



Church of England
Primary School

PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) policy

*Excellence in all we do, Excellence in who we are and Excellence in our
service with others.*

Aim of the PSHE/RSE policy at St Peter's

We choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. We aim to promote the spiritual, moral, cultural, mental and physical development of pupils at our school and within society. It prepares pupils at our school for the opportunities, responsibilities and experiences of later life.

At St Peters we are confident that the Jigsaw Programme we deliver covers all aspects of Relationships, Health and Sex Education (RSE) within the context of a full PSHE programme in an age-appropriate way.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the following table shows:

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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Definition of Relationships and Sex Education

Relationships and Sex Education (RSE) is lifelong learning about physical, moral, social, cultural and emotional development. It is about understanding the importance of positive relationships and of respect, love and care. Within this context, it also involves learning about sex and sexual health at an age-appropriate stage of children's development.

Aims of RSE within PSHE curriculum

RSE is delivered through our Personal, Social and Health Education (PSHE) Jigsaw programme and gives children opportunities to:

- Raise their self-esteem and confidence, so they are happy with themselves and their relationships with others
- Prepare for and positively manage the changes that occur to their bodies, minds and emotions as they grow from childhood to adulthood
- Understand the nature of positive human relationships and what traits and personal attributes will support them to flourish
- Recognise unhealthy relationships and know how to make safe and healthy decisions, including in the online world
- Develop understanding, tolerance and empathy for other people who may be different from them
- Prepare themselves for the opportunities, responsibilities and experiences of adult life and to develop resilience when facing difficult situations
- Understand where to access information and support

The Framework for RSE

St Peter's approach to RSE is informed by:

- a) Our school's excellence ethos. This encourages children to respect themselves and each other, take responsibilities for their own decisions and actions and take responsibility with their family, friends, school and the wider community.
- b) The compulsory National Curriculum Science Programme of Study, which embeds aspects of Sex Education into the school curriculum.
- c) The statutory 'Relationships Education, Relationships and Sex Education and Health Education guidance 2019' which makes Relationships Education compulsory in all state schools. It also recommends that all primary schools should teach sex education, tailored to the age and the physical and emotional maturity of children.
- d) The views of the whole school community; the role of parents in the development of their children's understanding about relationships is vital and we will provide opportunities for them to understand the purpose and content of RSE and be involved in its development. We inform parents through information evenings, parent mail and the school website when aspects of RSE will be taught in term 6. We also encourage an open-door policy to help ensure that parents can discuss issues with the school staff in a positive, sensitive and proactive manner.

The RSE curriculum

RSE will be delivered in an age-appropriate and honest way, which provides opportunities for all children to develop the skills, knowledge and attitudes they need to lead confident, healthy and independent lives. Children will be helped to understand their own bodies and feelings in an atmosphere where age-appropriate discussions about relationships and sex can take place without any stigma or embarrassment.

The Equality Act 2010 is clear that schools must not unlawfully discriminate against pupils with protected characteristics including age, sex, race, disability, religion or belief or sexual orientation. By promoting the values of love, respect and care for others, we will take positive action through the ethos of the school and the taught curriculum, to build a culture where all children feel valued, understand their rights to equal treatment and learn to challenge stereotypes.

In St Peter's our Christian vision shapes all we do and as a church school, we adopt the Church of England Charter for RSE (**see Appendix 1**) and fully implement this. Whilst we recognise the value of secure, loving relationships and of family life, we also recognize that many children within our school community grow up within alternative frameworks that provide a nurturing environment. We will teach about families in a sensitive way based on

our knowledge of children and their circumstances and ensure that there is no stigmatization based on different structures of support and beliefs.

RSE can be a particularly important subject for children with Social, Emotional and Mental Health needs or learning disabilities as they may be more vulnerable to exploitation, bullying and other issues during their lives. When delivering RSE, teaching will be differentiated to meet the specific needs of children at different developmental stages. Teachers and/or learning support assistants will work with individual pupils where required.

