

**ST MARY & ST MARGARET'S CE PRIMARY
SCHOOL & NURSERY**



**PSHE and Relationship and Sex
Education Policy**

May 2023

PSHE and Relationships and Sex Education (RSE) Policy

It is the responsibility of the PSHE subject leader with the support of the head teacher to ensure that the RSE policy is up to date and is adhered to by all members of staff.

This policy has been written in consultation with staff, governors, parents and pupils.

Introduction

At St Mary and St Margaret's CE (Aided) Primary School we pride ourselves on promoting a caring, supportive and compassionate environment. This policy aims to enable staff, governors and children to continue to do so by providing guidelines and support to ensure we deliver the best Relationships and Sex Education of our capabilities. It also aims to provide staff with the skills and tools to support children in their journey through school and their personal development.

At St Mary and St Margaret's CE (Aided) Primary School we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. Lessons will be taught by the class teacher, where possible.

Aims

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.

Our RSE teaching intention is for the children to ultimately know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way. The children will learn to make informed choices about healthy eating, fitness and their emotional and mental wellbeing. They will have an age appropriate understanding of healthy relationships and will be confident in staying safe from abuse and exploitation. At St Mary and St Margaret's, RSE is defined as learning about the emotional, social and physical aspects of growing up, relationships, puberty, sex, human sexuality and sexual health. We include the statutory Relationships and Health Education within our whole school PSHE programme.

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 children's needs. Jigsaw meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- Relationships and sex education (RSE) and health education
- 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).
- National Citizen Service guidance for schools

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 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, 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 Sex and Relationship Education in the context of looking at change

Relationships and Sex 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 (2021). For all 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. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2021).

Effective RSE 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 well-being.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2 (Nursery and Reception)	Piece 3 Growing Up	<ul style="list-style-type: none"> • D4 - Seek out others to share experiences. Show affection and concern for people who are special to them • D6 - Explain own knowledge and understanding, and ask appropriate questions of others • ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus • respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> • recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Science

A number of key aspects of RSE are included in the Science curriculum and are therefore part of the statutory education we must provide. Below are those parts of the 2014 National Curriculum relevant to RSE and objectives that must be taught in each Key Stage.

KS1

Pupils should be taught to

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

KS2

Pupils should be taught to

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird
- Describe the life process of reproduction in some plants and animals.

Parental Rights and withdrawal

Parents/Carers have the right to withdraw their children from Sex Education provided at school except those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the class teacher initially who then may refer to the headteacher and/or PHSE lead in school 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 specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. 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)

The government guidance on Relationships, Sex Education and Health Education (DfE, 2021) 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 and RE, and it is not possible to withdraw pupils from these relatively limited and 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.

Teaching Approaches

Class teachers will deliver the weekly lessons to their own classes when possible.

Teachers should aim to use an array of active teaching and learning strategies which ensure all pupils are active participants in their own learning and in supporting the learning of others.

For example:

- Questions/Worries box
- Stories and character building
- Role play and scenarios
- Quizzes and continuums
- Discussions – whole class, groups and talking partners
- Loud Mouth Theatre
- Circle Time
- ICT
- Films and video clips
- The Life Skills Bus

Sensitive Content

Staff were consulted on a number of sensitive issues that may arise in RSE.

Staff are expected to know their pupils well and be aware of any ways that the content of a lesson may have a negative effect on the pupil or upset them in any way. Differentiation is an important part of planning as is putting in place procedures to support all pupils.

During the teaching of RSE there is the possibility that sensitive questions may arise from lessons and discussions. In such instances teachers are trusted to respond professionally and to make a sound judgement on how to respond. If unsure of the best or most appropriate response teachers should communicate to children that they need time to consider their answer and will get back to them at an appropriate time. Teachers should refer to this policy or consult the appropriate person in the best way to answer the question.

If children respond to a lesson or discussion in an inappropriate manner it should be explained to them why their contribution is unacceptable and they should be advised on their future conduct.

We should attempt to deal with questions in a sensitive, open, frank and matter of fact way within our Christian ethos. Where a question arises that sits outside of the planned learning opportunities, our policy is to always respond positively to that child thus encouraging them to ask questions and seek help and advice e.g. 'That's a really good question....' Responses will, at all times, be in line with our school values.

Christian Ethos

All teaching of RSE must reflect the strong Christian ethos of the school as well as making children aware of alternative lifestyles and values.

Equal Opportunities

The RSE provided should take account of different pupils' individual needs or beliefs. We aim to treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnicity, sexual orientation or national origin, disability, marital status or religious belief.

All children should have access to RSE that is relevant to their particular needs.

It is recognised that pupils and staff may come from a variety of family situations and home backgrounds. As such it is each class teacher's responsibility to ensure that all pupils needs are met and all views are respected. This will be evident in the way they plan the provision of RSE in their class and any differentiation that may be necessary.

Teachers and Professional Development

This policy was written in consultation with the teaching staff in school. Teachers have a great understanding of the children at our school, their needs and the best ways to support their development.

Teachers will continue to be reflective in their teaching of RSE and aware of the need to be flexible as they consider the needs of the pupils in each class they teach. When unsure of the most productive or appropriate way to approach RSE in the classroom they should consult the PSHE coordinator.

Staff will continue to receive support in the teaching of RSE and opportunities to develop their skills through INSET, seeking advice from the PSHE subject leader and CPD.

Network Of Support

At St Mary & St Margaret's we understand that issues within RSE can be sensitive for children and for adults. It's therefore important that children have opportunity to talk with trusted adults. Whilst we do encourage our children to talk with their parents and families, we also give them opportunities to access a range of trusted adults, including teaching staff, teaching assistants, lunch time supervisors and other support workers, who can support them whilst actively creating an emotionally safe environment for talking and for learning. We see this as laying the foundations to enable them to confidently access help and support as they grow older.

Child Protection

All staff have an awareness of child protection procedures. School staff can never offer unconditional confidentiality; this needs to be clearly understood from the outset. If something that is disclosed in a lesson suggests a child may be in danger of harm it must be reported to the DSL.

All school staff receive regular training regarding child protection procedures. This policy should be read in conjunction with the school's Child Protection Policy, which is updated annually.

Monitoring and Evaluation

Monitoring of RSE in school will take place in the following ways

- The PSHE subject leader will monitor coverage and the effectiveness of this policy within the framework of the school monitoring timetable.
- The designated PSHE governor will monitor the subject with the PSHE subject leader.
- Evaluation from children.
- Pupils reflecting on what they have learned and their own personal development

This policy will be reviewed bi-annually

Signed:

Date:

Signed:

Chair of Governors

Date: