

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

Kintbury St Mary's CE Primary School



Approved by: KSM Governing Board

Date: April 2021

Last reviewed on: April 2021

Next review due by: Summer 2022

Our Christian values of Hope, Respect and Friendship underpin our ethos, where every member of our school community is encouraged to value each other. Wherever possible, we make close links between our values, worship and PSHE curriculum. This policy has been written in consultation with staff, children, parents and governors

Personal, social, health and economic education (PSHE) are an important and necessary part of all children's education. Through a planned programme of learning, we aim to provide our children with the knowledge, understanding and skills necessary to manage their lives both now and in the future. We aim to develop the attributes and qualities our children need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and those we serve. We also understand the vital role we have in ensuring that groups, or individuals within the school, are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

We embrace the British Values of:

Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Kintbury St Mary's, we want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- have a sense of purpose
- value self and others
- form healthy and positive relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond positively to challenge
- be an active partner in their own learning
- be active, responsible citizens within their local community
- respecting others views and way of life
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

Curriculum Content

Our PSHE (which includes RSHE, Relationships and Sex and Health Education) is taught weekly through a planned programme of work that follows the **Jigsaw PSHE** programme.

It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (**Puzzle**) at the same time. This enables each **Puzzle** to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions:

- specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today)
- emotional literacy and social skills

We are confident, that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development and is balanced across each year group

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change

For children in Foundation, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Weekly Jigsaw learning happens, once the children have settled in and links are made with other learning opportunities for personal, social and emotional development.

Establishing a safe, open and positive learning environment based on trusting relationships with everyone, adults and children, in every class, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass on a question
- We only use children's names when giving compliments or when being positive

Relationships Sex and Health Education (RSHE)

We recognise that Relationships Sex And Health Education (RSHE) is a highly sensitive subject.

We firmly believe that effective RSHE can make a significant contribution to the development of the personal skills our children need if they are to establish and maintain positive healthy relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of age, morality and individual responsibility, and in a way that allows children to ask and explore moral questions. (We have taken account of the guidance provided in teaching materials supplied by the Oxford Diocese Board.)

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education. At KSM, we teach RSHE in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

- Children will be taught the cultural and religious differences about matters of sexuality.
- RSHE is part of the wider social, personal, moral and spiritual development.
- Children should be made aware of the way in which advertising and the media influence their views about sexuality.
- The importance of family and committed relationships as key building blocks of community and society.
- RSHE includes learning about physical and emotional development.
- Children should be taught to have respect for their own and others peoples' bodies
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity.
- Children should learn that some people choose not to engage in sexual activity and that this should be respected and valued as a response to the gift of faith.
- Children need to learn the importance of protecting themselves and of self-control.
- Children should learn that it is important to build positive relationships that involve trust and respect.
- Children need to learn how to keep themselves safe when using the internet and other forms of technology.
- Children need to be aware of responsible use of all forms of technology in order to respect the well-being and integrity of others.

At KSM, Children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, whilst remembering people's right to hold their own views within a framework of respect for others. We are educating our children to live in the real world with all its contradictions. Our adult knowledge and bias will not prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

Year Group	Piece Number and Name	Learning Intentions 'Children will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process

		recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Withdrawal from RSHE Lessons

Parents/carers cannot withdraw their children from relationships education covered by the statutory National Science curriculum but do have the right to withdraw them from lessons taught in school covering non-statutory sex education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE lead 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 RSHE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSHE programme or who wish to deliver RSHE to their children at home.

Teaching Sensitive and Controversial Issues

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 will be 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.

Teachers will 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 will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSHE related issues are varied. However, while personal views are respected, all PSHE and RSHE issues are taught without bias using Jigsaw.

Topics are presented using a variety of views and beliefs 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 PSHE and 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.

Teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

KSM believes that PSHE and RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSHE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness session where possible
- Parents'/carers' discussions
- Information leaflets/displays

The section of our school website, "Keeping your child safe", offers a wide range of advice and guidance to support parents.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation.

Children will be encouraged to talk about and reflect on their own experiences. For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Child and teacher evaluation of the content and learning processes
- Monitoring of Jigsaw Lessons, comments and Big Books
- Staff meetings to review and share ideas

Links with Other Policies

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy and Safe touch policy
- RE Policy
- Safeguarding Children Policy
- SEND Policy
- Learning and Teaching Policy

Training and Support for Staff

Support for teaching and understanding PSHE issues is incorporated in our staff INSET programme and regular updates in staff meetings, drawing on staff expertise and/or a range of external agencies.

Confidentiality and Child Protection Issues

If a staff member believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the DSL.

Kintbury St Marys Co E Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.