

Stratford-sub-Castle Church of England VC Primary School

Life in all its fullness John 10:10

Personal, Social, Health and Economic Education (PHSE) and Relationships and Sex Education and Health Education Policy (RSHE) #3

As a Church of England School, we believe that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Our aim is that all may flourish and have an abundant life. We recognise our duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment.

Our school fully supports the vision for education, as outlined by the Church of England (*Church of England Vision for Education - Deeply Christian, Serving the Common Good. Autumn 2016*).

The Church of England Document "Valuing all God's Children", 2019 states:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

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| DATE AGREED BY FULL GOVERNING BODY: | 21/09/20 (for final consultation with parents) |
| REVIEW DATE: | November 2021 |
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| HEADTEACHER: | Mrs Kay Bridson |
| CHAIR OF GOVERNORS: | Miss Angela Britten |
| SIGNED: | |
| TO BE READ IN CONJUNCTION WITH: | <i>Aims of the School Anti-Bullying Policy Curriculum Policy Home / School Agreement Safeguarding Policy SEND Policy</i> |

Personal, Social, Health and Economic Education (PHSE) and Relationships and Sex Education and Health Education Policy (RSHE) #2

Introduction

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

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

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE the DFE consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. The DFE regards teachers as being best placed to understand the needs of their pupils and that additional central prescription is not required.

However, while the DFE believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, it is expected that schools use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools are expected to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

From September 2020, all primary age children **must** be taught Relationships and Health Education.

The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant to the lived experiences of children in the 2020s.

Intention

Our school shares the government's aspiration that all children should grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.

From September 2020, all primary age children in our school will be taught Relationships, Health and Sex Education. These subjects are designed to equip children with the knowledge to make informed decisions about their wellbeing, health and relationships as well as prepare them for a successful adult life.

Our school intends to use sensitivity and flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of our pupils.

Implementation

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Our school ensures that teaching is integrated within wider themes of the Personal, Health, Social and Economic Education (PHSE) and citizenship curriculum. Our framework for statutory and non-statutory content is provided by *Jigsaw: The Mindful Approach to PHSE* scheme of work.

This scheme has been used by the school for a number of years because it complements the Christian foundation and ethos of the school. We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. When changes to these curriculum areas occur in the future, Jigsaw provides the school with materials to ensure all statutory duties are fulfilled.

Relationships Education puts in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, children cover how to treat each other with kindness, consideration and respect.

By the end of primary school, children will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

The human development (Biology) contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools such as Stratford-sub-castle Primary School.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Parents may not withdraw a child from Relationships Education or Health Education because it is important that all children receive this content, covering topics such, as friendships and how to stay safe.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

If parents do not want a child to take part in some or all of the lessons on Sex Education, they may ask that they are withdrawn. At primary level, the head teacher must grant this request.

Jigsaw Content

Jigsaw covers all areas of PSHE and RSHE for the primary phase, as the following table shows:

| Term | Puzzle name | Content |
|------------------|------------------------|---|
| Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community. |
| Autumn 2: | Celebrating Difference | Includes learning how to treat all people with respect and tolerance |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations and resilience building |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line) |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Summer 2: | Changing Me | Includes Sex and Relationship Education in the context of looking at and managing change |

For more detail see the school website.

Jigsaw's RSE Content

The grid below shows specific RSE content for each year group:

| Age | |
|------------|--|
| 4-5 | Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene. |
| 5-6 | Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private. |
| 6-7 | Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private. |
| 7-8 | Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes. |
| 8-9 | Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change. |
| 9-10 | Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change. |
| 10-11 | <i>Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.</i> |

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

| | |
|-------|--|
| 4-5 | Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations. |
| 5-6 | Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change. |
| 6-7 | Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old. |
| 7-8 | Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty. |
| 8-9 | What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty. |
| 9-10 | Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty. |
| 10-11 | Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent. |

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers seek to establish a classroom climate in which all pupils are free from any fear of expressing any point of view that contradicts those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

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

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised. There are no national level descriptors for PSHE.

Recording, Tracking and Reporting Progress

Following each unit of work the teacher, using a best-fit approach, decides whether a pupil is working at, towards or beyond. A summary judgement is made at the end of the academic year and is reported to parents via the written Annual Report to Parents.

Monitoring and Evaluation (Judging Impact)

The PSHE co-ordinator and PHSE Governor monitor the delivery of the Jigsaw programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Governor meetings (Curriculum and Standards Committee)

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to contact the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available for parents/carers to look at should they so wish. **Parents and carers cannot withdraw from any aspect of Relationships Education or Health Education lessons covering the changing adolescent body (puberty) because we are a maintained school.**