



## **Family, Faith and Fascination**

# **PSHE (Personal, Social, Health & Economic Education) & Relationships Education Policy**

## **Boutcher C.E. Primary School**

Reviewed by:	Ashlie Dixon
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Last reviewed during:	Autumn 2021
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## Boutcher C.E. Primary PSHE and Relationships Education Policy

This policy reflects the Key Stage 1 and 2 statutory requirements that were expected to be put into place from September 2020 but were delayed until September 2021, due to COVID.

The Health Education and Relationships Education aspects of PSHE is now compulsory in all Primary Schools (from September 2021)

Sex Education will be a statutory requirement in Secondary Schools and therefore, Boutcher will only be delivering the Relationships aspect of Relationships and Sex Education. **Therefore, this policy is referred to as Relationships Education, rather than Relationships and Sex Education.**

### Definition:

Relationships Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

When learning about relationships, it involves a combination of sharing information, and exploring issues and values.

### Aims and Key Principles:

At Boutcher, we believe that PSHE helps give pupils the knowledge, skills and understanding to live confident, healthy and independent lives so that they are able to become informed, active and responsible citizens. It helps children to stay safe and healthy, whilst preparing them to make the most of their lives and work ahead of them. We believe that, to be effective, Relationships Education must be taught within the broader PSHE education programme. The focus in Primary school will be on the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with their children and with adults. This begins in Reception, where we begin the journey of building on taking turns, treating others with kindness and respect, being honest and telling the truth, asking for help and exploring relationships like friendship, family and the people in our lives who help and support us.

Our PSHE and Relationships Education Teaching gives our children opportunities to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value themselves and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active learner
- Be active citizens in their local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals



A Boutcher, pupils are taught PSHE and Relationships Education as a whole-school approach using The Jigsaw Programme. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The curriculum overview can be found on our school website.

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

*“The 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*

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

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The Jigsaw teaching programme meets the statutory Relationships and Health Education requirements.

Jigsaw provides training and CPD, where the teachers have access to updated policy documents, teaching resources and materials to deliver effective PSHE and Relations Education at our school. This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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).

### **Teaching and Learning:**

Curriculum content:

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

### **What do we teach when and who teaches it?**

#### **Whole-school approach**

Jigsaw covers all areas of PSHE for Primary schools, including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships Education in the context of coping positively with change

At Boutcher, PSHE lessons are taught discretely every 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, praise and rewards, other curriculum subjects, making links with books and life experiences, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in our school community.

Class teachers deliver the weekly lessons to their own classes.

We will often take part in workshops or activities relating to national events or School events/themes such as:

- Anti-Bullying Week
- Children's Mental Health Week
- Health and Fitness Week

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Inclusivity is an important part of teaching at Boutcher and we promote a safe and stimulating learning environment where discussion, interaction and sharing views and ideas are planned to give children the opportunities to reach their full potential.

We ensure we have an established safe and positive learning environment based on turn taking, listening, using kind words, right to have a turn to share or choose to not share an idea.

Where possible, at Boutcher we aim to develop our PSHE and Relationships Education mindset through the opportunities and experiences we give the children in our school.

Everyone has the right to respect- this is one of our three Boutcher rules, which is put into practice by valuing opinions and the ideas of our pupils.

PSHE and Relationships Education is closely linked with Computing and Online safety, as we are aware of forming positive relationships online too and that our children are using the internet. Addressing online behaviour and conduct is relevant to all of our pupils and we will explicitly teach children about this. This will enable children to have a better understanding of positive relationships and less positive relationships in a way that is relevant to their lives and experiences.

Teaching about families is a sensitive area of learning and discussion and we will ensure we use our judgement as well as sensitivity with classes and individuals where their circumstances are taken into consideration with certain aspects of family relationships teaching. (E.g., looked after children, single parent families, LGBT parents, adoptive parents)

### **Church of England Principles**

The curriculum intent at Boutcher School is to raise aspirations and achievement through the experiences children have, the way the curriculum is designed and the outcomes that they achieve as a result of this curriculum intent.

The curriculum at Boutcher is underpinned by and driven by an understanding of:

-The school's distinctive ethos as a Church of England Primary School  
and

-The culture and diversity of the school population and community.

