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PSRHE (Personal, Social, Relationship and Health Education) Policy - DRAFT

Including our position on Sex Education referencing Church of England Schools' documents

Mission Statement:

Our mission is to provide, for each and every child in the School, a loving, caring environment, based on Christian principles, in which each individual can develop their full potential, educationally, morally and spiritually, and to provide the same quality of care and concern for all adults involved with our school community.

Introduction
At St Paul's C of E Junior School, we believe all children are entitled to a curriculum that is broadly based, balanced and meets the needs of all of our pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSRHE 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.

At St Paul's C of E Junior School, we teach Personal, Social, Relationships and Health Education (PSRHE) as a whole-school approach. It is underpinned by our school ethos and values and is at the heart of our curriculum.

Aims
We intend to equip our children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. By the time our children finish Year 6, we want them to be 'secondary ready'; prepared for the next stage in their education, and for adolescence. This means we want them to be able to make positive friendships, have confidence in themselves, know how to keep themselves safe and be resilient to any challenge they may face.

Our PSRHE curriculum will enable pupils to:

- Value self and others
- Form positive relationships
- Communicate effectively
- Work cooperatively with others
- Respond to challenge
- Be healthy and fulfilled individuals
- Keep themselves and others safe
- Respect the differences between people
- Develop independence and responsibility
- Be an active partner in their own learning
- Play an active role as members of a democratic society

Statutory Relationships and Health Education
From September 2020, Relationships Education and Health Education is compulsory for all primary schools as set out in the DfE guidance (2019).

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools." DfE Guidance 2019 p.8

We cover all aspects of the statutory Relationships and Health Education within our whole-school PSRHE Programme, in an age-appropriate way.

Our School Values
Alongside children learning the necessary skills, knowledge and understanding, our PSRHE curriculum also aims to develop children's personal attributes.

"A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual."
DfE guidance 2019 p.20

Our aims and intent for this part of our PSRHE curriculum are derived from our core values which underpin our school ethos, guide the actions of our staff and children and bind us together as a strong community.

- We are caring and we are kind.
- We are always ready to learn.
- We are determined and we are resilient.
- We embrace difference and diversity.
- We have a voice and we listen to others.
- We encourage and we cooperate.
- We contribute positively to our community.
- We are environmentally responsible.

We believe that fostering these values is vitally important for our children, in order for them to be an effective member of the community in later life. We deliver regular whole-school assemblies on these values. There are links to each of them in our Jigsaw topics throughout the year which allows children the opportunity to expand their understanding and reflect on their behaviour with regards to these attributes. They are also embedded within all the subjects in our curriculum, giving children further opportunities to practise and develop these skills.

Whole School Approach
At St Paul's C of E Junior School, we have chosen to deliver Personal, Social, Relationships and Health Education using a commercial scheme of work entitled 'Jigsaw', which is a mindful approach to PSRHE. We believe it offers us a comprehensive and age-appropriate scheme of work and brings consistency and progression to their learning.

Jigsaw covers all areas of PSRHE for the primary phase including statutory Relationships and Health Education. At our school we have also chosen to teach non-statutory content; Sex Education, in the context of coping positively with change. This is taught sensitively in an age-appropriate way, taking account of our Schools' distinctive Christian character.

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. An overview of the Jigsaw programme can also be found on our school website.

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

The Jigsaw scheme supports both 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.

How is PSRHE organised?
Our PSRHE lessons, using the Jigsaw programme, bring together PSRHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. There is a whole school approach, with all year groups working on the same topic at the same time, at an age-appropriate level. We use a variety of teaching styles to cater for all children's needs and will differentiate when necessary. Each class will be timetabled to have a

45-minute PSRHE lesson once a week. It will always be taught by the class teacher who has the necessary knowledge of the children to be able to deal with sensitive topics appropriately.

These explicit lessons are reinforced and enhanced in a variety of ways: assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

At St Paul's C of E Junior School, our children's mental well-being is one of our priorities and we believe mindfulness is an important tool to teach children. In each lesson children have the chance to practise their mindfulness skills during the 'Calm Me' section; 'Pause Points' enable the children to learn to stop and consider their feelings at that moment. Mindfulness allows them to relax and calm their mind by being in the present moment and teaches them to regulate and manage their feelings and behaviour.

