Harvington C of E First and Nursery School

PSHE (Personal, Social, Health Education) Policy including

Relationships Education, Sex Education and Health Education

Written by: H.Cooper

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Introduction

This policy has due regard to statutory legislation, including, but not limited to, the following: -
DfE 'Statutory framework for the early years foundation stage'
DfE 'Relationships Education, Relationships and Sex Education (RSE)
Health Education Statutory guidance' 2019
Education Act 2002
All schools must

- Provide a curriculum that is broadly based, balanced and meets the needs of all pupils.
- 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.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.
At Harvington C of E First and Nursery School the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), preventing and tackling bullying (Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies, July 2013, updated 2017), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, Headteachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and Keeping Children Safe in Education) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

Aim of the PSHE policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They

reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
They 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.
In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Protective Behaviours

Protective Behaviours is a safety awareness and life skills programme, which builds confidence and resilience by exploring our right to feel safe. We complete the programme over the school year in addition to our PSHE sessions. There are six sessions throughout the school year: Early warning signs, Feeling safe, Emotions, Safe places, Safe network and Safe choices.

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 themselves 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 table below 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

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. The policy should be made available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE recommend:

"… that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' by the end of Year 6 (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Harvington C of E First and Nursery School's RSHE Policy outlines the programme, aims and objectives and an overview of the content. We aim to deliver high quality Personal, Social, Health Economic Education (PSHE) in which we deliver accurate, relevant and age appropriate information about relationships – one of the core strands of PSHE. This will ensure that we give our children the best possible chances to achieve their full potential and leave our school prepared for the demands of society in their future.

We aim to teach children about relationships in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum which takes into account the emotional, physical and social maturity of our children. We believe that the education we provide should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in school setting. As such, the Relationships' strand of our PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every one of our children.

It is our aim to ensure that Relationships' Education is taught consistently throughout the school,3rotection3y focusing on teaching children the fundamental building blocks and characteristics of

positive relationships, including friendships, family relationships and relationships with other children and adults. This will also include the importance of respectful relationships, online relationships and keeping themselves safe. This was made compulsory in schools (September 2020) to ensure that we can help our pupils develop holistically. We will provide them with the knowledge and attributes needed to support wellbeing and attainment and ultimately prepare them to become successful and happy adults.

We believe that Relationships' Education equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives. We strive to promote equality through all aspects of our Relationships' teaching. As such, our curriculum promotes tolerance and acceptance.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour Policy
- Anti-Bullying Policy
- Staff Conduct Policy
- Drug Policy
- Equality Policy
- Safety Policy
- Rules for Acceptable Use of ICT
- Online Safety Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs and Disabilities Policy

The role of the Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, they make sure that:

• all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
• RSHE is well led, effectively managed and well planned;
• the quality of RSHE provision is subject to regular and effective self-evaluation;
• teaching is delivered in ways that are accessible to all pupils with SEND;
• clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
• the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The Headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy. Parents have been consulted on the RSHE policy and had the opportunity to express their views. They have been informed of the limits of their right to withdraw their child from sex education.

Monitoring and Review

The governing body monitors the RSHE policy on an annual basis. The Governors gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RSHE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by making a prior appointment with a member of staff. As Jigsaw materials are copyrighted, the school is not permitted to put teaching materials on the public facing website or provide electronic copies of materials to parents and carers at home.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." "Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

Jigsaw RSHE Content

Withdrawal from RSHE lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. **All the content taught at Harvington is statutory**; however parents are welcome to make an appointment to see the Headteacher who will explore any concerns they may have. The teaching materials are available for parents/carers who wish to view the content covered. Parents/carers of Year 5 pupils will be informed by letter prior to starting the RSHE lessons with an invitation to discuss the content of the unit (see Appendix 1). **Parents and carers cannot withdraw from any aspect of Relationships Education, and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given

every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum. This policy was shared with parents/carers on 16th March 2020 and is always available to view on the school website.

Girls' understanding of sanitary products and disposal in school

As part of lessons on puberty, girls will be made aware of the procedures in place for accessing, and the safe disposal of, sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect
- Trust
- Friendship
- Truth

Jigsaw's Health Education Content

How is Jigsaw PSHE organised in school?

Jigsaw 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.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to June/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 (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, 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. This is mapped on each Piece and balanced across each year group.

- Class Teachers are responsible for delivery.
- The PSHE/RSHE Curriculum Lead is responsible for monitoring and evaluation.
- Jo Seymour is the name of the governor with responsibility for PSHE / RSHE.

Differentiation/SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes.

To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will talk to the named safeguarding lead who will take action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for safeguarding issues. 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.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 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. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated in the children's Theme books.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

Working towards Working at Working beyond

Recording and tracking progress

Each half term, class teachers record each child's attainment level in PSHE on our school tracking system. Judgements will be made with the following descriptions: below, working towards, expected, greater depth.

Reporting to Parents/Carers

Each Puzzle's assessment tasks, attainment and the work in the children's Jigsaw Journals assist the teacher in reporting meaningful learning progress to parents/carers.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are not nationally-recognised. There are no national level descriptors for PSHE. The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece (lesson). It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and evaluation

The PSHE Lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes

• Staff meetings to review and share experience

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter
- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. 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. 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 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 RSHE-related issues are varied. However, while personal views are respected, all 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 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 later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Safeguarding Lead if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support.

Pupil Consultation:

The Pupil Parliament constantly seek the opinions of the children in the school. They are given the opportunity to express what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes and values are important to them as people.

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Appendix 1: Letter to Year 5 Parents/Carers

To be sent out on official school headed paper, via the office so the office can add to the website.

Revise as necessary

Date

Dear Parent/Carer,

As part of our science and PSHE work linking to our theme 'How does my body change?' your child will receive lessons on puberty over the next few weeks.
The purpose of our work is to provide knowledge and understanding of how the human body changes during puberty. If young people can start their transition into adulthood with good information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults able to make positive choices.
The children will learn the key features of growing up and this learning will take place within the whole class. There will also be separate lessons for both girls and boys. These sessions in school may reinforce what you are already discussing at home.

The key objectives enable children to:

- Be aware of their own self-image and how body image links to this
- Understand the changes that happen to girls' bodies during puberty and understand the importance of physical and emotional wellbeing (includes information about menstruation)
- Understand the changes that happen to boys' bodies during puberty and understand the importance of physical and emotional wellbeing (includes information about erections, ejaculation and wet dreams)
- Understand that sexual intercourse can lead to conception and that that is how babies are usually made (but also makes pupils aware of IVF) as well as the responsibilities that come with having a baby
- Identify what they are looking forward to when they become teenagers and understand that this brings growing responsibilities (age of consent)
- Identify what they are looking forward to in Year 6

If you feel that you would like more information about what we will be discussing, please feel free to make an appointment with me.

Yours sincerely,

Year Five Class Teacher