



**Personal, Social, Health and Economic Education (PSHE)  
Including Relationship and Sex Education Policy (RSE)  
2023-2024**

Currently in review Spring 2024

**Linked Policies:** Religious Education (RE)

**Approved and Authorised by:**

Signed: \_\_\_\_\_ Headteacher/Co-ordinator

Signed: \_\_\_\_\_ C-o Chair of Governors

Date: \_\_\_\_\_

Date for Review: \_\_\_\_\_

*Let your roots grow down into him, and let your lives be built on him. Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness. Colossians 2:7*

**Dedication - Courage - Joy**

**St. John's C.E. (A) Primary School, Wheatly Avenue, Trent Vale, Stoke-on-Trent, ST4 6SB**

## **Contents**

<b>Vision</b>	<b>Page 3</b>
<b>Statutory Personal, Social, Health and Economic Education</b>	<b>Page 3</b>
<b>Statutory Relationships and Health Education</b>	<b>Page 3</b>
<b>Our PSHE and RSE policy is informed by existing DfE and Church of England guidance:</b>	<b>Page 3</b>
<b>Intent</b>	<b>Page 4</b>
<b>Curriculum Content</b>	<b>Page 5</b>
<b>Relationship Education Curriculum content;</b>	<b>Page 6</b>
<b>Differentiation / SEN</b>	<b>Page 7</b>
<b>Withdrawal from RSE lessons</b>	<b>Page 7</b>
<b>Assessment</b>	<b>Page 8</b>
<b>Monitoring and Evaluation</b>	<b>Page 8</b>

St. John's CE (A) Primary School is committed to ensuring our Personal, Social, Health and Economic Education (PSHE) and Relationship and Sex Education (RSE) Policy is based on the Vision and Values of our Christian School.

### **Vision**

As a Church of England School our aim is for an outstanding education that will inspire the children in our care to flourish, develop their hearts and minds and enable them to become happy, healthy, global citizens drawing inspiration from our Christian values.

*Let your roots grow down into him, and let your lives be built on him. Then your faith will grow strong in the truth you were taught and you will overflow with thankfulness. Colossians 2:7*

### **Statutory Personal, Social, Health and Economic Education**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

### **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. DfE Guidance p.8

### **Our PSHE and RSE policy is informed by existing DfE and Church of England 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).

Changes to the teaching of Relationships and Sex Education and PSHE: A call for evidence Church of England Education Office Response (12th February 2018)  
Valuing all God's Children – Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying (Updated Summer 2019)

## **Intent**

The purpose of this policy, is to set out clearly to all stakeholders the ways in which PSHE and RSE is taught in our school. At St John's CE (A) Primary School the teaching of PSHE and RSE plays an important role in the development of all children into '*happy healthy global citizens*'. We believe that by giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others with a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health will allow them to '*flourish*'.

At St Johns CE(A) Primary School, we teach PSHE and RSE as a whole-school approach to underpin children's development as people. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work for both PSHE and RSE which brings consistency and progression to our children's learning in this vital curriculum area.

In line with our Christian ethos and values we define relationship education as the opportunity for children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. We will provide children with the knowledge that will enable them to navigate and contextualise in a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

## Curriculum Content

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. It will be delivered by Teachers or HLTAs. Jigsaw brings together PSHE and RSE 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. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons). Each Piece has two Learning Intentions: one is based on specific PSHE / RSE learning and one is based on emotional literacy and social skills. 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 bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. Please see the puzzles (topics) below.

<b>Term</b>	<b>Puzzle Name</b>
Autumn 1	Being Me In My World
Autumn 2	Celebrating Difference
Spring 1	Dreams and Goals
Spring 2	Healthy Me
Summer 1	Relationships
Summer 2	Changing Me

The PSHE puzzle pieces (topics) are taught during Autumn 1, Autumn 2, Spring 1 and Spring 2. Whereas RSE puzzle pieces (topics) are taught in the summer term in the *Relationship* and *Changing Me* Puzzle Pieces. 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. Our RSE teaching and learning is set within a context that is consistent with the school's Christian ethos and values at heart.

## **Relationship Education Curriculum content;**

- EYFS** Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
- Year 1** Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology) respecting my body and understand which parts are private.
- Year 2** Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
- Year 3** Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
- Year 4** Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple

explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

**Year 5** Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

**Year 6** Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

### **Differentiation / SEN**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

### **Withdrawal from RSE lessons**

Parents/Carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Further materials are available to parents/carers who wish to see further details about school sex education programme on the school website. Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained

schools, Health Education lessons covering the changing adolescent body (puberty).

### **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. Teachers will complete the assessment format provided by Jigsaw as a record of learning and assessment. For the early years, evidence of learning will be recorded through Learning Book in line with the EYFS curriculum.

### **Monitoring and Evaluation**

The PSHE subject leader will monitor delivery of PSHE through discussion with teaching staff and records of learning and assessment to ensure consistent and coherent curriculum provision. Evaluation will be based on teacher evaluation of the content and learning processes and staff meetings to review and share ideas.

This policy will be reviewed, updated and approved annually by the PSHE / RSE Lead, Headteacher and Chair of Governors.

Reviewed by: Mr Buckley, PSHE (Personal, Social Health and Economic) and RSE (Relationships and Sex Education) Coordinator

This policy also went to a parent consultation in Summer 2 2022.

<b>Version</b>	<b>Date</b>	<b>Comments</b>	<b>Review date</b>
<b>3</b>			
<b>2</b>	<b>14<sup>th</sup> November 2022</b>	<b>Reviewed and approved</b>	<b>Autumn 2023</b>
<b>1</b>	<b>April 2021</b>	<b>Final (Full governors 12<sup>th</sup> May 2021)</b>	<b>May 2022</b>
	<b>March 2021</b>	<b>First Draft</b>	<b>April 2021</b>