RSE will be taught by class teachers in term 6 throughout the whole school as part of our Jigsaw scheme for Personal, Social and Health Education curriculum. Parents are welcome to view this resource in school on request, or ask for a summary of what is taught in each year. It is also available to view on the school website. (**Appendix 2 Jigsaw RSE and health education content**)

Guidelines

- A range of teaching methods will be employed which encourage good quality discussion, the opportunity to ask questions and plenty of reflection time.
- RSE is delivered in mixed gender groups as we feel it is important that girls and boys receive the same information about the changes that are happening to them. Current Government guidance states that schools should foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and we believe RSE is an important subject to meet this aim. However, single gender groupings may sometimes be formed in order to ask questions, if it is felt to be in the best interest of the children.
- In order to establish a calm and safe environment, the following ground rules will be set:
 - No one (teacher or pupil) will have to answer a personal question
 - No one will be forced to participate
 - There will be no 'put downs' or teasing
 - Meanings of words will be explored and discussed in as factual a way as possible.
 - Everyone should try to use the correct names for body parts.
- We encourage an ethos where children feel secure and confident to ask questions and we set clear parameters for discussion so that both teachers and children feel comfortable. Techniques such as 'question boxes' are used for children who don't want to ask questions out loud and these are helpful to give teachers reflection time, to think about an informative response.
- If a question is too explicit, feels too old for the child or is inappropriate for the whole class, the teacher will acknowledge it and attend to it later on an individual basis, having discussed the best way of responding with other appropriate members of staff, if necessary.

Parental right to withdraw from RSE lessons

Schools have a legal duty to teach some biological aspects of RSE through the Science curriculum and parents do not have the right to withdraw their children from these aspects of the curriculum. Parents cannot withdraw their children from Relationships Education, as it is a mandatory subject or health education lessons covering the changing adolescent body (puberty). They are entitled to withdraw their children from all or part of RSE that falls outside the National Curriculum. We are committed to working with parents and any wishing to exercise this right should contact the class teacher or headteacher who will explore their concerns and discuss the possible impact that withdrawal may have on their child, before a final decision to withdraw is made.

Monitoring

The RSE programme is monitored by the PSHE coordinator and this may take the form of lesson observations, monitoring the use of teaching materials, resourcing, work sampling, pupil interviews, or staff and parental feedback. The school will give the leader time to monitor and evaluate the school's PSHE/RSE programme.

Safeguarding/confidentiality

As a general rule, a child's confidentiality will be maintained by the teacher or member of staff concerned. However, effective RSE brings an understanding of what is and isn't acceptable in a relationship and may lead to disclosure relating to neglect, physical, emotional or sexual abuse. If this were to happen the member of staff involved will inform the Designated Safeguarding Leader. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

Provision for pubertal pupils

Sanitary Disposal Units are located in the girls' toilet. Girls requiring sanitary protection are made aware that they should go to their class teacher.

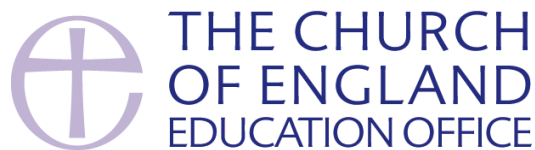
Evaluation and Review

The Headteacher is responsible for the implementation and monitoring of this policy. The PSHE Leader and Headteacher will report back to the Governors' Curriculum Committee when reviewing this policy. The St Peter's governor responsible for PSHE/RSHE is Jim Christopherson. It will be uploaded to the School website. A copy is available to parents, from the school office on request. The policy has been fully discussed in a governors' meeting and staff meeting.

This policy was developed, involving the PSHE leader, Head teacher and governors and will be reviewed every two years.

- **Drafted and first reviewed by Ethos committee: January 2020**
- **Presented to parents/carers for Consultation: December 2020**
- **Approved by Ethos committee: 21st January 2021**
- **Approved by LGB: 10th February 2021**

Appendix 1



A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In St Peter's Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography**

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
6. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
7. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
8. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
9. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2 Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and

rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology
 use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Appendix 2 Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure;

celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

9-10

Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

10-11

Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.