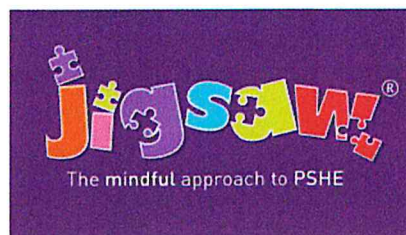

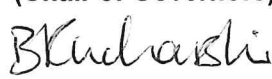


Redfield Edge Primary School



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

| | | | |
|--|--|--|------------------------------------|
| Date reviewed | April 21 | Next review | April 24 |
| Policy type | Statutory | Review frequency | Every 3 years |
| Responsibility | Curriculum Committee | | |
| | | | |
| Signed (Chair of Curriculum committee) | Name (Chair of Curriculum committee) | Signed (Head Teacher) | Name (Head Teacher) |
| | |  | Lisa Robinson |
| Ratified by FGB on 30 th April 2021 | | Signed (Chair of Governors) | Name (Chair of Governor) |
| | |  | Bronwen Kucharski |

PSHE

Rationale

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:

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

At Redfield Edge Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. 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.

Approach

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 the children's needs. The curriculum map document (see supporting information) shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements. 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 Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

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

Delivery and content

- i. Pupils will receive 1 PSHE lesson per week, meeting the requirements of the RSHE curriculum throughout the year. Term 6 will cover the school's Sex Education content.
- ii. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships, Sex 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.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| Autumn 1: | 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. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| Spring 1: | 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 |

| | | |
|------------------|---------------|--|
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

iii. We will also cover elements of our content through other curriculum subjects. For example, in Science, children are taught to name basic body parts (Y1); notice that animals, including humans, have offspring which grow into adults (Y2); describe the life process of reproduction in some plants and animals and describe the changes as humans develop to old age (Y5). Mental health and well-being is one of our golden threads that is woven through our curriculum and the wider life of the school. Our school values of honesty, compassion, mindfulness, ambition, thankfulness, resilience, curiosity and respect are encapsulated in all that we do as a school.

iv. Lessons are age appropriate; with content that is inclusive and relevant to the needs and lived experiences of all pupils, their families, and the wider community. Content is taught through an engaging range of active learning methods that differentiate materials and resources to ensure all pupils are able to access the learning.

v. There is confident and consistent use of the correct terminology to describe, for example, female and male body parts etc. – whilst being mindful of the need to, where appropriate, accept the language adopted by pupils so as to ensure content remains accessible.

vi. Those fulfilling in-class support roles also receiving training so as to ensure they can help facilitate the access of those pupils they are specifically supporting.

vii. There is a proactive and planned approach to involving external professionals (e.g. school health nurse) in supporting the delivery and development.

RSHE as part of PSHE

Terms

At Redfield Edge, Relationships Education refers to:

Ensuring access to up to date and correct factual information, teaching pupils about:

- i. The development of skills, knowledge and resilience needed to experience positive mental, emotional and physical wellbeing
- ii. The development of skills and strategies children need to keep themselves safe, happy and well both online and in the real world
- iii. Teaching the characteristics of positive relationships
- iv. Teaching about different types of relationships, promoting equality and respect, and recognising the importance of diversity

- v. Teaching about healthy, respectful, non-exploitative and non-coercive behaviours
- vi. Developing an understanding of gender equality, rights, consent and respectful and healthy communication (Equalities Act, 2010) including:
 - Sexuality/sexual orientation (avoiding heteronormative assumptions & attitudes)
 - Gender identity
 - Home background (e.g. different family make-up)
 - Ethnicity
 - Gender
 - Special educational needs and disability
- vii. Develop young people's knowledge and awareness of services that provide information, advice, support or treatment, including developing their understanding of their rights in relation to accessing these services

At Redfield Edge, Health Education refers to:

Ensuring access to up to date and correct factual information, teaching pupils about:

- i. mental health and well-being
- ii. internet safety and harms
- iii. physical health and fitness
- iv. healthy eating
- v. drugs, tobacco and alcohol;
- vi. health and prevention;
- vii. basic first aid
- viii. physical and biological aspects of puberty, growing up and the human life cycle.

At Redfield Edge, Sex Education refers to:

Ensuring access to up to date and correct factual information, teaching pupils about:

- i. the physical and biological aspects of puberty, growing up and the human life cycle (as part of statutory Health Education)
- ii. how a baby is conceived and born (non-statutory).

DfE Statutory guidance and our curriculum

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements and the way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (see supporting documents).

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

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'.

The expected outcomes for each of these elements and the way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (see supporting documents).

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).

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'.

Sex education: what specifically do we teach?

At Redfield Edge Primary School, we believe children should understand the facts about human reproduction before they leave primary school. Therefore Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's programme. All lessons are taught using correct terminology, child-friendly language and diagrams. The Changing Me Puzzle is all about coping positively with change and includes:

Reception: Growing up: how we have changed since we were babies.

Year 1: Boys' and girls' bodies; correct names for body parts (including vagina, penis, testicles, vulva and anus to describe private parts)

Year 2: Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is: including vagina, penis, testicles, vulva and anus).