Every child at Boutcher is valued and encouraged to achieve their full potential and every member of our school community is encouraged to respect and value each other. We aim to make links within our PSHE and Relationships Education teaching, wherever possible to our Christian values, worship, RE and other areas of the curriculum at Boutcher School.

We are committed to serving the community of Bermondsey and its surrounding areas. We recognise the multi-cultural nature of our community and those that we serve. We recognise the vital role, we as teachers have in ensuring our children embrace the British values of democracy, the law, individual liberty, mutual respect and tolerance of those with different faiths or beliefs.

In November 2019, the Church of England published Principles and a Charter entitled "Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools". The document sets out several key principles and then provides a Charter which schools can use.

The ethos and the teaching content of the Jigsaw teaching programme supports Church of England schools in delivering an effective programme.

### **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'.

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

### **Health Education**

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

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

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

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

The Jigsaw whole-school approach spirals the learning and meets all statutory requirements.

## **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.*

*However, ‘Sex Education is not compulsory in primary schools. (p. 23)*

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’.

At Boutcher School, we will be delivering the relationships aspect and choose not to teach sex education to our pupils through PSHE.

## **Working with parents/ carers and the wider community:**

The curriculum overview for the Jigsaw teaching is available on our school website and readily available for parents so they have the opportunity to discuss areas of study that will be taught to their child.

The role of parents in the development of their children’s’ understanding about relationships is vital. Parents are the first teachers of their children and they have the most significant influence in enabling their children to grow and mature to form healthy relationships.

Parents are invited to join in at whole school events and are regularly informed about up-and-coming events on the newsletters, school website and Twitter.

We have a close relationship with St Mary’s Church, Bermondsey who lead weekly worship in our school.

We use the school nurse to deliver workshops for certain aspects of the curriculum and agencies such as the London Fire Brigade, health visitors, Police Officers and any other outside agencies we feel will enhance the delivery of the PSHE and Relationships Education curriculum.

We recognise that Relationships Education is highly sensitive but we believe and strive to make a significant contribution to the development of the children at Boutcher’s personal skills that are vital in order for them to establish and maintain healthy relationships.

Due to our Christian values being at the heart of all we do at Boutcher, we will teach within a Christian context where we understand that we are a gift of God as part of creation.

Whilst we use relationship teaching as a way to help children make informed choices, we will not be explicitly teaching the sex element in this curriculum subject. (This is non-statutory at Primary)

We are educating our children to live in a society where we have tolerance and respect for others, regardless of any differences they may have to ourselves.

## **Withdrawal from lessons:**

Parents/carers have the right to withdraw their primary school aged child from any part of the sex education that is being taught through RSE.

At Boutcher, we **will not** be teaching the sex education element of RSE, so parents will not have the right to withdraw from PSHE and Relationships Education that will be delivered. (DfE Guidance)

At Boutcher, we will be teaching through a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact your child’s Year 5 teacher, Miss Dixon (PSHE coordinator) or Mrs Verhoeven (Headteacher)

At Boutcher, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). Children in Years 5 and 6 will have workshop sessions with the School Nurse.

## **Monitoring and Review**

The Governors will monitor this policy on an annual basis. Discussions, recommendations and reviews will be made, as necessary, if the policy needs modification. The school will listen to and respond to any comments from parents about the PSHE and Relationships Education programme, and makes a record of all such comments. Governors meet with the Headteacher and subject leader to discuss the policy, teaching and materials used and ensure they are in accordance with the school’s ethos.

## **Equality**

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...”

At the point at which schools consider it appropriate to teach their pupils about LGBT (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 LGBT content at a timely point as part of this area of the curriculum”.

At Boutcher School, 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 the beliefs of other people.

### **What teaching is there of LGBTQ?**

It is firstly important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families.

#### Key Stage One

LGBT is not mentioned specifically in any part of Key Stage One teaching. However, in lessons that explore differences in families, questions such as; ‘What is important about a family?’ and ‘What does your family mean to you?’ help children understand about their own and other’s families and how a family is founded in love and respect. Should children raise the question about same-gender couples or families, we follow the Jigsaw recommendations to explain to children in the following way: ‘Some children have two mummies or two daddies.’ Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate.

#### Key Stage Two

In Key Stage Two, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using, such as the inappropriate use of the words ‘gay’ and ‘lesbian’, or the use of slang words that are LGBTQ-phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person’s physical appearance, their abilities, or whether they have special needs. In these lessons, teachers explain that any insult is unkind and hurtful. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail. It is simply explaining what being gay means and that the word ‘gay’ (or other LGBTQ-related words) should not be used in an insulting or derogatory way.

