



PSHE and Relationships & Sex Education Policy

Tollerton Primary School

A member of Equals Trust

Approved by:	Governing Body	Date: July 2022
Last reviewed on:	July 2022	
Next review due by:	July 2023	

1. Aims

PSHE (Personal, Social and Health Education) enables our children to become independent, confident, healthy and responsible members of society. Our curriculum is in line with our school's vision of developing the "whole child" and to develop them intellectually, morally, socially and spiritually and provide children with skills that will help navigate each stage of their development.

The collaborative approach of the Jigsaw program of study ties in with our statement 'learning together for life'.

RSHE (Relationships, Sex and Health Education – sometimes written as RSE – Sex and Relationships Education) helps children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSHE curriculum are concerned with raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSE will look at aspects of diversity in an inclusive and non-judgemental way.

2. Rationale and Ethos

From September 2020, Relationships Education became compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for **all** pupils receiving secondary education. Health Education was made compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. The programme we use (Jigsaw) seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Relationships and Health Education is compulsory in all primary and secondary schools, sex education is currently not compulsory in primary school, however the Department for Education (DfE) continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002 and Academies Act 2010, all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public Sector Equality Duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

3. Curriculum Intent

At Tollerton, we intend that our pupils will be socially and emotionally healthy by the time they leave Year 6, demonstrating the following behaviours:

- ✓ Have a willingness and ability to try new things, push themselves and persevere.
- ✓ To have a good understanding of how to stay safe, healthy and develop good relationships.
- ✓ To have an appreciation of what it means to be a positive member of a diverse, multicultural society.

✓To have a strong self-awareness, interlinked with compassion of others.

This intent dovetails our values: take care, perseverance, aspiration, respect and kindness.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Jigsaw PSHE directs our aim on developing the “whole child” through a spiral curriculum approach to developing knowledge, skills and understanding in the areas of;

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me Impact

4 Policy development process

This policy was formulated in consultation with:

- ✓ Equals Trust (as a Trust we use the Jigsaw package),
- ✓ Members of staff – though regular agenda items at staff meetings,
- ✓ Governors – discussions at governor’s meetings,
- ✓ Parents / carers – through an analysis of the Jigsaw package sent to parents,

- ✓ Children through pupil interviews and
- ✓ Nottinghamshire County Council's TECH Team, who supported with training.

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

The Policy is available

- Online at www.tollerton.notts.sch.uk
- From the school office

5 Statutory requirements

Primary schools:

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) We must teach health education under the same statutory guidance

We are committed to ensuring that the education provided to pupils in RSE (relationships education) is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory *RSE (other than sex education in the National Curriculum as part of Science)*, but not from relationships education at Tollerton Primary. Parents wishing to exercise this right must do so in writing to the head teacher, Mrs Aldrich, we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

6. Roles and responsibilities

The Head teacher – has overall responsibility for the policy and its implementation and liaising with the governing body, parents / carers, Local Authority and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Lead teacher will take responsibility for;

- Policy development and review involving pupils, staff, governors, parents / carers and relevant stakeholders
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents / carers where appropriate
- Manage all aspects of the RSHE programme using Jigsaw materials
- Liaise with external agencies to deliver specific elements of the programme (alongside delivering Jigsaw, we use the DARE programme for Year 6)
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

Staff

Staff are responsible for:

- Delivering Relationships & Sex Education and PSHE Education in a sensitive way
- Modelling positive attitudes to Relationships & Sex Education and PSHE Education
- Monitoring progress of their pupils
- Responding to the needs of individual pupils

- Staff at Tollerton will inform parents of the content of the Sex Education part of the programme before teaching it in the second half of each summer term.

Pupils

- Pupils are expected to engage fully in Relationships & Sex Education and PSHE Education and, when discussing issues related to this subject, treat others with respect and sensitivity.

Confidentiality and child protection

It is inevitable that effective RSHE which allows for open discussion to take place may lead to disclosures from pupils. It is essential that those teaching RSHE are completely familiar with the child protection procedures. Pupils disclosures or suspicion of abuse must be followed up with the pupil concerned, that same day and referred to the designated safeguarding lead, and if not present their deputy. They will deal with these disclosures or suspicions in line with the child protection policy.

Staff training

RSE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RSHE.

7. Curriculum design

Overleaf is the curriculum outline we use through the Jigsaw programme of study

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets 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 Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices 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 Recognising how words can be hurtful 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 scenarios 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 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 Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol 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 Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	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 choices Motivation and behaviour	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 SMARTT 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 Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship 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 Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria 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 Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

8 How we teach it

Using the Jigsaw programme of study we deliver:

- PSHE lessons that take place for an average of 30-45 mins per week. These lessons can be amalgamated if it is appropriate to do so.
- Additional teaching from outside agencies will be sought i.e. an outside provider to teach first aid to Year 5 and the DARE team to work with Y6 on drug and alcohol awareness
- Assemblies are daily and many relate to our school values. We introduce each half term of PSHE with a related assembly. Many units of PSHE tie-in to assembly themes and will therefore refer to Relationships and PSHE lessons and circle times □ As a school we follow the guidance, as set out by the PSHE Association, 2018:

'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 in small groups as well as sharing views with the class*
- *make something available 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 (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)*
- *ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)*
- *exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.*
- *always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)*
- *link PSHE education with the whole-school approach to supporting pupil welfare*
- *make pupils aware of sources of support both inside and outside the school.'*

In order to support the staff, time is given to discuss any concerns they might have about teaching the lesson content. If it is deemed advisable, the staff member may be supported in class or if necessary, another staff member will take the lesson(s).

Resources are taken from Jigsaw and therefore have been approved and quality assured.

Where appropriate, at the beginning of a unit or a lesson, a baseline assessment takes place and progress is judged from that starting point. These can be individual, group or whole class.

Pupil progress is reported in school reports and as part of parents' evenings.

In order to support parents:

- Teachers will provide access to the Sex Education resources for parents during the first half of the summer term for teaching during the second half term.
- The website has an RSE guide for parents and carers – this is also provided in our new starter pack and was given access to as part of consultation.
- The website has a summary of what is taught in each year group for each unit of work.
- The website has an overview of when core strands are taught.
- A meeting is available for Year 6 parents to inform them of the content for sex education lessons. A letter is sent out to gain permission to take part in these lessons. Parents have the right to withdraw their child if they deem it necessary.

□ Managing difficult questions

It is inevitable that controversial issues may occur as part of RSE, such as divorce, the issue will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

9. Roles and responsibilities

The Board of Governors

The Board of Governors will approve the Relationships & Sex Education and PSHE Education Policy annually and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that Relationships & Sex Education and PSHE Education is taught consistently across the school.

10. Monitoring arrangements

The delivery of Relationships & Sex and PSHE Education is monitored by the Leadership team through

➤ Regular learning walks and book scrutiny and discussion with pupils ➤

Feedback to improve practice

This policy has been written and will be reviewed by the RSHE co-ordinator in liaison with the headteacher and governors, annually.

11. Links with other policies

This policy links to the following policies, procedures and other curriculum areas:

- Safeguarding
- Peer on Peer Abuse Policy
- Behaviour
- Anti-bullying
- Online safety
- SEND
- Equality and Diversity

Useful documents

- DfE 2019, Relationships Education, Relationships and Sex Education (RSE) and Health Education; Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- SEND Code of Practice
- Safeguarding: NSPCC PANTS rule with film.

Glossary – these 3 terms are interchangeable

PSHE: Personal, Social and Health Education

RSHE: Relationships, Sex and Health Education

RSE: Relationships and Sex Education