

# Stratford-sub-Castle Church of England VC Primary School

*Life in all its fullness John 10:10*

## Personal, Social, Health and Economic Education

### (PSHE) and Relationships and Sex Education and Health Education Policy (RSHE)

As a Church of England School, we believe that all pupils 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 engage willingly 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 Pupils", 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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<b>TO BE READ IN CONJUNCTION WITH:</b>	<i>Aims of the School Anti-Bullying Policy Safeguarding Policy SEND Policy Online Safety Policy</i>

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

## 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 Pupils 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 pupils **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 pupils in the 2020s.

## Intention

Our curriculum intention is to fuel **ASPIRATION** and **ACHEIVEMENT** and to foster the **CELEBRATION** of success in all its forms! Our school shares the government's aspiration that all pupils should grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain.

Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting the British Values and our core Christian Values; *Peace, Love and Joy*.

With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Stratford-sub-Castle Primary School intends to deliver engaging and relevant PSHE within a whole-school approach. Our approach means pupils develop age-appropriate PSHE knowledge and skills

Since September 2020, all primary age pupils in our school are taught Relationships, Health and Sex Education. These subjects are designed to equip pupils 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**

The school has chosen to follow *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 PSHE including Relationships, Sex and Health Education (RSHE) in an age-appropriate way.

The class teachers are responsible for delivering the PHSE scheme of work to their class. At the start of a new unit, teachers ensure that learning from the previous year is revisited. Year on year, through the course of the unit, learning is each concept it extended by adding new knowledge and skills and vocabulary.

All classes study the same unit at the same time, building sequentially through the school year. These units are progressively built upon each year ensuring our pupils know more and remember more within each concept.

At the beginning of every lesson, teachers review the learning from the previous session and build on what has previously been learnt. New knowledge and skills are then introduced using a range of teaching approaches and activities.

As well as discrete lessons, PSHE is also embedded throughout our curriculum and daily life such as: school assemblies, collective worship and the ethos of the school allow pupils' spiritual, moral, social and cultural curiosity to be stimulated, challenged and nurtured.

Teachers use ongoing formative assessment to inform and adapt planning.

## **Sex and Relationships Education**

The DFE statutory guidance (England 2019) expects schools to deliver work on puberty. This sits under the Health Education statutory expectations. Lessons on human reproduction are left to the discretion of schools. 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.

RSHE is delivered in Term 6 during the unit 'Changing Me'. In accordance with the Equality Act 2010, this is a tailored plan for each individual class to meet the needs of the different age groups, including those with SEND. Lessons will include high quality teaching that is differentiated and personalised, taught by the class teacher.

By the end of primary school, we believe pupils need to understand that puberty is a natural and inevitable part of growing up; it needs to happen to enable them to have babies in adulthood and that this knowledge helps to safeguard them.

The specific sex education content (puberty and human reproduction) is taught through the Changing Me Puzzle (delivered in the last term of the academic year). The specially-commissioned animations of the female reproductive system and the male reproductive system provide a visual resource to enable pupils to

understand how the body changes and develops in puberty. This work is done in the context of managing change and is age-appropriate.

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

By the end of primary school, pupils 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 pupils 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 pupils, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Pupils 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 pupils 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 pupils 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
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community.
<b>Autumn 2:</b>	Celebrating Difference	Includes learning how to treat all people with respect and tolerance
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

*For more detail see the school website.*

**By the end of primary school, children will learn the following:**

<b>Mental Wellbeing</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss</li> </ul>
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	<p>their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<b>Internet Safety and Harm</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking,</li> </ul>

	alcohol use and drug-taking.
<b>Health and prevention</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent behaviour</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### 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.

### **Working with parents**

An overview of our PSHE and RSHE curriculum, Long Term Overview/PSHE curriculum map, PSHE and RSHE vocabulary, PSHE and RSHE knowledge and skills progression are all shared with our parents on our school website, accompanied with a copy of this policy. Parents are encouraged to share their views with the school about any areas of the curriculum, including PSHE and RSHE. This policy is reviewed by the Full Governing Body yearly.

A letter is sent to parents from the PSHE leader informing them of when RSHE will be taking place in PSHE and science lessons. A lesson sequence is provided for each class. All feedback is welcomed from parents.

### **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 subject leader and link Governor monitor the delivery of the Jigsaw programme through observation and discussion with teaching staff and children to ensure consistent and coherent curriculum provision.

Governors should make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations



### **Withdrawal from RSE lessons**

Parents/carers have the right to withdraw their pupils 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.**