



## **PSHE and RSE policy**

(Personal, Social & Health Education and Relationships & Sex Education)

### **Introduction**

At St Aidan's, we believe that PSHE helps to give pupils the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to achieve their academic potential, stay healthy and safe and prepare them for life and work in modern Britain.

Under guidance issued by the DfE, Relationships Education has been compulsory at primary school since 2021. We believe that to be effective, RSE should be taught within a broader PSHE framework, including topics such as anti-bullying; keeping physically and mentally healthy; learning about alcohol, drugs and tobacco; keeping safe on and off line and the development of skills and attributes such as communication skills, managing risk, managing peer pressure and decision making.

This policy should be read together with our *Safeguarding and child protection policy*.

### **Contents**

<b>1</b>	<b>Aims and objectives</b>	<b>2</b>
<b>2</b>	<b>Statutory requirements</b>	<b>2</b>
<b>3</b>	<b>Definition</b>	<b>2</b>
<b>4</b>	<b>Roles and responsibilities</b>	<b>2</b>
<b>5</b>	<b>Delivery of PSHE and RSE</b>	<b>3</b>
<b>6</b>	<b>Parents' right to withdraw</b>	<b>3</b>
<b>7</b>	<b>Training</b>	<b>3</b>
<b>8</b>	<b>Policy development</b>	<b>4</b>
<b>9</b>	<b>Monitoring and review</b>	<b>4</b>
	<b>Appendix 1: The Jigsaw whole-school approach</b>	<b>5</b>
	<b>Appendix 2: Changing me</b>	<b>6</b>



## **1 Aims and objectives**

The aims of PSHE and RSE at St Aidan's are to:

- promote the spiritual, moral, cultural, mental and physical development of all pupils;
- prepare pupils for the opportunities, responsibilities and experiences of later life;
- help pupils develop feelings of self-respect, confidence and empathy;
- allow pupils to acknowledge and appreciate difference and diversity;
- provide a framework in which sensitive discussions can take place;
- create a positive culture around issues of sexuality, relationships and consent;
- prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- teach pupils the correct vocabulary to describe themselves and their bodies;
- teach pupils to understand what constitutes a safe and healthy lifestyle;
- encourage pupils to value themselves and others.

## **2 Statutory requirements**

As a maintained primary school, we are required to teach Relationships Education and Health Education. This policy sets out how we teach PSHE and RSE.

- 2.1 We have committed to retain our choice to continue to teach age-appropriate sex education alongside relationships education, in line with the guidance issued by the Secretary of State as outlined in section 403 of the Education Act (1996). We believe children should understand the facts about human reproduction before they leave primary school so that they can lead confident, healthy, independent lives and to become informed, active and responsible citizens.

## **3 Definition**

In RSE children learn about the emotional, social and physical aspects of growing up as well as learning about relationships, consent, sexual health and human sexuality. RSE, within PSHE aims to give children essential skills for building positive, respectful and non-exploitative relationships and the skills and knowledge to stay safe, both on and off line. It enables pupils to explore their own and others' attitudes and values and builds their self-esteem and confidence to view their own identity positively. RSE is not about the promotion of sexual activity.

## **4 Roles and responsibilities**

### **4.1 The Governing Body**

The Governing Body has delegated the approval of the PSHE and RSE policy to the Care and Communication committee. The Governing Body holds the Headteacher to account for its implementation.

### **4.2 The Headteacher**

The Headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school and for managing requests to withdraw pupils from components of RSE.

### **4.3 Staff**

Staff are responsible for:

- delivering PSHE and RSE in a sensitive way;



- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE;

Staff do not have the right to opt out of teaching PSHE or RSE. Those who have concerns are encouraged to discuss them with the Headteacher.

#### 4.4 **Pupils**

Pupils are expected to engage fully in PSHE and when discussing issues related to RSE, treat others with respect and sensitivity.

## **5 Delivery of PSHE and RSE**

RSE is taught within the PSHE curriculum. Some biological aspects of sex education are taught within the science curriculum, and other aspects are included in RE (Religious education). All lessons are taught by St Aidan's staff in line with the Church of England document "Valuing all God's Children" (2019).

- 5.1 We use the Jigsaw Programme to deliver a whole-school approach to PSHE. This scheme of work provides clear progression and consistency to teaching. The overview of this curriculum is set out in Appendix 1.
- 5.2 The progression of 'Changing Me' unit is clarified in Appendix 2. Puberty is taught as a statutory requirement of Health Education within this unit.
- 5.3 We believe that RSE should meet the needs of all pupils, which includes age-appropriate teaching about different types of relationships. Pupils will receive teaching on LGBT relationships, which is delivered through teaching about different types of families, including those with same-sex parents.

