#### Relationships and Sex Education (RSE) Policy

#### PSHE (Personal, Social, Health Education) Policy

#### (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

#### Incorporating JIGSAW PSHE



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| **Date of Policy Creation**: | Sept 2020 | **Review Date:** | Sept 23 | **Responsibility:** | FGB |
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| **Head teacher** | Mr Christopher Harrison | | **Signed:** | | **Date:** |
| **Chair of Governors** | Mrs Margaret Beagle | | **Signed:** | | **Date:** |

**Policy Review**

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| **Date:** | **Notes:** |
| Sept 2020 | 1st adoption of new policy |
| April 2022 | Comprehensive review by K Smithson PSHE Lead updated to include curriculum plan |
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**Context**

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.

**Aims and Objectives**

**PSHE**

At Grove Road Community 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 use the Jigsaw Programme to support delivery of a high quality PSHE and RSE curriculum which offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

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).

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.

At Grove Road Community Primary School, the Governors and Staff strive to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where principles of tolerance and equal opportunities are seen in action, and the development of good relationships is a natural part of every day school life. We wish to help our pupils develop an understanding of how they can protect themselves, and to give them the confidence to seek help and support when they need it.

The Relationships and Sex Education programme at Grove Road Community Primary School incorporates the statutory guidance of both the Keeping Children Safe in Education (2019) and the Equality Act 2010, underpinned by the North Yorkshire County Council guidance.

The focus at Grove Road Community Primary School is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

At Grove Road CP School:

* RSE an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across both Key Stages
* RSE is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate, not be the sole providers)
* We work in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
* We deliver lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
* Ensure lessons are based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
* We start with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.
* Developing from this, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy including establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
* Respect for others is taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on
* We give pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships, and nurtures respect for different views
* We ensure that we fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
* We meet the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
* We seek pupils’ views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change
* We ensure that pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. There is a balance between teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

**Delivery of PSHE / RSE and the Curriculum**

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

#### Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase 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.

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| 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 |

“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

RSE is part of the planned PSHE programme delivered by the class teachers. This is delivered in line with the National Curriculum for Science, the national framework for PSHE, and guidance from North Yorkshire.

**Assessing, monitoring, evaluating and reviewing RSE**

* We have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas.
* Our RSE curriculum builds on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
* Lessons are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching and learning is assessed and used to identify where pupils need extra support or intervention.
* RSE is assessed, monitored, evaluated and reviewed within the schools framework for teaching and learning; following the school’s Feedback Strategy.
* The school’s PSHE co-ordinator will be responsible for monitoring the provision of SRE in school and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

**Monitoring and Evaluation**

The RSE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

* To review and plan the content and delivery of the programme of study for relationships and sex education
* To review resources and renew as appropriate
* To update training in line with current guidance and staff identified needs

To ensure consistency and continuity throughout the school, RSE education will be monitored by the PSHE Subject Leader as well as the class teachers. There will be opportunities for discussion with the staff who are delivering the curriculum, learning walks, samples of pupil’s work, evaluations from external agencies and the pupils themselves, who will be given the opportunity to share their feelings and opinions in class and through pupil voice.

**Safeguarding and Confidentiality**

At the heart RSE and PSHE there is a focus on keeping children safe, and these lessons play an important role in preventative education. All staff in school have received training on Keeping Children Safe in Education (KCSIE) which states that schools should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Therefore, children are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer.

At the outset of every RSE lesson, teachers will develop ground rules which will include information around confidentiality.

It is the responsibility our school to support our pupils with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty all staff must have regard to guidance around safeguarding detailed in the School Safeguarding policy. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality.

Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school’s senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School’s Safeguarding policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

**Roles and Responsibilities**

**The PSHE lead teacher**

The school has a lead teacher for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

* Ensure the implementation and quality of long term and medium term RSE schemes of work
* Ensure that all staff are confident in the skills to teach and discuss RSE issues
* Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues
* Consult with pupils to inform RSE provision
* Access appropriate training
* Monitor and advise on RSE organisation, planning and resource issues across the school
* Ensure procedures for assessment, monitoring and evaluation are included.
* Liaise with the named governor for RSE
* Liaise with any service provision to support aspects of sexual health
* Review / update the policy on a two year cycle or sooner if necessary.

**The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including teaching and learning. The Headteacher’s responsibilities in respect of RSE are to:

* Liaise with the PSHE Teachers
* Keep the governing body fully informed of provision, issues and progress in RSE
* Liaise with the Designated Safeguarding Lead and act upon any concerns which may arise from pupil disclosure during RSE sessions.

**Designated Safeguarding Lead**

* Act upon any concerns which may arise from pupil disclosure during RSE sessions.

**The Governing Body**

The governing body has responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE outside of the national curriculum science. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, health and other professionals to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for RSE. The governing body will continue their involvement through regular evaluation of provision and policy.

**Parents / Carers**

The school aims to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

**The Parental Right to withdraw their child from RSE lessons**

Parents have the right to withdraw their children from sex education

Parents cannot withdraw from Relationships and Health education (which includes puberty learning outcomes) from September 2020.

Parents wanting to exercise this right are invited to see the Headteacher or PSHE teacher who will explore their concerns. If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

**External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. Occasionally, appropriate and suitably-experienced and/or knowledgeable visitors from outside the school may be invited to contribute to the delivery of RSE in our school. Our school has a code of practice for using visitors to support the delivery of PSHE:

* Visitors are invited into school because of the particular expertise or contribution they are able to make.
* All visitors are familiar with and understand the school’s RSE policy and work within it.
* All input into PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.
* All visitors are supervised/supported by a member of staff at all times.
* The input of visitors is monitored and evaluated by staff and pupils. This evaluation informs future planning.

**Support Services**

For further advice or information with regard to the topics covered and the teaching of RSE, or pupils’ safety and wellbeing, links are available on the school website.

This policy is linked to:

* Safeguarding
* PSHE
* Teaching & Learning
* Equalities
* Anti-bullying