



## Fowey Primary School

### PSHE and RSE Policy

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HEADTEACHER

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#### **Policy statement**

Personal, social, health and economic education (PSHE) is part of the National Curriculum. 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 confident members of the wider community. Our school is committed to serving its community and surrounding areas. We recognise the multicultural, 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. 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.

## **PSHE Pupil Learning Outcomes**

We want our children to develop positive mental wellbeing, self-awareness and confidence, enabling them to:

- Have a sense of purpose
- Value self and others
- Form healthy and positive relationships in the real world and online
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be active partners 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

## **PSHE Vision and Values**

Curriculum Content PSHE (which includes Relationships and Sex Education) 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 worship, generating a whole school focus for adults and children alike. Six Puzzles in Jigsaw 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. 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. 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. For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) 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. Jigsaw content covers all areas of PSHE for the primary phase, as shown below:

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. This half term will be dedicated to teaching a firm understanding of the importance of leaving a healthy lifestyle and developing positive mental wellbeing.

Summer 1: Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

Summer 2: Changing Me Includes Relationships and Sex Education in the context of looking at change.

Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through curriculum teaching. We also aim to cover aspects of PSHE through special theme days and weeks. 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.

### **JIGSAW Class Charter:**

Each class has established positive attitudes to learning 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 timetable. Learning opportunities in other subjects through our curriculum are developed and specific events and activities are 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. Where possible as a school we try to develop our PSHE ethos to many aspects of school life. "Show respect and good manners" is one of our school rules. We aim to put this into practise by valuing the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PSHE links. Once established the school council will be very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

### **Parental and Community Involvement**

Parents are invited to join in events in school. Parents are regularly informed of events and developments on the website and school newsletter. Working with parents and parent voice is a vital part of the whole school approach to PSHE.

### **Relationships and Sex Education (RSE)**

Statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996, make Relationships Education compulsory for all pupils receiving primary education. Relationships and Sex Education (RSE) is taught by the class teacher in the summer term through the Jigsaw programme. We recognise that Relationships and Sex Education is a 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 understand good relationships have a positive effect on their well-being. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education. 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 must not let our adult knowledge and bias prevent us 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. 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.....
1	Piece 4 Boys' and girls' bodies	...identify the parts of the body that makes boys different to girls and use the correct names for these: penis, testicles, 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 the parts of the body (penis, testicles, vagina) and appreciate that some body parts are private. ...tell you what I like/don't like about being a boy/girl.
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 a baby 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 the 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 how to cope with these feelings.
	Piece 4 Inside 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 inside during this growing up process. ...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 a baby when she is an adult and that menstruation (having periods) is a natural part of this. ...to 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	...to 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 everyone and that it will be OK for me.

	Piece 3 Puberty for girls and boys	...describe how boys' and girl's bodies change during puberty. ...express how I feel about the changes that will happen to me during puberty.
	Piece 4 Conception	...understand that sexual intercourse can lead to conception and that is how babies are usually made.
6	Piece 2 Puberty	...to explain how girl's and boys' bodies changes 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.
	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 I can cope with this.

### **Withdrawal from RSE lessons**

Parents and carers have the right to withdraw 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 will be invited in to see the Head teacher/PHSE lead who will explore any concerns and discuss the impact that withdrawal will have on the child.

### **Drugs Education**

We recognise that pupils face many challenges as they grow up and therefore need to be properly equipped to deal with the challenges drugs present. Teaching young people about drugs is part of every school's programme of education. The 'Healthy Me' Jigsaw piece (Spring 2) covers raising awareness of different types of drugs and how drugs effect the body. The Jigsaw 'Healthy Me' Jigsaw Piece, covering Drugs Education is detailed in Appendix 1.

### **Teaching sensitive issues**

Please also make reference to our school Equality and Diversity Policy.

