

Policy for PSHE

Including Relationships and Health Education and the school's position on Sex Education.

Context

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.

Aims of PSHE

At St Mary's School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The school uses the Jigsaw curriculum to support the teaching of PSHE across the school.

The Jigsaw curriculum offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression 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

Relationships Education and Health Education are compulsory for all primary pupils. Schools are free to determine how to deliver the content set out in the DfE guidance 2019. All schools are required to have a written policy for Relationships and Sex Education (RSE).

At St. Mary's Primary School we value PSHE as one way to support children's development, 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.

The 'Jigsaw' scheme provides progression and a spiral curriculum in PSHE. The mapping document: *Jigsaw 3-11 and statutory Relationships and Health Education*, shows exactly how Jigsaw, and therefore our school, meets the statutory requirements.

What do we teach when?

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.

| Term | Puzzle (Unit) | Content |
|------------------|------------------------|--|
| 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 Difference | 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 |

PSHE is taught through weekly lessons. The explicit lessons are reinforced across the curriculum as well as through Collective Worship.

Relationships Education

Relationships Education at St. Mary's teaches the fundamental building blocks of positive relationships including friendships, family relationships and relationships with other peers and adults.

By the end of primary school, pupils need to know about:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

The Relationships unit in the Jigsaw curriculum covers much of this content although some expectations are taught elsewhere in Jigsaw.

As a Church School we follow the guidance from the Church of England which states that RSE should: *'Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.'* **Valuing All God's children 2019**

Further details about the content of the Relationships curriculum is included in Annex A

Health Education

Health Education in primary schools covers:

- Mental well being
- Internet Safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The Healthy Me unit in the Jigsaw curriculum covers most of the expectations however some of the health education requirements are taught elsewhere in the Jigsaw curriculum.

Teaching children about puberty is a statutory requirement and is taught in the 'Changing Me' unit in the Jigsaw curriculum as part of PSHE lessons.

Further details about the content of the Health curriculum is included in Annex A

Sex Education

Sex Education is not compulsory in primary schools, however The DfE recommends that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

Sex Education at St. Mary's ensures 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 St. Mary's, we believe that children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as understanding the human life cycle including how bodies change as we grow older, human reproduction and how a baby is conceived and born.

We intend to teach Sex Education through the Jigsaw curriculum.

Parents' right to request their child be excused from Sex Education

At St. Mary's Primary School, puberty is taught as a statutory requirement of Health Education and is covered by our Jigsaw PSHE curriculum in the 'Changing Me' 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. For example:

- Year 4, Lesson 2 (Having a Baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by email correspondence before the unit is taught in the summer term.

Monitoring and Review

The Teaching and Learning committee of the governing body monitors and reviews this policy on an annual basis taking into account the views of parents and carers. This committee reports its findings and recommendations to the full governing body.

Equality

It is a requirement that schools ensure that the needs of all pupils are met and that all children understand the importance of equality and respect for others.

As a Church School we believe that every one of us is made in the image of God and that we must avoid diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

As part of the curriculum and where appropriate children will be taught about LGBT. Homophobic, biphobic and transphobic behaviour and language will not be tolerated at St. Mary’s Primary School and there can be no justification for this type of behaviour. Please see the school’s anti bullying policy for further information.

At St. Mary’s Primary School we respect the right of our children, families and our staff to hold beliefs, religious or otherwise and understand that sometimes these may be in tensions with our approach to some aspects of Relationships, Health and Sex Education.

| | Signed Headteacher | Signed Chair of Governors |
|---------------------|--------------------|---------------------------|
| Date of review | | |
| Date of next review | | |

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
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| Families and people who care for me | <ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World |
| Caring friendships | <ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends | |

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| | <ul style="list-style-type: none"> • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 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 and advice from others, if needed | |
| Respectful relationships | <ul style="list-style-type: none"> • R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 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 • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults | |
| Online relationships | <ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships |

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| | <ul style="list-style-type: none"> • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. | <ul style="list-style-type: none"> • Changing Me • Celebrating Difference |
| Being safe | <ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | Pupils should know | How Jigsaw provides the solution |
|-------------------------|---|--|
| Mental wellbeing | <ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference |

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| | <p>are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | |
| Internet safety and harms | <ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me |
| Physical health and fitness | <ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |

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| | <ul style="list-style-type: none"> • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. | |
| Healthy eating | <ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | |
| Health and prevention | <ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Basic first aid | <ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | <p>All of these aspects are covered in lessons within the Puzzles</p> |

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| | <ul style="list-style-type: none">• H35 about menstrual wellbeing including the key facts about the menstrual cycle. | <ul style="list-style-type: none">• Changing Me• Healthy Me |
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