



**PSHE**  
**(Personal, Social, Health, Economics) Policy**  
**Including RHSE**  
**(Relationships, Health and Sex Education)**

Reviewed Jan 2024

Next Review Jan 2025

Policy Leaders – Miss E Todd and Mrs H Calpin

**This policy will be reviewed annually.**

**Policy in Brief**

- The teaching of RSHE is now statutory in primary schools
- Our RSHE curriculum is taught alongside our PSHE curriculum using the Jigsaw bought scheme
- The policy was created with reference to a number of statutory and guidance documents including from the DFE and the PHSE Association.
- We follow a whole school approach to PSHE / RSHE which also incorporates The Mindfulness Approach.
- Parents have the right to excuse their children from sex education
- Parents do not have the right to excuse children from the teaching of reproduction through the Science Curriculum in Y6.
- Links to the Science, RE and Computing – specifically digital and online safety curriculum are also identified within provision mapping.

## School Aims

At Snaith Primary School we aim to provide our children with opportunities which enable them to grow as kind, generous, honest and respectful individuals with integrity, resilience and consideration, compassion and humanity in an ever-changing world.

To achieve this, they require:

- Role models to lead by example
- A progressive, broad and rich curriculum to equip them with knowledge and skills relating to the world in which they live.
- Experiences from within the local community and the real world beyond that of school.
- Opportunity to take on responsibility and to make decisions in a safe supportive environment.
- A school ethos which encourages each individual to understand, appreciate and respect themselves and others.

## 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 (including understanding rights and responsibilities- justice and fairness).
- ❖ Understand themselves, their own needs and state of mind (including their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).
- ❖ Understand and respect others – their similarities and differences
- ❖ Learn about others views – ways of life and beliefs which may differ from their own in terms of ethnicity, gender and life choices (giving due regard for protected characteristics).
- ❖ Know how to live healthy lives, both physically and emotionally.
- ❖ Form and sustain positive relationships with others.
- ❖ Make and act on informed decisions
- ❖ Communicate effectively
- ❖ Work with others
- ❖ Respond to challenge
- ❖ Know how to keep themselves and others safe, including in the on-line world.
- ❖ 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

Through teaching the subject content, opportunity will be given to children to explore their attitudes, values and beliefs and to develop the skills, language and strategies necessary to *manage* these issues should they encounter them in their lives.

## **What is an RSE Policy and what is it about?**

From September 2021, all primary schools are required by the government to teach Relationships and Health Education. Relationships Education is designed to help children to have positive and safe relationships with family, friends and online.

Relationships Education enables children to understand how to develop positive relationships with other and much of this requires effective communication and an understanding of their own and others feelings. While children learn to respect that families can be made up differently they are characterised by love and stability and offer safety and care.

Health Education will help children to make good and informed decisions about their health and wellbeing and enable them to know how to seek support if any health issues arise for themselves or others. This includes healthy minds as well as bodies in line with.

Sex Education is not compulsory in Primary Schools and parents have the right to withdraw children from lessons taught. This policy has been drawn up in consultation with staff, Governors and Parents.

Our policy and curriculum also underpin the school's commitment to children's Spiritual, Moral, Social and cultural (SMSC) learning and the promotion of British Values.

If you would like more information about statutory Relationships and Health Education, please click below to read the government guide "Understanding Relationships and Health Education in your child's primary school: a guide for parents".

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

## **What do we teach in each area of the RSE Curriculum?**

### **Health Education**

The teaching of Health education is compulsory. At Snaith Primary school this includes teaching about:

- Healthy Eating
- Healthy lifestyles and the importance of exercise and its effects upon the body
- Healthy minds – dealing with life's ups and downs and encouraging discussion about feelings
- Keeping safe and healthy including when on line.

Teaching of Health education also requires the teaching of the human body, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. This aspect of the curriculum is compulsory.