### **What Jigsaw doesn’t do**

- Jigsaw does not teach or encourage children to be LGBTQ
- Jigsaw does not teach what LGBTQ people do sexually or how their relationships function
- Jigsaw does not promote LGBTQ lifestyles as a preferential way of living
- Jigsaw’s advice about answering children’s questions age-appropriately does not sexualise children, destroy their innocence, or encourage them to experiment. There is more properly researched peer-reviewed evidence that supports this claim, than not.
- Jigsaw materials do not undermine ‘family values’.

### **What Jigsaw does do**

- Jigsaw teaches children to be kind, understanding and respectful of others even if they are perceived as different
- Jigsaw teaches children that people have rights but there are also responsibilities that go with these
- Jigsaw teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying
- Jigsaw helps clarify (age-appropriately) questions that children may have about the world

### **Monitoring and evaluation, including Assessment:**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation.

Children will be encouraged to talk about and reflect on their own experiences and opinions and record work in the 'Jigsaw Journal'.

The PSHE Subject Leader will monitor and delivery the teaching of PSHE and Relationships Education through observations and discussions with teaching staff to ensure a consistent and coherent curriculum is being provided. CPD and teaching materials are provided by Jigsaw.

### **Equal opportunities:**

We aim to promote equal opportunities for and to have high expectations of all pupils irrespective of age, race, gender, background, physical/sensory ability, intellect and special educational needs.

We aim to personalise our curriculum, where appropriate, in order to fully engage and motivate all of our pupils. Tasks will be set which challenge all pupils, including the more able. For pupils with SEND, the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### **Confidentiality and Child Protection:**

If a member of staff believes that a child is at risk or in danger, they will talk with Mrs Verhoeven, the Head teacher (Designated Safeguarding Lead) who will take action according to the Boutcher Safeguarding Policy.

All staff are familiar with the policy and know the lead and designated officers for Safeguarding in the school.

Boutcher CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

The Safeguarding policy is available on our school website and is available at the Main Office upon request.



## Covid-19

### Immediate Response to School Closure

When school closed as part of the national lockdown in March 2020, we moved teaching and learning to the online platform, Google Classroom. As a school that holds RE fundamental to all that we do, it was important to us that the children continued to participate in RE lessons. PSHE wasn't taught explicitly as a discrete lesson during the lockdown period. Through RE teaching by all year groups and the worship page on Google Classroom, teachers gave children opportunities to share their experiences and feelings during the pandemic and ways to use prayer to think deeply about how we feel, our hopes and wishes for the future.

Teachers were in regular contact with parents during the time away from school. School was kept open for key worker children and vulnerable families. Teachers made phone calls with parents of the children in their class, checking up on their wellbeing and ensuring they felt safe and able to complete the work given in other areas of the curriculum and ensuring that children felt as happy and as content as expected whilst away from the classroom. Parents in financial difficulty were offered support and children with no technology access were given laptops to enable them to complete work set.

Video calls took place in whole class meets to begin with and as time progressed, teachers began smaller video call sessions where children had the opportunity to speak with the teacher and their peers. This was successful in children feeling like they were still part of the Boutcher family.

### Return to School Response with Social Distancing Restrictions

As a result of pupils being away from school for a long period of time, teachers will ensure that discussion and children expressing their feelings has a greater focus than usual and opportunities to share responses in all lessons will be given.

During the lockdown period, we discussed as a staff team the importance of children returning to school and e-safety being the priority in computing sessions. As well as this, making sure all children felt confident using equipment and had adequate resources at home to ensure this. Mrs Bradford (Computing lead) played a vital role in collecting essential data and information regarding this so that any difficulties would be kept as minimal as possible if we had to repeat the home learning process in the future.

Upon return to school, whole school assemblies have taken place video via link. The Head teacher has put the well-being of all children at the heart of all that we do at school. Stories have been read, prayers shared, advice and support given to keep safe and protecting ourselves and children have had some consistency given with weekly assemblies, even if they are delivered in a different way.

Questionnaires were completed by all KS2 children and teachers analysed the data collected, put strategies, interventions and discussions in place to minimize fear, anxiety, sadness and negative feelings from children. The questionnaires focused on learning, well-being, health and worries.

