



## **PSHE and RSE Policy.**

**At Dilton Marsh Church of England Primary School, we believe that every child is unique, special and valued by God.**

### **Vision for Dilton Marsh Church of England Primary School.**

Together, we strive to provide a safe, nurturing and challenging environment within our Christian ethos of kindness and respect.

We share a passion for life-long learning and strive for the best for ourselves, others and the World.

Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.

**“For Nothing Will be Impossible with God.”**

### **Luke 1 : 37**

Our Vision, Christian values and Behaviour promises of ‘Be Ready, Be Respectful, Be Safe,’ underpin everything we do. 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 curriculum.

Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils’ education. 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.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

From September 2020, all Primary Schools have a duty to provide Relationship and Health Education that is detailed, chronological and progressive and follows the statutory guidance.

At Dilton Marsh Church of England Primary School we have chosen to include all of the statutory guidance explicitly through our PSHE curriculum, supported by our RE and PE curriculums and implicitly through our Vision and values and ethos as a Church School as well as the wider Curriculum.

### **Aim of the PSHE policy-**

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally



and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They 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.

They learn to engage with and understand British Values and what it means to be a responsible citizen.

In our school we choose to deliver PSHE (which includes Relationships, Health and Sex Education) through a planned programme of work that follows the Jigsaw mindful approach to PSHE.

For children in Reception, PSHE takes the form of PSED and follows the developmental stages as set out in the EYFS curriculum, all of the elements of PSED are planned for within the Jigsaw framework for ages 3-5. There is also reference to the characteristics of effective learning throughout the planning for the Early Years.

### **Objectives/Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- 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

Each term we use a different Puzzle/theme which is taught across the school to allow for progression and deep reflection and discussion.

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the following table 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 and resilience building



<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

## **Relationship and Health Education (Relationships, Sex and Health Education) (RSE).**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

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.

Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God as part of creation. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education.

Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is included and valued for who they are.

### ***Jigsaw RSE Content.***

The grid below shows specific RSE content for each year group:

#### ***Age***

<b>4-5</b>	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.
<b>5-6</b>	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; 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



	<p>baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.</p>
6-7	<p>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.</p>
7-8	<p>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.</p>
8-9	<p>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.</p>
9-10	<p>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.</p>
10-11	<p>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.</p>



### **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 and/or Jigsaw Lead 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. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **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).**

### **Working with parents and carers.**

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, 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."* (Page 34)

### **Health Education including substance education, mental health education and safety education.**

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

### **Jigsaw's Health Education Content.**

The grid below shows specific Health Education content for each year group:

#### ***Age***

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean;
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	being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body;





exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

### **How is PSHE organised in school?**

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development and teaching about British Values in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

The planning is based on 6 'Puzzle Pieces' or themes which are progressive across each year group. The 'Puzzle Pieces,' build on learning and experiences each year and reflect the need for children to also understand British Values as well as to consider ways to develop their Spirituality.

We aim to ensure a variety of teaching and learning strategies in PSHE, including the use of art, drama, thinking skills, speaking and listening activities, visits, ICT use and other active learning strategies. 'Calm Me,' time is included in each PSHE session and Worship to encourage a mindful approach and to allow children the opportunity to be deeply reflective and consider elements of their own spirituality.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. Each class has a weekly, discrete PSHE lesson and all reflections, work, discussion points and observations are recorded and collected using class floor books, which children are encouraged to add to, to deepen their reflections.

All other occasions within the school day or week where PSHE is implicitly taught are also recorded as appropriate, eg visitors to school or visits out of school, challenges, special occasions, news events.

We also use Picture News to enhance our understanding and discussion of current affairs and British Values and this enhances our PSHE curriculum.

### **Differentiation/SEN.**

As with all areas of the curriculum, Teachers will ensure that all children can access All PSHE teaching. They will tailor each Piece (lesson) to meet the needs of all 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.

### **Assessment.**

The impact of PSHE will be measured through the development of the Whole Child, through questioning and discussion, through observation of relationships between friends, groups and within the school community and of course from the child's own observations of how they feel.

There will also be a more formal assessment of understanding, knowledge and each child's ability to reflect deeply to answer and explain their thinking about the BIG questions of PSHE and spirituality.



### **Recording and tracking progress.**

To support the teacher in tracking each child's Learning progress throughout the year, there is a Pupil Tracking Grid. This sheet has the three attainment descriptors for each Puzzle. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and indicates the appropriate descriptor box for each child on the class overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

For EYFS, evidence of learning will be through observations which are recorded on Tapestry.

General comments about PSHE will be included in annual reports to all parents.

### **Monitoring and evaluation.**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### **School Culture and Ethos.**

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 set its own promises or charter each year that links to the Whole School Behaviour Promises of, 'Be Ready, Be Respectful, Be Safe.'

These promises will be revisited often to ensure that all children are using them and developed as necessary.

As stressed in our Vision-

'Children are encouraged to become independent, curious and resilient learners with the ability to learn from their mistakes and accept challenges.'

We aim as a school, to link our PSHE ethos to all aspects of school life. **Perseverance, Compassion, Hope and Respect** are our school values and form the basis on which we base all of our relationships and behaviour.

### **Relationships in School.**

As set out in our Vision statement, positive, supportive relationships are at the heart of everything we do, Adults in school work as positive role models to encourage and promote good, trusting relationships between all members of the School community. The School Council is a fundamental part of this and is chosen from each class by their peers to promote and support good relationships and our values of 'compassion and respect.'

### **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. 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 as appropriate.

### **Involving Parents and Carers.**

Information about curriculum content is shared with parents through termly curriculum overviews, class newsletters, class assemblies, items in the newsletter and on the website. Specific information about visits, focused days, eg Anti-bullying week, is shared in advance and through follow up information.

### **Parental and Community Involvement.**

Parents are invited to join in many events in school, they are regularly informed of events and developments on the website, school newsletter and through the home/school diary system.

We also have a close relationship with our local Church, Holy Trinity and the clergy who lead worship and support our involvement with the church. We aim to involve outside agencies, including NSPCC, School Liaison Police Officer, dental health advisors, road safety advisors, St Johns Ambulance service, Mental Health Nurses and local charities to deliver aspects of the PSHE curriculum where possible.

### **Links with Other Policies.**

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

- Positive Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE policy
- Safeguarding/Child Protection policy
- SEND Policy
- Health and Safety Policy
- SMSC policy
- Physical Education

Policy completed: April 2020

Review Date: June 2021