### **Relationships Education**

The teaching of Relationships education in schools is compulsory. The focus in our school is on teaching the fundamental building blocks to create positive relationships, particularly in reference to friendships, family relationships and relationships with other children and adults. From the outset

children will be explicitly taught about the features of a healthy relationships in an age appropriate manner and contexts. This will support them in having a strong understanding of relationships that lead to happiness and security and will also enable them to identify less positive relationships when they encounter them. This links to the Keeping Children Safe in Education statutory document and school's Policy for Safeguarding and Child Protection, enabling children to understand their right to feel and be safe and equipping them with the knowledge and communication skills to share their concerns. As part of our wider curriculum we support children with conflict resolution, using restorative practice strategies.

In our school this includes:

- How to take turns, treat others with kindness, consideration and respect.
- Providing children with opportunities to understand that in life we experience different relationships with different people.
- That family structures can vary including same sex couples
- That positive relationships are characterised by respect, kindness and trust
- The importance of honesty, truthfulness, permission seeking and giving, and the concept of personal privacy.
- Awareness of positives and dangers of relationships online and through social media
- Understand the boundaries of friendships with peers and also in families and with others.
- How to report concerns and seek advice when they suspect something is wrong.

By the end of their time at Snaith Primary school all children will be taught the following areas.

### **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

### **Caring Friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

## **Respectful relationships**

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

## **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- 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

## **Sex Education**

At Snaith Primary School, careful consideration has been given to age appropriate content and when aspects of sex education will be taught, drawing on an understanding of children's physical and emotional maturity. As a result, while the school follows the Jigsaw programme, aspect of the 'Changing Me' sections have been modified to be more appropriate for the children in our school. This will primarily focus on:

- Children being 'taught' the correct terminology for parts of the body by the end of KS1
- Children learning about how babies grow inside the womb in Y3/4
- Teaching of some changes inside the body – in preparation for puberty – in Y4
- Preparing boys and girls for the changes that adolescence brings in Y5 and Y6
- How a baby is conceived and born (drawing on knowledge of the human lifecycle and reproduction set out in the national curriculum for science) Y6

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. We endeavour to prepare our children for their on-going emotional and physical development particularly before making the transition to Secondary School.

In Year 4 children learn primarily about changes inside the body in preparation for menstruation and that male and female bodies carry specific genetic material that together created new life. (Sexual intercourse and the birth of the baby are not taught in this year group.)

In year 5 and year 6 children learn about puberty and how the body of both boys and girls changes, including hormonal and emotional changes. Girls and boys learn about the changes for both genders, opportunity is given for children to ask and answer questions taught in separate gender groups to enable children to feel more secure to ask questions pertinent to their understanding.

It is only in Y6 that children will be taught the scientific facts of conception and the responsibilities relating to this.

Where possible the of this learning is supported by the School Nurse. In the event of this not being possible it will be delivered by the teaching staff. Parents are notified in advance of when the

teaching is planned to take place and are provided with access to the materials that will be used for them to view prior to the teaching. The Busy Bodies Adolescent Development Programme will support this teaching. Parents will be informed when the programme will be used in school and will be able to view it at: [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)

**Parents can request the right to withdraw their children from some or all of the lessons relating to Sex Education. (DfE Guidance p17)**

In Y6 children learn the science of how babies are conceived and born as defined in the curriculum for Science. This is compulsory and is taught by the class teacher.

As part of the teaching of sex education we provide a relaxed and safe space for children to ask questions, and staff will answer in an honest and open way. (Please see Appendix 1 for principles for dealing with sensitive questions.)

In teaching RSE in school we take account of children's cultural and religious backgrounds and beliefs to ensure that teaching is sensitive, inclusive and respectful of all, while also ensuring that teaching reflects the laws relating to relationships.

Linked to safeguarding, we also deliver the NSPCC 'pants talk', to support children in understanding that their bodies are special and private to them. (Delivered by NSPCC representative or school staff.) That everyone has a right to privacy and the need to tell a trusted adult if they ever feel uncomfortable or their privacy compromised. This material is specifically used to support the teaching of 'my body' in KS1.

**Implementation of the Policy**

The teaching of Relationships and Health Education is incorporated with the teaching of PSHE at Snaith Primary School and follows a structured approach, delivered primarily through a programme called Jigsaw.

**The Jigsaw Programme**

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme, an overview is outlined below.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time yet providing progressive knowledge. This scheme of work is accredited by the PSHE Association. The lesson structure enables children to share common agreed expectations of conduct to ensure respect and responsibility and all sessions provide children with the opportunity to reflect, discuss and respond, developing their social and emotional communication and in the context of mindfulness which is integral to the programme. To ensure inclusivity, supporting the needs of all children, teachers use expert differentiate and targeted questioning and make necessary modifications to resources as appropriate, thus ensuring that the learning is accessible to all.

## Jigsaw Content

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

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	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 Theme teaching. We also aim to cover aspects of PSHE through special theme days and weeks e.g. Healthy Living week.

Adaptation have been made to the Changing Me Puzzle to follow the schools agreed teaching of Sex Education content, as noted above.

The PHSE and RSE policy is also taught through the curriculums for:

### Science

During Key Stage 1 we teach children about how animals, including humans, move, feed, grow, and we also teach them about the main parts of the body and the importance of personal hygiene. Children learn to appreciate the fact that people are not all the same, and that we need to respect each other. During Key Stage 2, we teach about life processes, and the main stages of the human life cycle including reproduction.

### Religious Education

School follows the East Riding of Yorkshire agreed syllabus for RE. Through learning about the religious beliefs and practices of others children learn to appreciate similarities and differences in the experiences in their own lives to those of others and develop a respect for these.

### PE

As part of the PE curriculum children learn about the benefits of physical exercise and its impact on the body in maintaining a healthy body and mind.

### Computing

As well as acquiring computing skills children also learn about the benefits and dangers of the internet and social media.

As well as learning how to keep themselves safe on line they also learn to become safe and responsible online users. This includes:

- Understanding that some social media users act in an extreme, unkind or exaggerated way.
- Present highly exaggerated or idealised profiles of themselves online.
- Protecting their personal data, including to protect themselves from targeted advertising.



- Understanding that criminals can operate online scams, using fake websites or emails to extort money or valuable personal information.

While all children are taught safe online use, the content of the teaching is delivered as age appropriate and also in response to situations that may arise and is further supported through an annual whole school and community focused Safer Internet Day.

### **Other Curriculum Subjects**

In other curriculum areas we make a conscious effort to select material and resources, such as images, stories, poems etc, that are shared with children, to represent the wider and diverse world that we live in.

In subjects such as History children may explore significant individuals who have impacted on the life of others and debate the merits of their actions and contributions as part of the schools themed led curriculum. Our curriculum makes every effort to ensure that people of different ethnicity, genders and sexuality are fairly represented.

*All the schools progressive Curriculums can be found on the school website.*

### **The PSHC and RSE curriculum is also addressed in the following areas**

**School assemblies** also provide a platform for addressing respect, community cohesion, moral choices and facilitating the awareness and discussion of topical issues. Where possible and relevant assemblies and/or workshops may also be supported by visitors such as the PCSO, the school nurse, the dentist and the nspcc.

**The school ethos** also plays a major role in how promote positive relationships and respectful behaviours. The school prides itself in ensuring that we all lead by example and addresses any issues as they arrive. Links with the local community, such as the RAF memorial garden in Pollington, our links with the local care home and joint generation councils encourage children to take responsibility for their local community. Our Good Behaviour Policy supports children learning to respect and values others.

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

Sensitive and controversial issues are certain 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 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 (see Appendix 1)**

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 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 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.

### **Children with SEND**

Children with additional needs are supported to access the curriculum as age and stage appropriate to their personal development.

The school uses emotions scaling and BOXHAL profiling to help identify specific emotional needs and to support children with the most appropriate strategies which include circle time, TED talk, emotions scaling.

