaboratively. -Discussions about different feelings and the ability to recognise these feelings in themselves & others. MHM- Meet your Brain -Mental and physical health and how regular exercise benefits both & risks associated with an inactive lifestyle. -Importance of Sleep and how it contributes to a healthy lifestyle;</p>	<p>Jigsaw Celebrating Differences -Learning about families, that they are all different and that sometimes they fall out with each other. -Discussions about techniques to calm themselves down & discuss 'solve it together technique.' -Revisit the topic of bullying with a focus on the role of the witness. Discussions about how a witness has choices and how these choices can affect the bullying that is taking place. -Problem-solving techniques in bullying situations. -Discussions about name-calling and not to use hurtful words. -Giving and receiving compliments & associated feelings. MHM-Celebrate -Personal identity- what contributes to who we are. -Recognising their individuality personal qualities, strengths, skills, achievements and interests. -Self-respect and how this can affect their thoughts & feelings about themselves. -How everyone, including them, should expect to be treated with respect by others (including when online and/or anonymous)</p>	<p>Protective Behaviours Early Warning Signs Network Hands Laws and Freedoms Zones of Regulation- Emotional Literacy (ongoing). Jigsaw Dreams and Goals -Examples of people overcoming challenges to achieve success & what they can learn from these stories. -Identify dreams & ambitions & how it will feel when they achieve these. -Discussions about facing learning challenges & strategies for overcoming these. -Discussions about obstacles to achieving goals and overcoming these. -Reflect on progress & successes and identify what they could do better next time. -Different jobs & skills MHM- Appreciate -Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. -Compassion towards others; shared responsibilities we all have for caring for other people and living things; how to</p>	<p>Jigsaw Healthy Me -Discussions about the importance of exercise and how it helps your body to stay healthy. -Learning about their heart & lungs. -Facts about calories, fat & sugar and how the amount they consume can affect their health. -Different types of drugs. -Thinking about things, places & people that are dangerous and strategies to keep themselves safe. Who to go to for help and how to call emergency services. MHM- Relate -What constitutes a positive healthy friendship and that the same principles apply to online friendships as to face-to-face relationships. -The importance of seeking support if feeling lonely or excluded. -That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. -That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. -How to recognise if family relationships are making</p>	<p>Protective Behaviours Early Warning Signs Network Hands Laws and Freedoms Zones of Regulation- Emotional Literacy (ongoing). Jigsaw Relationships -Revisit family relationships, expectations & roles within the family home. Identifying why stereotypes can be unfair & inaccurate. -Identifying and putting into practice some of the skills of friendship. -Careers & why stereotypes can be unfair in this context. -Learning that families should be founded on love, respect, appreciation, trust and cooperation. -Revisit 'solve it together' technique for negotiating conflict situations with an introduction to a win-win outcome. Internet Safety -Knowing and using some strategies for keeping themselves safe online -Explaining how some of the actions and work of people around the world help and influence their lives. -Expressing appreciation to friends and family. MHM- Engage -To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p>	<p>Jigsaw Changing Me -Understanding that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby -Understanding how babies grow and develop in the mother's uterus. Understand what a baby needs to live and grow -Introduction to puberty. -Outside body changes in males and females. -Learning that puberty is a natural part of growing up and a process for getting their bodies ready to make a baby when grown-up. -Inside body changes. (Learning that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period.) -Feelings about puberty & growing up. -Start to recognise stereotypical ideas they might have about parenting and family roles. -Preparation for Juniors including move up day and identifying what they are looking forward to when they move to Year 4.</p>
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	<p>Internet and About benefits of the internet and the importance of balancing time online with other activities.</p> <ul style="list-style-type: none"> -Strategies and behaviours that support mental health. -Feelings. Recognition that feelings can change over time and range in intensity. -Importance of expressing feelings in different ways and strategies to respond to feelings. -Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. -Importance of discussing feelings with a trusted adult. -Recognising if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. 	<p>in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <ul style="list-style-type: none"> -What stereotype is, and how stereotypes can be unfair, negative or destructive. 	<p>show care and concern for others.</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. -Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. 	<p>them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <ul style="list-style-type: none"> -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. -Practical steps they can take in a range of different contexts to improve or support respectful relationships. 	<ul style="list-style-type: none"> -About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. -To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. 	
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PSHE Bilton Grange Pre Prep 2024-2025: Talks and Workshops						
Year Group	Advent Term		Lent Term		Summer Term	
Nest	BG Nurses Talk- Handwashing and simple hygiene routines that stop germs from spreading.		Pre-Prep Nutrition Workshop			
Reception	BG Nurses Talk- Handwashing and simple hygiene routines that stop germs from spreading.	Bonfire Safety Assembly	Pre-Prep Nutrition Workshop		Internet Safety Assembly Sun Safety Assembly	
Year 1		Bonfire Safety Assembly BG Nurses Talk- Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.	Pre-Prep Nutrition Workshop		Internet Safety Assembly Sun Safety Assembly	

Year 2		Bonfire Safety Assembly	Pre-Prep Nutrition Workshop	BG Nurses Talk Medicine Safety	Internet Safety Assembly Sun Safety Assembly	
Year 3		Bonfire Safety Assembly	Pre-Prep Nutrition Workshop		Internet Safety Assembly Sun Safety Assembly	BG Nurses Talk Strategies and behaviours that support mental health e.g. good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies, and spending time with family and friends.