The Learning Environment
It is vital that a safe and positive learning environment is established for PSRHE lessons based on trusting relationships between all members of the class, adults and children. To enable this, teachers will agree on 'ground rules' with their class at the start of the year and they will be reinforced at the beginning of each lesson. Every class will include the following aspects in their Jigsaw charter:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Safeguarding
Teachers are aware that, sometimes during PSRHE lessons, disclosures may be made. If this occurs, they will follow our safeguarding and confidentiality procedures immediately. Sometimes it may be clear that children need time to talk one-to-one after the lesson, and if so, teachers will make sure this happens.

Relationships and Sex Education
"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy." DfE Guidance 2019 p.4

The DfE statutory guidance for Relationships Education covers these elements: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Most of these elements are taught under the 'Relationships' unit in Jigsaw however, some of these outcomes are taught elsewhere. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Our children are growing up in an increasingly complex world both on and offline: They are faced with a variety of messages about relationships that can be confusing. It is our job to teach children the facts at a point when they are emotionally ready and in an age appropriate way, with the content being carefully sequenced. In order to achieve this, content needs to be delivered through a 'drip approach'; small units of content delivered each year that builds on their learning bit by bit. We believe that it is our duty to lay the foundations for their future relationships and sex education so they will have a secure understanding about what healthy and respectful relationships are and they know how to be safe and healthy.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons." DfE Guidance p.8

Our PSRHE curriculum also supports our duty of safeguarding the children. We teach them necessary and age-appropriate skills and knowledge so they recognise when a relationship is not a positive one and who they can go to for support. Our content focuses on boundaries and privacy.

The table below shows specific Relationships and Sex Education content for each age group.

Ages 7 – 8 **Y3**	Family roles and responsibilities; Friendship and negotiation; Keeping safe online and who to go to for help; Being a global citizen; 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; Outside body changes; Inside body changes (using the correct names of sexual parts and introducing the word 'puberty')
Ages 8 – 9 **Y4**	Jealousy; Love and loss; Memories of loved ones; Getting on and Falling Out; Girlfriends and boyfriends; Showing appreciation to people and animals; Having a baby; Girls and puberty, including menstruation.
Ages 9 – 10 **Y5**	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; Puberty for girls; Puberty for boys; Conception (including IVF).
Ages 10 – 11 **Y6**	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; Body image; Puberty and feelings; Conception to birth; Reflections about change; Physical attraction; Respect and consent; Boyfriends/girlfriends; Sexting.

In Year 3, our main focus is on relationships. We do not cover specific elements of Sex Education. However, in Lesson 3 and 4 of the 'Changing Me' unit, Year 3 will use the correct terminology for the male and female genitalia: testicles, penis, vagina.

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSRHE Programme in the 'Changing Me' Puzzle (unit) from Year 3 onwards.

Sex Education
The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure 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 Paul's C of E Junior School, we believe children should understand the facts about human reproduction before they leave primary school so have included these non-statutory aspects of Sex Education within our PSRHE and Science curriculum.

We define Sex Education as 'understanding human reproduction'. We intend to teach this in a sensitive and age appropriate way from Year 4 onwards through our Jigsaw 'Changing Me' units. This will also form part of the Year 5 Science curriculum, within the context of 'changes and reproduction', and as part of a focused unit on Relationships and Sex Education during the summer term.

The table below identifies specific lessons in which Sex Education is explicitly taught.

	Lesson	Content
Y4	Jigsaw - Changing Me: Piece 1 'Unique Me' Piece 2 'Having a baby'	Some characteristics are genetic and passed on to a child when the sperm meets the egg at conception; Using story script to tell the story of the sperm meeting the egg; Showing an animation of the Female Reproductive System.
Y5	Content within Year 5 RSHE unit for summer term incl. • Changing Me: Piece 2 'Puberty for Girls' • Science: Lesson 2 'Changes and Reproduction' • Changing Me: Piece 4 'Conception'	Revisiting conception and the Female Reproductive System; How a new life is made; Showing slides and animations explaining sexual reproduction and sexual intercourse; including: egg donation, IVF, surrogacy, artificial insemination.
Y6	Changing Me: Piece 4 'Babies – Conception to Birth'	Development from conception to birth; Thoughts and feelings about the process by which new life is formed.