We understand the principles of the Equality Act 2010 and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Sensitive and controversial issues are sure 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 as 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 and practical steps to ensure that, where political and 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 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 by either their class teacher or their peers.

Staff members are aware that views around PHSE and RSE related issues are varied. However, while personal views are respected, all PHSE and RSE issues are taught without bias, using Jigsaw. PSHE 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 PHSE 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.

Our school believes that PHSE 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.

### **Assessment**

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. PHSE will be evidenced in the gold books (Yr1-6) and commented on directly when reporting to parents.

### **Monitoring and Evaluation**

The PHSE subject lead will monitor delivery of PHSE and RSE through observation and discussion with teaching staff and pupils. The lead will ensure a consistent and coherent curriculum provision. Evaluation will be based on; discussion with staff and pupils, monitoring of work in Gold books and on Seesaw and staff meetings to review and share ideas.

## Jigsaw knowledge and skills progression: Healthy Me Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Healthy Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Know how exercise affects their bodies</li> <li>Know why their hearts and lungs are such important organs</li> <li>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>Know that there are different types of <b>drugs</b></li> <li>Know that there are things, places and people that can be dangerous</li> <li>Know a range of strategies to keep themselves safe</li> <li>Know when something feels safe or unsafe</li> <li>Know that their bodies are complex and need taking care of</li> </ul>	<ul style="list-style-type: none"> <li>Able to set themselves a fitness challenge</li> <li>Recognise what it feels like to make a healthy choice</li> <li>Identify how they feel about <b>drugs</b></li> <li>Can express how being anxious or scared feels</li> <li>Can take responsibility for keeping themselves and others safe</li> <li>Respect their own bodies and appreciate what they do</li> </ul>	<ul style="list-style-type: none"> <li>How does exercise affect your body?</li> <li>What do your heart and lungs do?</li> <li>What <b>drugs</b> do you know about? How do you feel about <b>drugs</b>?</li> <li>Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these?</li> <li>Can you tell me about a time when you felt unsafe?</li> <li>Can we talk about how we keep each other safe in our family?</li> <li>Can we share a Calm me time to feel peaceful together?</li> <li>Shall we try an exercise session together?</li> </ul>
<p>In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of <b>drugs</b>, the ones you take to make you better as well as other <b>drugs</b>. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>			
<p><b>Key Vocabulary</b> Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, <b>Drugs</b>, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know how to take responsibility for their own health</li> <li>Know how to make choices that benefit their own health and well-being</li> <li>Know about different types of <b>drugs</b> and their uses</li> <li>Know how these different types of <b>drugs</b> can affect people's bodies, especially their liver and heart</li> <li>Know that some people can be exploited and made to do things that are against the law</li> <li>Know why some people join gangs and the risk that this can involve</li> <li>Know what it means to be emotionally well</li> <li>Know that stress can be triggered by a range of things</li> <li>Know that being stressed can cause drug and alcohol misuse</li> </ul>	<ul style="list-style-type: none"> <li>Are motivated to care for their own physical and emotional health</li> <li>Are motivated to find ways to be happy and cope with life's situations without using <b>drugs</b></li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Recognise that people have different attitudes towards mental health / illness</li> <li>Can use different strategies to manage stress and pressure</li> </ul>	<ul style="list-style-type: none"> <li>What can you do to keep yourself physically / mentally well?</li> <li>What types of <b>drugs</b> do you know about?</li> <li>What makes you feel stressed?</li> <li>What helps you when you feel stressed?</li> <li>Can we share a Calm me time together?</li> <li>Does Calm Me time help you stay calm and manage stress?</li> <li>Can you recognise when anyone in our family is stressed?</li> <li>What can you do if someone is putting pressure on you?</li> <li>Does Jigsaw Jerrie Cat factor in your lessons?</li> </ul>
<p>In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of <b>drugs</b> and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>			
<p><b>Key Vocabulary</b> Responsibility, Choice, Immunisation, Prevention, <b>Drugs</b>, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p>			