

**PERSONAL, SOCIAL AND HEALTH EDUCATION
POLICY INCLUDING RELATIONSHIPS AND SEX
EDUCATION (RSE)**

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Introduction

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.

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, made **Relationships and Health Education** compulsory for all pupils receiving primary education.

At Dovers Green we use the **Jigsaw** scheme of work as the basis of our PSHE Curriculum. The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

The Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled.

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.

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

This PSHE policy is also informed by existing DfE guidance on:

Relationships, Sex and Health Education (as above)

Preventing and Tackling Bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)

Safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013)

Keeping Children Safe in Education, 2018

Behaviour and Discipline in Schools, 2020

Equality Act (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

SEND Code of Practice: 0 to 25 years, 2014

Mental Health and Behaviour in Schools, 2018

Aim of the Jigsaw PSHE policy

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

Objectives

At Dovers Green we teach children about:

- respectful relationships and respecting others;
- healthy relationships including online safety and where to seek help;
- being responsible for relationships with family, friends, school and the wider community;
- being self-respecting and being in control of their own bodies;
- making and acting on informed decisions;
- communicating and working with others effectively;
- being an active citizen within their local community;
- scientific anatomical names for parts of the body;

The teaching of RSE will:

- be developmental and be appropriate to the age and stage of the child, not assuming that all starting points are the same;
- put forward factual knowledge and encourage the exploration of facts;
- examine opinions and concepts and encourage discussion;
- be part of the wider PSHE curriculum, including School Values and British Values.

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons). Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development.

Relationships and Sex Education (RSE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). Effective Relationships Education can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain relationships. It also enables children and young people to make informed decisions about their health and well-being. Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also

taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. Dovers Green teaches RSE through Science and through specific learning and teaching using the Jigsaw scheme. RSE in our school is taught through the Jigsaw puzzle titled 'Changing Me'. Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, this information will be shared with you by your child's class teacher.

Reception	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.
Year 1	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 baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
Year 2	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.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education. As an infant school, we only offer statutory RSE education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.

Health Education

Health Education in primary schools teaches children about the importance of healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote well-being (Education and Inspections Act 2006 Section 38).

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. The progression document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

The role of the Headteacher and Governing body

It is the responsibility of the *Governors* to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all children make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all children with SEND;
- clear information is provided for parents on the subject content;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Monitoring and Review

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 SLT gives serious consideration to any comments from parents about the PSHE (RSHE) 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.

The PSHE subject leader will monitor delivery of the programme through observations, 'book looks', pupil voice 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

Equalities

This policy will inform the school's Equalities Plan. The DfE Guidance 2019 states, "Schools should ensure that the needs of all children are appropriately met, and that all children understand the importance of equality and respect." The Jigsaw units are inclusive and representative of relationships and family structures in modern Britain and promote tolerance and acceptance, in line with British values. To ensure children with lesbian, gay, bisexual or transgender (LGBT+) family members feel represented through the school environment and the curriculum, we endeavor to use resources that feature a range of families and relationships. This encourages understanding, acceptance and respect of different relationships from a young age. Children need support in understanding the world in which they are growing up, which means understanding that some people are LGBT, that this should be respected in British society. Children growing up in families with LGBT members should feel that Relationships Education and RSE is relevant to them.

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the 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. All children, including those with additional needs will be supported through differentiation and adult support to ensure meaningful access and understanding of the PSHE curriculum. The PSHE curriculum provision is inclusive of all children and consistent with the Equality Act.

Confidentiality and Child Protection/Safeguarding Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Summative assessments for each lesson are recorded on Target Tracker.

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment

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 enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) - by using The Jigsaw Charter. It needs to include the aspects below:

The 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)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to the children's attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. 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 RSHE arising from pupils' questions are answered according to the age and maturity of the child/ren concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to a Designated Safeguarding Lead (DSL) if they are concerned.

Dovers Green believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Information shared via the school website
- Open door sessions
- Jigsaw awareness session (focus on RSE elements covered in Changing Me puzzle piece)

Links to other policies and curriculum areas

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.

- Science curriculum
- RSE Policy
- Well-being Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Anti-bullying policy

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff meeting programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.