



All Saints' Church of England Primary School

PSHE and Relationship and Sex Education (RSE) Policy

Happy are we who journey together in faith and love. This is based on Matthew 5:3-10. 'Happy are the poor in spirit for theirs is the kingdom of heaven.' Our Christian vision, deeply rooted in Christ's teaching, the Beatitudes, embraces and enriches all aspects of school life. Our nurturing ethos, committed to promoting a child-centered philosophy and development of the whole child, is firmly based on our core Christian values, as we all journey together in faith and love.

Intent

Our Christian values underpin our ethos; 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 and RSE curriculum.

Personal, social, health and economic education (PSHE) and relationship and sex education (RSE) 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 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. 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.

The aims of PSHE and RSE at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Help children form healthy and positive relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach pupils about good physical and mental health

Statutory requirements

Relationship and health education is statutory for primary aged children. Primary schools are not required to teach sex education as the science curriculum teaches the statutory elements of sex education.

At All Saints' CofE Primary School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents, governors and any interested parties were asked to share any concerns and invited to look at the Jigsaw programme used in school.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Church of England – we looked closely at the response of the church and this underpins our policy

Implementation

Curriculum Content

RSE is taught within PSHE education using the 'Jigsaw' scheme from foundation stage through to year 6. The biological aspects of RSE are taught within the science curriculum and pupils also receive stand-alone sex education sessions delivered by a trained health professional.

PSHE (which includes Relationships 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 can be adapted for all learners. 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 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 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 and homophobic bullying, and internet safety.

For children in the foundation stage, the lesson plans align with the EYFS curriculum and intended outcomes for children so they are ready for key stage 1. Every plan has child initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required

- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills are taught within the context of family life and the promotion of an environment which allows children to speak openly is paramount throughout all aspects of teaching.

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work (see appendices for more information)
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills (see appendices for more information)
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change (see appendices for more information)

Teaching and Learning

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 the foundation stage 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.

Answering Difficult Questions and Sensitive Issues

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

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

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Impact

Through these lessons and within the school community All Saints will nurture the whole child, encouraging children to form positive relationships, listen to and discuss important and sensitive issues and respect each other's opinions. The children will understand the importance of their own emotional wellbeing and be equipped with the tools to deal with problems in their future.