



LIVING LIFE IN ALL ITS FULLNESS

## **PSHE Policy 2022-2023**

## PSHE and RSE Policy

### School Vision

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school and the community. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury CE Primary School to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

I have come that they may have life, and have it to the full (John 10:10)  
**'Living life in all its Fullness'**

### Curriculum intent

At St Margaret's at Hasbury we provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. We believe that childhood should be a happy, inquisitive, inspirational time in our lives where there are no limits to curiosity and new experiences.

### PSHE and RSE

In this policy, members of the Governing body and teachers, in partnership with children and their parents, set out the rationale for and approach to personal, social, health education (PSHE) and relationships and sex education (RSE). The policy supports the school's behaviour and anti-bullying policies and it contributes to the school's Safeguarding and Equality duties, British Values and SMSC (Spiritual, Moral, Social, Cultural) development opportunities.

At St Margaret's at Hasbury C of E Primary School, we teach PSHE as a whole-school approach to underpin children's development as people. The Jigsaw Programme (our PSHE programme) offers us a comprehensive, carefully thought-through scheme of work, which brings consistency and progression to our children's learning in this vital curriculum area. We aim to educate the whole child (spiritually, physically, intellectually, morally, socially, culturally and emotional) and we believe that RSE is an integral part of this education. Through our PSHE and RSE curriculum we provide opportunities for children to become adaptable, independent learners, who are able to listen and reflect on and critically respond to their own and others' ideas. Children develop curiosity using specific resources from Jigsaw.

As a church school St Margaret's adopts the Christian theology that, "every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem." St Margaret's offers a community where everyone is a person known and loved by God, supported to know their intrinsic value.

### Aims

At St Margaret's at Hasbury, we believe that PSHE/RSE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed and responsible citizens. Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE is also related to including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs and alcohol and tobacco. It also supports the development of communication skills and helps children to manage peer pressure, to make risk assessments, build resilience and help with decision making.

#### The aims of PSHE and RSE are to:

- promote the spiritual, moral, cultural, mental and physical development of all pupils
- prepare children for the opportunities and responsibilities of later life
- encourage pupils to value themselves and others
- allow children to acknowledge and appreciate difference and diversity
- teach children how to make informed choices
- teach children what it means to have a safe and healthy lifestyle
- provide a framework in which sensitive discussions can take place
- promote safety in forming and maintaining relationships
- support children to understand and manage their emotions
- help children to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online

help children to understand what sexual harassment is (which includes sexual comments, remarks, jokes, which may be standalone or part of a broader pattern of abuse) and to understand that sexual harassment is not acceptable. We make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated. It will not be passed off as "banter", "just having a laugh." Children will be supported to understand how to report sexual harassment and abuse if it happens. (See Sexual Violence and Sexual Harassment between children in Schools and Colleges, Sept 2021).

- prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- help children develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships
- teach children the correct vocabulary to describe themselves and their bodies

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. From September 2020 it became compulsory for all schools to teach Health Education. At St Margaret's, we retain our choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

#### Definitions

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships with particular reference to friendships, family relationships and other relationships with other children and with adults. It also aims to give children the skills to stay safe both on and off line. It enables children to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. Through our RSE curriculum we teach children the knowledge to report abuse, including emotional, physical and sexual abuse with a focus on boundaries and privacy.

RSE is not about the promotion of sexual activity. RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the statutory Science National Curriculum.

### Implementation

St Margaret's at Hasbury allocates up to one hour of PSHE each week, which is delivered by the class teacher however other opportunities to reflect upon personal, social and health education are planned for within other curriculum sessions where appropriate.

### Overview of Jigsaw Programme - What do we teach when and who teaches it?

Jigsaw is a whole school spiral, holistic programme that covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; learning builds on prior knowledge and deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit into the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools, 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. 'Sex education is not compulsory in primary schools'. (p. 23). However, 'schools 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 2014 for Science, how a baby is conceived and born'. At St Margaret's, we believe children should understand the facts about human reproduction before they leave primary school.

## Jigsaw RSE Content

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

Group	Lesson	Learning Objectives 'Pupils will be able to...'
FS	Growing Up	How have we changed since we were babies.
1	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, vagina respect their body and understand which parts are private
2	Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private explain what they like/don't like about being a boy/girl
3	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 they feel when they see babies or baby animals
3	Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how they might feel if they had a new baby in their family
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 they feel about these changes happening to them and know how to cope with those feelings
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 they feel about these changes happening to them and how to cope with these feelings
4	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 they feel about having children when they are an adult
5	Self and Body Image	be aware of their own self-image and how their body image fits into that know how to develop their own self esteem

