

Cribden House School

PSHRE (Personal, Social, Health and Relationship* Education) Policy

***including Relationships and Health Education statutory from September 2020, and our position on Sex Education**



At Cribden House School, we recognise the unique needs of students with Special Educational Needs and Disabilities (SEND). As a school committed to promoting Personal, Social, Health, and Relationship Education (PSHRE), we aim to provide a nurturing and inclusive environment that supports the holistic development of all our students. This policy outlines our approach to PSHRE, particularly in connection to the Jigsaw scheme, to address the specific needs of our students.

1. Objectives:

- a) To promote the emotional well-being and mental health of students with SEND, fostering resilience, self-esteem, and positive coping strategies.
- b) To enhance students' understanding and acceptance of their own and others' emotions, thoughts, and behaviours, while promoting empathy and respect.
- c) To equip students with the necessary skills and knowledge to establish and maintain healthy relationships, both online and offline.
- d) To empower students to make informed decisions regarding their personal health, safety, and well-being.
- e) To develop students' understanding of diversity, equality, and inclusion, promoting a tolerant and respectful school community.
- f) To prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

2. Implementation:

a) Jigsaw Scheme: We will adopt the Jigsaw scheme, which provides a comprehensive and age-appropriate PSHRE curriculum, designed to meet the specific needs of students with SEND. The scheme will be implemented in one discrete PSHRE lesson each week, throughout key stages 1 and 2, ensuring continuity and progression. The Jigsaw scheme of work 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.

b) Personal, Social and Emotional Development (PSED): Children of EYFS age will use the Development Matters framework as PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS). Each prime area is divided into early learning goals, for PSED these are:

- Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait

for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

c) Differentiation: Recognising the diverse needs of our students, we will differentiate the Jigsaw curriculum and Development Matters framework to accommodate individual learning styles, communication preferences, and abilities. This may involve the use of visual supports, social stories, sensory activities, and flexible teaching methods.

d) Specialist Support: Our school will work closely with external agencies and professionals specializing in SEMH and ASD to provide additional support and guidance to both teachers and students. This may include training for staff, workshops for parents/carers, and individualised interventions for students.

e) Educational Health Care Plans and Provision Plans: Students at Cribden House will have personalised EHCPs that address their specific PSHRE needs. These plans will be reviewed and their Provision Plans will be updated regularly, with SMART targets set to ensure ongoing progress and support.

f) Inclusion: We will actively promote inclusive practices within our PSHRE curriculum. This includes representing diverse identities, cultures, and experiences, as well as fostering an environment where students feel valued and respected for who they are.

g) Assemblies, praise and reward system, Learning Charter, 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 the school community.

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.

At Cribden House School, Relationships Education will also be delivered through a number of different forms including:

- Social and emotional interventions – a specific programmed sequence of adult led sessions (e.g. Feelings through Art, Thrive, therapy crews).
- Circle Time sessions where children will have the opportunity to talk, listen and share opinions in a safe and secure environment led by the teacher (including daily Newsround sessions).
- Educational visits or visitors that enhance teaching and learning
- Links through other curriculum subjects such as Science and RE.

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.

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'.

How will Sex Education be taught?:

Sex Education lessons are delivered at a pre-planned point during the year (currently during the Summer term), in order that parents/carers are informed and can be involved in supporting their child. Sex Education is delivered by the class teacher or HLTA and within their class group. An 'Ask it basket' question box or bag will be used in each room to encourage pupils to ask questions with anonymity and without embarrassment.

Puberty for Years 4, 5 and 6:

We have a PSHRE programme tailored to the age and maturity of children, ensuring that boys and girls know about puberty before they experience it (Years 4, 5 and Year 6). This statutory content is delivered to children in single sex groups; some sessions may take place on a 1:1 basis. Sometimes there may be a need/request to deliver it to children from additional year groups; this request may come from home or staff (e.g. early onset of puberty). Class leads will inform parents/carers ahead of puberty lessons being taught to their child to ensure that they understand what learning their child is accessing. Puberty lessons are adapted to allow children with a range of special educational needs (e.g. ASD, SLD, GLD) to access them. For these children, work is completed with children that is appropriate to their processing level, e.g. this could be on identifying body parts (as part of the Science curriculum) or recognising potential changes to their body through puberty. We believe in working in partnership with parents, carers and understand the importance of sharing our RSE programme with families; so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home.

At Cribden House School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right via letter or over Class Dojo, prior to the Changing Me Unit being delivered.

Parents will need to write a letter to the school if they wish to withdraw their child from any of these lessons.

Equality (Including LGBTQ)

At Cribden House 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.

It is firstly important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity. Relationships lessons focus on respect and regard between people e.g. friendships and families. In upper Key Stage 2 the Changing Me Unit age-appropriately explains puberty and the biology of human reproduction. Only a very small number of these lessons in the entire scheme have any focus upon LGBTQ issues. Jigsaw's philosophy is about inclusion and valuing all children.

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families, pictorial resources such as those below are used as a discussion focus. Questions such as: 'Which photos show a family?' 'What is important about a family?' '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 pictures that show a same-gender couple, Jigsaw's teacher notes suggest this is explained 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. However, this does acknowledge and include any children who have LGBTQ people as part of their family.

In materials for 7-11-year olds, 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. In Jigsaw's Relationships and Changing Me lessons for pupils aged 7-11 that cover relationships, puberty, growing-up and how a baby is made, children are given opportunities to ask questions if there is something they don't understand. LGBTQ relationships or being LGBTQ are not explicitly discussed in the lessons, unless questions are raised about it. In which case, Jigsaw's teacher notes give possible age-appropriate ways for teachers to answer these questions.

Being Transgender - In one lesson for 10-11-year olds, children are introduced to the word 'transgender' so they understand what it means. This lesson has a focus on prejudice and discrimination where a transgender example is used. The Equality Act is also explained in an age-appropriate way. Being transgender is discussed in the following terms: Most people are not transgender. A transgender person doesn't feel their body matches with their gender. Let me explain...a person who was born with a male body may feel they are a female, and a person born with a female body may feel they are a male. There can be all sorts of reasons why this happens. Some transgender people choose to change their appearance or body so their gender matches with how they feel. This is called transitioning. Not all transgender people choose to do this though. (If children want more detail, teachers are advised to explain they will learn more about transgender people in secondary school and they should return to the focus of the lesson which is about prejudice and discrimination). Jigsaw's decision was to include

this lesson as a matter of course within the Year 6 (Age 10 -11) materials so children understand what being transgender means, in line with the Equality Act. This lesson does not promote transgenderism as a preferred lifestyle. It simply explains what being transgender is, and how some people who are trans face unfair prejudice and discrimination, in the same way that other people do e.g. through racism, ageism, sexism and prejudice against people who are disabled.

What Cribden House and Jigsaw do not do in regards to LGBTQ:

- We do not teach or encourage children to be LGBTQ
- We do not teach what LGBTQ people do sexually or how their relationships function
- We do not promote LGBTQ lifestyles as a preferential way of living
- Our 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 Cribden House and Jigsaw do in regards to LGBTQ:

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