Zones of regulation have become a key part of daily life at Boutcher. All teachers, support staff and adults in the school have received training in this area. Children are regularly asked about how they feel and relating this feeling to a zone (red, blue, yellow or green)

Through the zones of relevance, we have developed a shared language across the school. This has helped children articulate themselves and given them the tools, time and space to promote self-awareness and have opportunities to reflect on their wellbeing. Referrals to the school mentor will be made if teachers are concerned about children's responses or feelings during this time.

In terms of PSHE teaching, teachers are using whole class discussions more and minimizing partner talk, role play and small group work and role play. We will use videos and online learning tools more effectively and get children to respond to them and reflect on them as a whole class debate.

We aim to build resilience and confidence so children can become positive and active members of our school community. Our school culture priorities physical and mental well-being. Class teachers have taken on the role of teaching discrete PE lessons which has enabled them to get to grips with understanding the physical needs of their class.

We want to give children the skills to evaluate, understanding their own needs and practice self-care and self-love so that they can not only be positive members of the school, but contribute to the wider community and environment around them.

In Autumn term, all teachers will teach the 'health and wellbeing' strand of the PSHE curriculum. Staying safe and being hygienic is more important than ever and this will be an integral part of our daily school life and PSHE lessons this term.

## **Response to Black Lives Matter (BLM)**

At Boutcher, we have always been committed to providing all children with an equal entitlement to all areas of the curriculum. We are developing our understanding and responding to the BLM movement by ensuring we have positive role models for all our children and ensuring all children feel that they are represented. This will have a positive impact on all children and ensure that children, no matter what their race, culture or ethnicity may be, have no barriers where they feel they can't access their educational experiences and opportunities fully. We are committed to improving diversity and representation for all students. We recognise that this is going to be an ongoing and crucial part of our school future and we are working together as a school community to ensure we are being as effective, respectful and sensitive as possible. We are striving for a range of books in all areas of school, where all children feel they are represented, respected and valued.

We are a culturally diverse family at Boutcher. We strive for all children to feel special, included and part of a family. School council members, class faith leaders and children chosen to represent our school are reflective of the diversity at Boutcher.

We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For BAME children, this may be feeling that they have adults around them or people in their lives that listen to them, understand them and strive to ensure that their physical appearance or background (race, gender or ethnicity) is never a barrier to their future success. If children believe in themselves and feel that adults believe in them too, they won't feel that their path ahead is limited and will strive to achieve in the best way possible. We want children to see themselves as the future and be equipped with the necessary skills and knowledge for the wider world. If children have the self-belief and determination, they will achieve greatness.

One of the three Boutcher rules state: **Everyone has the right to respect.**

This is at the heart of PSHE teaching where we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teacher's feel uncomfortable in discussions or when planning lessons, they should speak to the PSHE coordinator, Deputy Head or Head teacher.

## **Second School closure (January 2021- March 2022)**

We made sure that we continued to prioritise the health and well-being of the children and families at Boutcher. Each class took part in PSHE tasks weekly, through Google Classroom. We decided as a school, to ensure we were using the Zones of Regulation daily on Google Classroom. This gave teachers the ability to monitor the well-being of the individuals in their class and respond to and follow up any concerns in regards to the zone a child was in. Children uploaded their work daily on Google Classroom, where teachers viewed it and gave appropriate feedback to the children. This created a sense of acknowledgement of daily work and made children feel closer and more in touch with school routines and practices.

During this school closure, KS1 and KS2 coordinators, as well as the school SENCO watched all teachers during their live sessions and were able to follow up on any issues that arose. All children completed PSHE work and had opportunities of daily contact with their class teacher, where they could ask questions, share concerns or worries. Teaching assistants and support and mentors, worked with a range of children in small group or 1:1 video call where well-being was at the heart of what was offered to the children.

## **Responding to Statutory changes within the curriculum:**

As a teaching collective at Boutcher School, we made the decision to subscribe to the Jigsaw Programme of teaching in order to ensure a 'whole school' approach and choosing a programme that fully satisfies the requirements of the DfE and provides our children with a meaningful education. This scheme of work equips teachers with engaging and relevant materials, develops their confidence in teaching new curriculum content, training materials and builds on a sequential development throughout the years at Primary school.