## **6 Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

- 6.1 Parents do have the right to withdraw their children from the sex education element of RSE but not from the sex education elements taught as part of the National Curriculum in science.
- 6.2 If a parent wishes their child to be withdrawn from the sex education element of RSE, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to take part in. Alternative work will be provided to pupils who are withdrawn from lessons.

## **7 Training**

Regular training for staff in the delivery of PSHE and RSE is set in our schedule for professional development. The Headteacher may invite visitors from outside school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.



## **8 Policy development**


What is taught (and how) is ultimately a decision for governors but this policy has been developed in consultation with teachers and pupils. We also listen to the views of parents and carers, and following consultation will make a reasonable decision on how to proceed. Where changes are deemed appropriate, the policy will be revised and reissued.

- 8.1 The consultation and policy development process involved the following steps.
- a. Instigation: the PSHE subject leader pulled together all relevant information including national and local guidance.
  - b. Staff consultation: school staff were given the opportunity to look at the policy and make recommendations.
  - c. Pupil consultation: we investigated what pupils want from their RSE and PSHE lessons via a pupil survey.
  - d. Ratification: the draft policy was shared with and reviewed by Governors from the Care and Communication Committee.
  - e. Parental consultation: the policy and schemes of work were shared with parents and carers and an online survey captured their views. Opportunities were also provided for them to speak to the Headteacher or other members of the SLT in person. Survey results and personal observations were shared with governors, the SLT and PSHE subject leader.
    - 17 parents responded online to the last consultation and a small number spoke in person to the Headteacher. The emerging theme was that parents wanted to know how detail about teaching content relating to sex education was shared. The school advised that specific details about lesson content are shared in advance with parents (by letter) before sex education lessons take place and more general details are captured in the curriculum policy, which is shared through homework emails and also available on the school website.
  - f. Final ratification: following discussion of potential amendments, the final policy was ratified by governors.
- 8.2 Similar consultations will form part of each policy review.

## **9 Monitoring and review**

- 9.1 The delivery of RSE is monitored by the PSHE subject leader.
- 9.2 This policy is reviewed every two years, or sooner if the need arises, by the Care and Communication committee.

Date of policy: APRIL 2023

Policy ratified: .......... (Signature) 15<sup>th</sup> May 2023 ..... (Date)  
(Subject to consultation.)

Review due: APRIL 2025



## **The Jigsaw 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>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
<b>Spring 1:</b>	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.
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.



## Changing me

Here is more information about the 'Changing me' unit and details of the content taught in each year group.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Reception (Red class)	Piece 3 Growing Up	<p>Seek out others to share experiences. Show affection and concern for people who are special to them.</p> <p>Explain own knowledge and understanding, and ask appropriate questions of others.</p> <p>Early Learning Goal - show sensitivity to others' needs and feelings.</p>
1 (Orange class)	Piece 4 Boys' and Girls' Bodies	<p>Identify the parts of the body that make boys different to girls and use the correct names for these (penis, testicles, vulva). Respect my body and understand which parts are private.</p>
2 (Yellow class)	Piece 4 Boys' and Girls' Bodies	<p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.</p>
3 (Green class)	<p>Piece 1 How Babies Grow</p> <p>Piece 2 Babies</p> <p>Piece 3 Outside Body Changes</p> <p>Piece 4 Inside Body Changes</p>	<p>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.</p> <p>Express how I feel when I see babies or baby animals.</p> <p>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</p> <p>Express how I might feel if I had a new baby in my family</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>Identify how boys' and girls' bodies change on the <u>outside</u> during this growing up process.</p> <p>Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p>



		<p>Identify how boys' and girls' bodies change on the <u>inside</u> during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to me and how to cope with these feelings.</p>
4 (Blue class)	<p>Piece 2 Having A Baby</p> <p>Piece 3 Girls and Puberty</p>	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
5 (Indigo class)	<p>Piece 2 Puberty for Girls</p> <p>Piece 3 Puberty for Girls and Boys</p> <p>Piece 4 Conception</p>	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p>
6 (Purple class)	<p>Piece 2 Puberty</p> <p>Piece 3 Girl Talk/Boy Talk</p> <p>Piece 4 Babies – Conception to Birth</p> <p>Piece 5 Attraction</p>	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p> <p>Ask the questions I need answered about changes during puberty.</p> <p>Reflect on how I feel about asking the questions and about the answers I receive.</p>



		<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p> <p>Understand how being physically attracted to someone changes the nature of the relationship.</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>
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