

# Parkway Primary School PSHE and RHE policy



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## **Philosophy**

At Parkway School we believe that sex & relationship education should contribute to the spiritual, moral, social, mental & physical development of children & help to prepare them for the responsibilities & experiences of adult life.

Sex & relationship education is part of lifelong learning and we hope that with a solid foundation our children will develop the skills and confidence to enable positive discussion about sex and relationships as they get older.

## **Aims**

We aim to ensure that all children:

- Develop confidence in talking, listening & thinking about their own bodies, feelings & relationships
- Can take care of themselves & can ask for help & support if necessary

## **Objectives**

Through the National Curriculum for Science we ensure that children are taught:

- That humans & animals can produce offspring & these grow into adults
- To recognize similarities & differences between themselves & others & treat others with sensitivity

Through the PSHE & Citizenship curriculum we also ensure that children are taught:

- Why families & friends are special
- To identify, talk about & share feelings with others
- To be aware that their feelings & actions have an impact on others & that they have some control over these
- The basic rules for keeping safe & healthy
- To recognize safe & unsafe situations (places & people)
- To use simple rules for dealing with strangers & for resisting pressure when they feel uncomfortable or at risk

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. Wherever possible we make close links between our values, worship and PSHE curriculum.

Personal, social, health and economic education 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.

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.

### **Pupil learning outcomes**

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

- Have a sense of purpose
- Value self and others
- Form healthy and positive 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

### **Curriculum content**

PSHE (which includes RSHE) is taught weekly through a planned programme of work that follows the Jigsaw PSHE program. The Jigsaw 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.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

### **Statutory Relationships and Health Education**

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.” DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”  
DfE Guidance p.8

Here, at Parkway Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

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 your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows

exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- 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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

### **What do we teach when and who teaches it?**

Whole-school approach Jigsaw 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; the learning deepens and broadens every year.

<b><u>Term</u></b>	<b><u>Puzzle (Unit)</u></b>	<b><u>Content</u></b>
Autumn 1	Being me in my world	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established
Autumn 2	Celebrating differences	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

At Parkway Primary School PSHE lessons are part of the weekly time-table, PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

Learning opportunities in other subjects, through our theme led curriculum are also incorporated 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.

Where possible as a school we try to develop our PSHE ethos to many aspects of school life. We aim to value the opinions and ideas of our pupils. We try to involve our pupils in new initiatives that have strong PSHE links. Where appropriate some classes use worry boxes/worry monsters to encourage children to voice their concerns. 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. We also have Anti-bullying ambassadors and involve the children in our work on Anti-bullying.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

### **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. 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.

General comments about PSHE will be included in annual reports to parents.

### **Parental and Community Involvement**

Parents are invited to join in events in school and attend workshops led by a subject lead. Parents are regularly informed of events and developments on the website and school newsletter.

Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement.

### **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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **Health Education**

#### **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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### **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.

However, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Parkway Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as understanding human reproduction: conception happens through the act of sexual intercourse between two consenting adults, within a loving relationship.

We intend to teach this through our PSHE curriculum, following the Jigsaw program.

### **Withdrawal from Sex education lessons**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to

Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit)

- e.g. Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

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.

Please be aware that the National Curriculum for Science requires children to know how mammals reproduce. Parents may not withdraw their children from these lessons. Therefore we firmly believe that it is appropriate and important to teach about human reproduction as part of our PSHE program.

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 mustn't 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.

We recognise that Relationships, Sex and Health Education is a highly sensitive subject but we firmly believe that effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy and safe relationships. It also enables children and young people to make responsible and informed decisions about their own health and well-being.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in PSHE however discussion is central to learning and understanding. Teachers will be prepared to handle personal issues arising from discussions, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing

views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSHE related issues are varied. However, while personal views are respected, all PSHE and RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

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

### **Monitoring and Review**

The PSHE subject leader will monitor 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 Jigsaw outcomes
- Pupil Voice
- Staff meetings to review and share ideas

### **Equality**

The DfE Guidance 2019 (p. 15) states, " Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue.

At Parkway Primary School 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.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: ‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

### **Training and support for staff**

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

### **Confidentiality and Child Protection Issues**

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. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. 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.

Parkway 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. 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?

**Review & Implementation Dates**

The governing body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff and parents.


The outcome of the review will be communicated to all those involved, as appropriate.

Revision of the above Policy was completed by: Donna Tume Summer 2024

After consultation and agreement by Parkway Staff, this Policy was adopted by the School Governing Body and therefore implemented by the school.

Next Review Date: Autumn 2025

Signature of Chair of Governors .....  .....

Signature of Head Teacher .....  .....