5	Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be ok for them</p>
5	Puberty for Boys	<p>explain how boys' and girls' bodies change during puberty</p> <p>express how they feel about the changes that will happen to them during puberty</p>
5	Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Self-Image	<p>aware of their own self-image and how their body image fits into that</p> <p>know how to develop their own self esteem</p>
6	Puberty	<p>explain how girls' and boy' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>express how they feel about the changes that will happen to them during puberty</p>
6	<p>Girl/Boy Talk</p> <p>(recommended to be taught in single, gender-specific groups, preferably girls with a female facilitator and boys with a male facilitator)</p>	<p>ask questions they need answered about changes during puberty</p> <p>reflect on how they feel about asking the questions and about the answers they receive</p>
6	Babies – Conception to Birth	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how they feel when they reflect on the development and birth of a baby</p>
6	Attraction	<p>understand how being physically attracted to someone changes the nature of a relationship</p> <p>express how they feel about the growing independence of becoming a teenager and being confident that they can cope with this</p>

### Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents through mutual understanding, trust and co-operation. We believe that children benefit from being given consistent messages about their changing body and their increasing responsibilities. In promoting this objective, we:

- make available on the school website, the PSHE and RSE Policy;
- answer any questions that parents may have about the RSE/PSHE education of their child;
- take seriously any issue that parents raised with staff about RSE/PSHE in the school;
- inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We have committed to a retain parents' right to withdraw their child from sex education within RSE. This does not include the right to withdraw from sex education that falls within the National Curriculum as part of Science. There is no right to withdraw from Relationships Education at primary school, as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. The school will inform parents of this right in the curriculum newsletter. We will send out an overview of the content covered in the Spring term before the Changing Me Puzzle is taught.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. As part of our broad and balanced curriculum, sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw children from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the child's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

At St Margaret's at Hasbury, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). Sex education refers to Human Reproduction, and therefore parents have a right to request their child be withdrawn from the PSHE/RSE lessons that explicitly teach this. (Jigsaw Changing Me Puzzle unit).

### Considerations

- Love is a key value at St Margaret's and this is supported through the Jigsaw puzzle, 'Relationships'.
- St Margaret's embraces diversity and understands that each person is unique. Our curriculum offers opportunities for children to learn to value themselves and their bodies. Children should receive teaching on LGBT relationships. The Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved.
- The Jigsaw Programme is aligned with the Church of England's 'A Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)' and draws on the guidance in the Church of England's 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying'.

### Relationships Education

#### What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

#### By the end of their time in primary children should know:

<p>Families and people who care for me</p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> </ul>
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	<ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring Friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
Respectful Relationships	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
On-line relationships	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (NB: HSB can occur online and/or face to face and can also occur simultaneously between the two).</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>
Being Safe	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> </ul>



- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

### What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

### Jigsaw content for drugs and alcohol

Year Group	Piece Number and Name	Learning Objectives 'Pupils will be able to...'
2	Medicine Safety	understand how medicines work in their body and how important it is to use them safely feel positive about caring for their body and keeping it healthy
3	What Do I Know About Drugs?	talk about their knowledge and attitude towards drugs identify how they feel towards drugs
4	Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke relate to feelings of shame and guilt and know how to act assertively to resist pressure from themselves and others
4	Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol relate to feelings of shame and guilt and know how to act assertively to resist pressure from themselves and others
5	Smoking	know the health risks of smoking and explain how tobacco affects the lungs, liver and heart make an informed decision about whether or not they choose to smoke and know how to resist pressure

5	Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
6	Drugs	understand about different types of drugs and their uses and their effects on the body particularly the liver and heart motivated to find ways to be happy and cope with life's situations without using drugs
6	Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused explain how they feel about using alcohol when they are older and their reasons for this

### Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way using appropriate vocabulary
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher

### Inclusion and Differentiated Learning

We believe that PSHE and RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships. At St Margaret's, we ensure PSHE/ RSE is sensitive to the different needs of individual pupils in respect to children's different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject children to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. (In looking at these questions, it is important to draw links to the school's inclusion policy). Jigsaw PSHE encourages schools and teachers to couch their teaching of sensitive issues and their language in a sensitive and age-appropriate manner, whilst still delivering the specified content.

### Teaching and Learning

In line with our Teaching and Learning Policy, 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. 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.

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 time-table. Learning opportunities in other subjects through our topic 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. We develop our PSHE ethos in many aspects of school life and our school values (love, respect, forgiveness, trust and courage) are reflected in all our learning, ethos and behaviors.

### **Assessment**

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

- Emerging
- Developing
- Secure

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. Each class uses learning journey books and floor books to record children's learning.

For the early years, evidence of learning can be seen on Tapestry. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

### **Equal Opportunities/Diversity**

As outlined in the Equalities Act 2010, St Margaret's will ensure that all children, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are a looked-after children will have the opportunity to participate in PSHE/RSE lessons. At St Margaret's, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

### **Monitoring and Review**

Members of the Governing body ratify this policy on an annual basis. The policy and programme content were developed in consultation with parents. Copies of the document will be available to all parents through the school website and a copy is available in the school office.

### **Supporting Documents and DfE guidance**

For further explanation as to how we approach LGBT relationships in the PSHE (RSE) Programme please see:

- 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE?
- [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)
- [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))

## Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		