### **Welfare and Pastoral learning and care.**

The Jigsaw programme incorporates provision to support the personal development and pastoral needs of their pupils but individuals needs are also supported by a trained ELSA, the school SENDCO or links with wider professionals as required.

### **Involving Parents and Carers**

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness session
- Parents'/carers' evenings
- Information leaflets/displays

The parents section of our school website, "Keeping your child safe", offers a wide range of advice and guidance to support parents.

### **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 to support assessment, along with the schools tracking programme, which assesses learning against the objectives.

For the early years, evidence of learning will be in the children's Learning Journey's/Evidence Me portfolio. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

### **Monitoring and Evaluation**

The PSHE/RSHE 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 Journals
- Staff meetings to review and share ideas and best practice

### **Roles and Responsibilities:**

**The Lead for RSHE at Snaith Primary School is: Mrs Jenny Sherlock and deputy Lead is Mrs Helen Calpin – along with monitoring the teaching and learning of RHSE, the subject leads will provide ongoing support, including CPD support.**

**The Governor Responsible for RSHE is: Clare Donnison Ingham – she has a background in the planning and delivery of RHSE and supports with policy development and monitoring the assessment and teaching & learning of this aspect of the curriculum.**

**The people responsible for the delivery of the RSHE curriculum are the class teachers.**

### **Policy Review**

The policy is reviewed and updated regularly, to meet the changing needs of the school and in light of any new initiatives. This policy will be reviewed by the PSHE/RSH subject leader at least every three years. As part of every review, the policy will be approved by the governing body in consultation with pupils, parents and staff.

This policy was established in June 2021 and is due to be reviewed June 25 or earlier.

### **Links with Other Policies**

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Good Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers Policy

- SEND Policy
- Learning and Teaching Policy

## Appendix 1

### Principles for teaching Sensitive issues

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- offer some opportunities for pupils to discuss issues confidentially in small groups as well as sharing views with the class
- place boxes in which pupils can place anonymous questions or concerns to avoid having to voice them in front of the class
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (whilst making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- decide how far they are prepared to express their own views, bearing in mind that they are in an influential position and must work within the school's values
- be sensitive to the needs and experiences of individuals – some pupils may have direct experience of some of the issues
- always work within the school's policies on safeguarding and confidentiality (and ensure that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- be mindful of the whole-school approach to supporting pupil welfare

- make pupils aware of sources of support both inside and outside the school.

Examples of ground rules include:

- not asking personal questions
- respecting what people say
- listening to others
- having the right to 'pass' if you do not wish to comment.

### **Starting points**

Even young children may have some existing knowledge, skills, understanding, beliefs and misconceptions relating to many aspects of PSHE education. They will have been exposed to parental, family, peer, school, media and community views on different issues and they will be aware

of a range of related attitudes and values. These can be explored and used as a starting point for discussion about specific issues raised by using starter activities such as:

- group or class brainstorming
- 'graffitti' sheets
- 'draw and write' \*
- using photographs or pictures
- pupil to pupil interviews
- a 'round', where each pupil in turn contributes something they know about a topic.

\* In 'draw and write' pupils are asked to respond spontaneously to an open ended question by drawing a picture about a particular issue or situation and then writing notes explaining the drawing.

For example ask children to draw a stranger and describe what they have drawn.

### **Distancing techniques**

Using distancing techniques such as stories, TV programmes/characters, role play, scenarios based

on real situations can provide fictional characters and storylines that stimulate discussion whilst they

'de-personalise' discussions.

The following or similar questions can be used to support discussion when using fiction, role play scenarios etc.:

- What is he/she like?
- What is happening to them?
- How are they feeling?
- What are they thinking?
- What do other people think of him/her?
- Is what is happening right or wrong?
- Who could help him/her?
- What would I tell them to do if they asked for help?
- What could you say to persuade (the character) to act differently?

Taken from PSHCE Association 2012

For additional Activity ideas see

## **Example teaching approaches for PSHE education**