PSHE Bilton Grange 2024-2025						
Years 4-8						
Year Group	Advent Term		Lent Term		Summer Term	
Year 4	<u>Zones of Regulation</u> <u>Protective Behaviours</u>	<u>Relationships</u> Jealousy, Love and Loss (further explored in Humanities lessons), Memories, Getting On and Falling Out, Girlfriends and Boyfriends, Celebrating Relationships	<u>Celebrating Difference</u> Judging by Appearances, Understanding Influences, Understanding Bullying, Problem-Solving Bullying, Accepting Myself and Others	<u>Healthy Me</u> My Friends and Me, Group Dynamics, Smoking, Alcohol, Healthy Friendships, Assertiveness	<u>Changing Me</u> Why I am Unique, Having a Baby, Girls and Puberty, Circles of Change, Making and Accepting Change, Looking Ahead	Consolidation

Year 5	<u>Zones of Regulation</u> <u>Protective Behaviours</u>	<u>Relationships</u> Personal Qualities and Self-Esteem; Rights, Responsibilities and Safety in Online Communities; Online Gaming and Screen Time; Relationships and Technology	<u>Celebrating Difference</u> Understanding Different Cultures, Racism, Rumours and Name- Calling, Types of Bullying, Social Inequality and Does Money Matter? Celebrating Difference Across the World	<u>Healthy Me</u> Smoking and Informed Decision Making, Alcohol and Relationships, Emergency Aid, Body Image and Media Influence, Relationships with Food (including eating disorders), Making Healthy Choices	<u>Changing Me</u> Self and Body Image, Puberty for Girls, Puberty for Boys, Conception, Becoming a Teenager and Responsibilities, Looking Ahead	Consolidation
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Year 6	<u>Zones of Regulation</u> <u>Protective Behaviours</u>	<u>Relationships</u> Mental Health, Love and Loss, Power and Control, Being Online (Identifying Unsafe and Fake Situations), Using Technology Responsibly	<u>Celebrating Difference</u> Am I Normal?, Understanding Difference, Power Struggles, Why Bully?, Celebrating Difference (Including Disabilities)	<u>Healthy Me</u> Taking Responsibility for Health, Drugs, Exploitation, Gangs, Emotional and Mental Health, Managing Stress and Pressure	<u>Changing Me</u> Self and Body Image, Puberty, Conception to Birth, Boyfriends and Girlfriends, Real Self and Ideal Self, The Year Ahead	Consolidation
Year 7	<u>Zones of Regulation</u> <u>Protective Behaviours</u>	<u>Relationships</u> Qualities of Healthy Relationships, Changing Supportive Relationships, Getting On and Falling Out, External Factors in Relationships, Assertiveness in Relationships	<u>Celebrating Difference</u> Prejudice and Discrimination, Challenging Stereotypes, Discrimination in School, Bullying	<u>Healthy Me</u> Emotional Health, Managing Stress, Substance Abuse, Nutrition, Physical Activity and Sleep, Medicines and Immunisation	<u>Changing Me</u> Changes during Puberty, Having a Baby, Types of Relationship Image and Self-Esteem, Adolescent Brain Development and Mood Changes, Supporting Self and Others through Change Social Skills for Life Workshop (The RAP Project)	Consolidation
Year 8	<u>Zones of Regulation</u> <u>Teen World</u> Advanced Protective Behaviours; Emotional literacy; Identifying with Others	<u>Relationships</u> Social media and Influence; Relationship Skills; Personal Space and Privacy (On and Offline); Staying Safe in an Online World	<u>Celebrating Difference</u> Prejudice and Discrimination, Inequality, Social Injustice, Bullying (Including LGBTQ+ Bullying), Making a Difference Online Safety Talk (Alan Mackenzie)	<u>Healthy Me</u> Taking Responsibility for Own Health, Managing Stress, Substance Misuse and Exploitation, Medicines and Immunisation	<u>Changing Me</u> Types of Relationships, Healthy Romantic Relationships, Understanding Attraction, Pornography, Alcohol and Risk Social Skills for Life Workshop (The RAP Project)	<u>Dreams and Goals</u> Long-Term Goals, Role of Money in Society, Online Safety, Money and Earnings, Tracking Spending Careers Workshops (Leavers' Programme)

Appendix 2

Government Guidance on RSE – withdrawal from lessons:

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: “Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should plan for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from ‘Relationships & Sex Education’ at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught”

For further information, please use this [link](#).

Authorised Risk, Compliance and Safeguarding Committee:	
Date:	