Working with Parents
"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education." DfE Guidance p.17

We respect that parents have the right to withdraw their children from Sex Education except for those parts included in statutory Science National Curriculum and the elements included within statutory Relationships and Health Education. However, parents cannot withdraw from any aspect of Relationships Education or Health Education. Those parents wishing to exercise their right to withdraw their child from PSRHE and Science lessons that explicitly teach Sex Education will be invited to speak to the Headteacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

Health Education
The DfE statutory guidance for Health Education covers these elements: 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. Most of these elements are taught under the 'Healthy Me' unit however some of the outcomes are taught elsewhere and elements of emotional and mental health are nurtured every lesson.

The grid below shows specific Health Education content, taught under the 'Healthy Me' and 'Changing Me' units, for each year group.

Ages 7 – 8 **Y3**	Exercise; Fitness challenges; Food labelling and healthy swaps; Attitudes towards drugs; Keeping safe and why it's important - online and offline scenarios; Respect for myself and others; Healthy and safe choices; Outside body changes; Inside body changes.
Ages 8 – 9 **Y4**	Healthier friendships; Group dynamics; Smoking; Alcohol; Assertiveness; Peer pressure; Celebrating inner strength; Girls and puberty, including menstruation.
Ages 9 – 10 **Y5**	Smoking, including vaping; Alcohol; Alcohol and anti-social behaviour; Emergency aid; Body image; Relationships with food; Healthy choices; Motivation and behaviour; Puberty for girls; Puberty for boys.
Ages 10 – 11 **Y6**	Taking personal responsibility; How substances affect the body; Exploitation, including 'county lines' and gang culture; Emotional and mental health; Managing stress; Self-image; Body image; Puberty and feelings.

Sensitive Issues and Difficult Questions
It is likely that during lessons sensitive issues will arise. Teachers will always handle personal issues brought up by the lesson content sensitively and if disclosures are made will deal with these appropriately and follow our safeguarding procedures if necessary. Teachers will ensure that topics are taught without bias and that they are presented using a variety of views and beliefs.

Teachers will deal with difficult questions in the following ways:

- Their answers will be age-appropriate and guided by the lesson content
- They will keep their answers simple and factual
- They will not show any feelings of shock or amusement but will model sensible behaviour
- Questions do not have to be answered immediately, they can be addressed individually after the lesson

Wider Curriculum
PSRHE is not a subject where learning only happens in the classroom. It is important for children to have the opportunity to practise their learning in everyday situations. Therefore, our wider curriculum is also a vital part of children's learning because it allows the explicit lessons to be reinforced and enhanced. Included in our wider curriculum is:

- Being a member of the School Council
- Taking part in performances
- Our whole school ethos
- Staff as appropriate role models
- Assemblies
- Supporting a charity
- Attending Forest School
- Our reward systems including House Points and Golden Certificates
- Theme days or weeks e.g. Anti-bullying Week and Internet Safety Week

Equality
In line with the Equality Act 2010, teachers ensure that PSRHE topics are taught in an unbiased way and are inclusive of all children. Our lessons promote equality and understanding, and we regularly celebrate the diversity of our school community. Staff will tackle any prejudices that occur immediately and sensitively and will challenge stereotypes. All forms of bullying and discrimination based on a child or family's gender, race, religion or belief, disability or sexual orientation will not be tolerated.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

> "*Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."*

It also asserts:

> *"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, 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" (page 1)*
>
> *"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)*

At St Paul's School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' on the school website.

Monitoring and Review
The Learning and Teaching Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Learning and Teaching Committee gives serious consideration to any comments from parents about the PSRHE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Governors will also make sure that:
• all pupils make progress in achieving the expected educational outcomes;
• the subjects are well led, effectively managed and well planned;
• the quality of provision is subject to regular and effective self-evaluation;
• teaching is delivered in ways that are accessible to all pupils with SEND;
• clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
• the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

This PSRHE policy is informed by:

- DfE statutory guidance on Relationships and Health Education (2019)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)

- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office**,** second edition updated summer 2019).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

It is related to the following policies:
Anti-bullying Policy
Equality policy
Positive Behaviour policy
Online Safety Policy
Child Protection and Safeguarding policy
RE policy
Food policy
Drug and Alcohol Policy

History

Date	Reference	Amendments
May 2021		Introduction of new policy in line with DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019.