Year 3: How babies grow and how boys' and girls' bodies change as they grow older. Introduction to puberty and menstruation.

Year 4: Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.

Year 5: Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

Year 6: Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

Parents' right to request their child be excused from Sex Education

Redfield Edge Primary School believes that parents and carers should play an active role in shaping the education their children receive whilst at school. To that end, we will proactively seek to develop regular and ongoing communication with parents and carers so as to ensure our policy for, and delivery of, relationships, sex and health education balances the feelings, wishes and concerns of parents with the needs and concerns of pupils and staff.

We are hopeful that our open channels of communication can be used to resolve any areas of concern as and when they arise. Where this is not possible, we would encourage parents and carers to be mindful of the following:

- i. As set out in national statutory guidance, there is no right for parents to withdraw their children from Relationships Education or Health Education.
- ii. As a school that chooses to teach sex education we allow parents a right to withdraw their children from sex education, other than as part of the Science or Health curriculum.
- iii. If a parent wishes to withdraw their child from sex education they must contact the school. The school will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.
- iii. As a school we will encourage (and support where possible) parents to deliver sex education to their child at home instead.
- iv. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

What can parents not request to excuse their children from?

In order to teach the correct terminology for body parts in a scientific context, and knowing that National Curriculum Science requires children to name and label body parts from Year 1, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education (although there are also links with the statutory Health curriculum). We strongly believe that this promotes the safeguarding of our children.

Puberty, including menstrual wellbeing is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). This is taught at Redfield Edge age-appropriately in years 3, 4, 5, & 6.

What can parents request to excuse children from?

We inform parents of their right to request that their child be withdrawn from the PSHE lessons that explicitly teach birth and conception (Jigsaw Changing Me Puzzles/units: Year 3, Lesson 4 (Conception); Year 4, Lesson 2 (Having a baby); Year 5, Lessons 2, 3 & 4 (Conception); Year 6, Lesson 3 (Conception, birth)).

We would strongly encourage a discussion with the school and viewing the materials before making this decision, as we believe it is in the pupils' best interests to have this information at an age-appropriate level.

The school will inform parents of these rights, by letter, before the Changing Me Puzzle is taught. Parents will have an opportunity to view the teaching materials before they are taught if they wish to do so.

Policy development and review

- i. SLT oversee all aspects of the development, delivery and evaluation; have a proactive, open and inclusive approach to involving parents and carers in the development, delivery and evaluation; and make a commitment to work with parents who have chosen to withdraw their children from sex education to ensure their needs can be effectively met outside the school environment.

ii. The PSHE coordinator is responsible for the development of the programme, staff training and development, liaison with external professionals and effective monitoring and evaluation.

iii. There is an identified 'lead Governor' for RSHE.

Using visitors

i. Other agencies/professionals and visitors will enhance but not replace our teacher-led programme.

ii. Teachers will always be present during sessions facilitated by other agencies / professionals and visitors.

iii. We select visitors very carefully in line with our values framework and school ethos and ensure that their input is evidence based, accurate and not misleading.

Assessment and evaluation

i. We monitor pupils' knowledge, skills and understanding by various means including: self-assessment / peer assessment / pupil conferencing / teacher observations / quizzes and questionnaires / the LA Health and Well-being Online Pupil Survey etc.

ii. Pupils and staff have opportunities each term to evaluate lessons and approaches by means of: self-reflection/review, pupil conferencing, learning walks, team teaching, etc.

Confidentiality and safeguarding

i. We ensure that ground rules are established before lessons are delivered and that pupils are reminded not to discuss personal experiences and issues in class as a general rule.

ii. We provide a safe, respectful and open learning environment in which children have an opportunity to gain factually accurate information whilst being encouraged to ask questions and enabled to develop their skills, experience and resilience.

iii. Pupils are made aware of how to access confidential information and support after the lesson, should they need it.

iv. If a pupil discloses something of a personal nature, we will seek advice if needed, decide whether or not parents / carers need to be informed and keep pupils informed about how the disclosure is treated and who will have access to the information.

v. Under no circumstances do staff offer unconditional confidentiality to any pupil.

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 Redfield Edge Primary 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 our approach to some aspects of Relationships, Health and Sex Education.

Supporting information

The following documents supplement this policy and can either be found on our website or provided electronically (for private reference due to Copyright) on request:

- i. Jigsaw: whole-school content (topics taught in each year group)
- ii. Curriculum map: Jigsaw 3-11 and statutory Relationships and Health Education © (objectives taught within topics by year group)
- iii. Jigsaw: year group content © (objectives taught within topics by year group)
- iv. Jigsaw: Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- v. Introductory Guide for Parents and Carers about Jigsaw PSHE
- vi. Guide for Parents and Carers about Relationships and Sex Education in Jigsaw

Links with other policies

Other policies relevant to PSHE and RSHE taught in our school are:

- i. SEND
- ii. Child Protection
- iii. Behaviour
- iv. Anti-Bullying

References

This policy is written using materials from Jigsaw PSHE Ltd. © and “South Gloucestershire’s guidance for Primary Schools on producing a written policy for relationships and sex education, within statutory Relationships, Sex and Health Education (RSHE)”.

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).