



ST HERBERT'S
CHURCH OF ENGLAND
PRIMARY & NURSERY
SCHOOL

PSHE & RSE POLICY

A.Mann
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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.

Our PSHE and RSE Aims

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

The aims of our PSHE curriculum are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- have respect for themselves and others, valuing the differences and similarities between people;
- make responsible and informed decisions about their lives;
- develop good relationships with other members of the school and wider community;
- be independent, self-disciplined and responsible members of society;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and manage risk in their own lives.

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

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, and Cultural) development opportunities provided for our children.

Relationships & Sex Education (RSE)

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'.

At St Herbert's Primary and Nursery School, we believe children should understand the facts about human reproduction before they leave primary school so they can lead confident, healthy, independent lives and to become informed, active and responsible citizens. We incorporate RSE teaching into our whole school programme of PSHE.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded, including online safety.

Each year group will be taught appropriate to their age and developmental stage. 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), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

We define Sex Education as 'a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999). We intend to teach this both through Science and PSHE.

When reproduction is taught in Science (Year 5/6) it is compulsory learning for children, in which case parents can't withdraw their child/ren from this area of the curriculum. When Sex Education is taught as part of PSHE and themes are explored further, parents have the right to withdraw. The school will inform parents of the right to withdraw by the school website and parentmail. The 'Changing Me' unit will usually be taught in Term 6. Should parents wish to withdraw their children they should arrange a meeting with the head teacher to discuss this.

At St Herbert's Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). This important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term the content of which is outlined below:

- Foundation Stage - Growing up: how we have changed since we were babies
- Year 1 - Boys' and girls' bodies; naming body parts
- Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
- Year 3 - How babies grow and how boys' and girls' bodies change as they grow older
- Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation
- Year 5 - Puberty for boys and girls
- Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

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 your children's needs. The mapping

document: Jigsaw 3-11 and statutory Relationships and Health Education,(Appendix 1) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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.

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
Summary 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At St Herbert's CE Primary and Nursery School we allocate 1 hour per week to teach PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These lessons are reinforced, supplemented and enhanced in many ways through assemblies and collective worship, praise and reward systems, 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.

Class teachers and a HLTA covering PPA times deliver the weekly lessons to their own classes.

Class teachers also promote PSHE themes where they can and as they arise. Through this scheme of work, we cover the statutory elements of the National Curriculum guidance for PSHE. In addition to this, PSHE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.

In Early Years, Personal, Social and Emotional development is a prime area of learning and opportunities for learning and development are promoted through themed based approaches.(see Appendix2)

PSHE will also be addressed on a daily basis as questions and incidents arise. Teachers also use weekly Circle-Time sessions which may be in response to a particular event or issue.

Whole school and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.

Although the teaching of Sex Education is not statutory in Primary schools, we at St Herbert's feel that it is important that children have an understanding of how their bodies change and dealing positively with these changes. The Jigsaw programme incorporates sex education lessons in an age appropriate way.

TEACHING AND LEARNING STRATEGIES

We aim to provide an environment and atmosphere for PSHE and RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.
- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSE and across the PSHE curriculum to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for PSHE/RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

MANAGING DIFFICULT QUESTIONS

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics. Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements.

The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters.

We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

EQUALITIES AND DIVERSITY & INCLUSIVITY

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to

ensure that all pupils are properly included in PSHE/RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All PSHE/RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010).

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of different communities. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Community links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHE. We seek to involve parents and keep them informed through our website and newsletters. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as our relationships with our local Churches and the Milfield Residential home.

Assessment, reporting and recording

Teachers assess children's well-being through making informal judgements as they observe them during lessons and at other times around school. We will also use the Jigsaw REST tool to evaluate children's mental health. Where concerns arise, teachers will ensure appropriate interventions such as liaising with the SEN Co-ordinator to secure a place on the 'Happy to be ME' or 'Sunbeams' programme or tailor a programme for a child or group of pupils.

Teachers will also ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

Each Puzzle has a set of three level descriptors for each year group:

Working towards *Working at* *Working beyond*

The Pupil's progress through Jigsaw will be tracked on the School's Target Tracker system.

Children's achievements are reported to parents through parents' evenings and mid-term reports and end of year reports as well as other times where appropriate in the working week through informal conversations.

Policy Review

This policy will be reviewed annually.

Links with other policies

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))

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

Child Protection, Behaviour, Anti-bullying and Equality policy.

Date: SPRING 2022

Policy to be reviewed: SPRING 2023