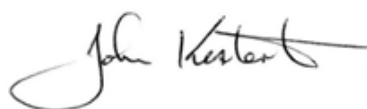


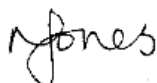
Clifton Green Primary School

Personal, Social, Health and Economic (PSHE) and Relationship and Sex Education (RSE) Policy

Signature of Chair of Governors



Signature of Headteacher



Member of Staff Responsible:

Peter Murray

Reviewing Committee:

Teaching, Learning and Curriculum

Statutory/Non Statutory:

Statutory

Date of Adoption:

March 2022

Date of Review:

March 2023



PSHE and RSE Policy

1. Aims and Key Principles

- 1.1. At Clifton Green Primary School our motto of, 'Better Never Stops' is underpinned by three key values which are pertinent to the creation of this policy:

Striving for Excellence Creating Opportunities Nurturing One Another

- 1.2. Every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other.
- 1.3. Personal, Social, Health and Economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.
- 1.4. 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 therefore 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. At our school we embrace the British Values of: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.
- 1.5. 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.

2. Pupil Learning Outcomes

- 2.1. Through our curriculum and specifically within PSHE lessons, we want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:
1. Have a sense of purpose
 2. Value self and others
 3. Form healthy and positive relationships
 4. Make and act on informed decisions
 5. Communicate effectively
 6. Work with others
 7. Respond to challenge
 8. Be an active partner in their own learning
 9. Be active citizens within the local community
 10. Explore issues related to living in a democratic society
 11. Become a healthy and fulfilled individual.

3. Curriculum Content

- 3.1. PSHE (which includes Relationships and Sex Education or RSE) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. 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. This enables each Puzzle to start with an introductory collective assembly, generating a whole school focus for adults and children alike.
- 3.2. There are six Puzzles in Jigsaw 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.
- 3.3. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean 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.
- 3.4. 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.
- 3.5. For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D40 - D60) that will be that session's focus. Every plan has child- initiated and adult-led activity ideas for both the indoor and outdoor learning environment.

4. Jigsaw Content

- 4.1. 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. Also, make age appropriate reference to be made to gender identification, use of pronouns, challenging gender stereotypes and body image. |
| 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. Also make age appropriate references to substitute care and different relationships/family types. |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of looking at change. |

5. Teaching and Learning

- 5.1. In line with our school Teaching and Learning Guidelines, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Jigsaw is written as a universal core curriculum provision for all children; inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.
- 5.2. 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 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
 - We only use names when giving compliments or when being positive.
- 5.3. Weekly Jigsaw learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. In KS1 and KS2, PSHE lessons are part of the weekly timetable. Learning opportunities in other subjects through our theme-led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship.
- 5.4. Where possible, as a school we try to develop our PSHE ethos to many aspects of school life. "Be Respectful...to all" is one of our school rules. We aim to put this into practice by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PSHE links such as fitness monitors at lunchtime, peer mentoring systems at lunchtimes and playtimes and also extend into the curriculum itself, with the development of reading mentoring. Where appropriate some classes use worry boxes to encourage children to voice their concerns. All classes nominate their own "go-to adults" if they need help outside the

classroom environment. Our school council is also very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life. The school is actively involved in the 'Food for Life' scheme and 'Modestars' the national school travel awards.

6. Parental and Community Involvement

- 6.1. Parents and carers are invited to share thoughts and opinions (using google questionnaires and/or Nautilus) with feedback being considered in policy drafts. Where possible and appropriate, parents and carers will be invited to join in events in school to support the PSHE/RSE curriculum and invitations will be shared via letter, the school website and social media.
- 6.2. Working with parents and carers is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement.
- 6.3. We also have a close relationship with our local churches who lead worship in the school and with our local ward group. We aim to involve outside agencies, including the NSPCC, School Liaison Police Officer, dental health advisors, e-safety advisors, St Johns Ambulance service, to deliver aspects of the PSHE curriculum where possible.

7. Relationships and Sex Education (RSE)

- 7.1. Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme.
- 7.2. This is built upon with a visit from Big Talk Education, who specialise in delivering RSE information, in a whole school visit. This work not only includes working with each year group in school, it also includes working with parents and school staff too.
- 7.3. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that 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.
- 7.4. Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people 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. We must not let our adult knowledge and bias prevent us from 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

8. Jigsaw RSE Content

- 8.1. The table 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...' |
|------------|------------------------------------|--|
| 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, vulva, 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, vulva, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl. Challenging gender stereotypes ensuring explicit teaching which makes clear the difference between the terms 'gender' and 'sex'. |
| 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. Include teaching to understand negative experiences during puberty and where children can seek support during this time. |
| | 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. Include teaching to understand negative experiences during puberty and where children can seek support during this time. |
| | 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 myself 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 and show respect for self and others in this process. |
| | 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. Understand the concept of consent in healthy relationships e.g. consent, boundaries, respect (for self and others). |



9. Withdrawal from RSE Lessons

- 9.1. Parents/carers have the right to excuse their children from all or part of the Relationships and Sex Education provided at school except for those parts included in statutory National Curriculum Science. 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 excused they cannot take part in the RSE programme until the request to be excused has been removed.
- 9.2. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

10. Teaching Sensitive and Controversial Issues

- 10.1. 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.
- 10.2. 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.
- 10.3. 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.

11. Answering Difficult Questions and Sensitive Issues

- 11.1. Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE 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.
- 11.2. Both formal and informal PSHE and RSE 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 designated safeguarding lead.
- 11.3. Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE 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.

12. Assessment

- 12.1. 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. Every child, in KS1 and KS2 has a Jigsaw Journal that will follow them through their time at school. As well as being a record of their learning it will also be used as an assessment tool.
- 12.2. 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.

13. Monitoring and Evaluation

- 13.1. The Healthy Lives Team monitor the delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:
 - Pupil and teacher evaluation of the content and learning processes
 - Monitoring of recorded Jigsaw work
 - Staff meetings to review and share ideas.

14. Links with Other Policies

- 14.1. To 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
 - E-Safety Policy
 - Intimate Care Guidelines
 - Safeguarding Children Policy
 - SEND Policy

15. Training and Support for Staff

- 15.1. 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.
- 15.2. 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.

16. Confidentiality and Child Protection Issues

- 16.1. 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 talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy.
- 16.2. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.
- 16.3. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

- 16.4. Clifton Green 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.

Appendix I - Parent/Carer form: request to be excused from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for request to be excused from sex education within RSE | | | |
| | | | |
| Any other information you would like the school to consider: | | | |
| | | | |
| Parent/carer signature | | | |

