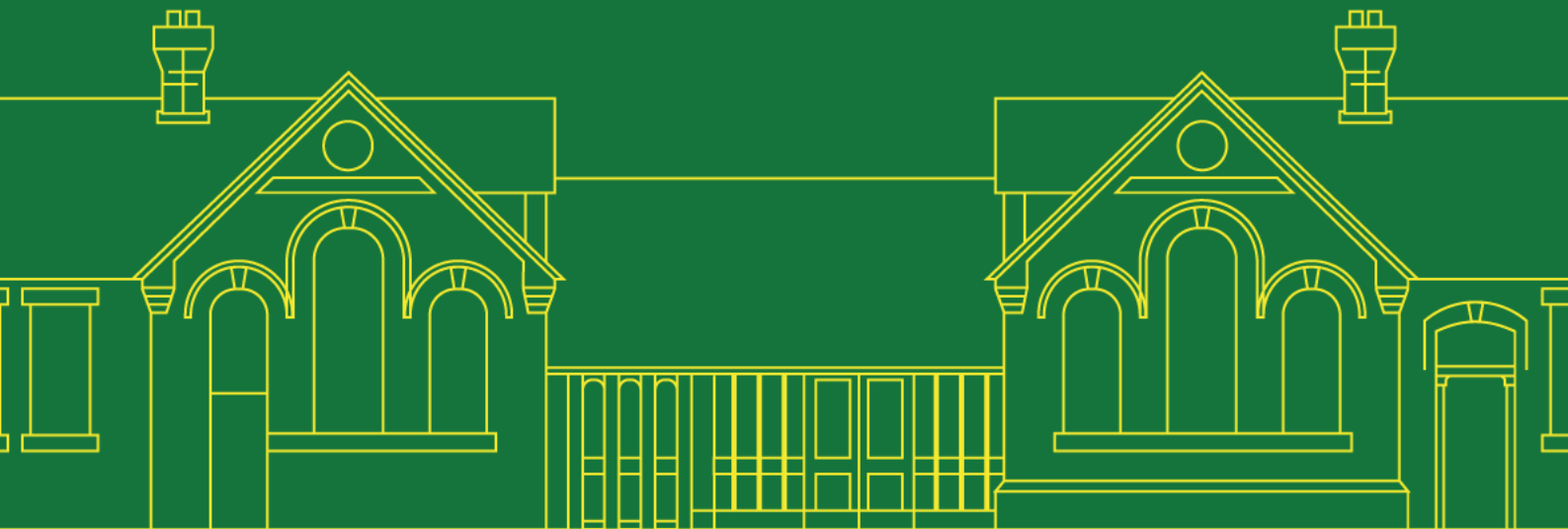




# PSHE and RSE Policy

October 2024



**STOUR VALE  
ACADEMY  
TRUST**

# PSHE and RSE Policy

At Queen Victoria Primary School, we believe that every child is unique and special.

## Vision

All are welcome at Queen Victoria as they develop into pioneers of their own learning, whilst reaching beyond their horizons to become valued citizens of the future.

## Aims and Key Principles

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.

Personal, social, health and economic education (PSHE) are an important and necessary part of all children's education. Through a planned programme of learning, we aim to provide our children with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our children need to thrive as individuals, as part of a family and as confident citizens of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and ever changing nature of the United Kingdom, and therefore the respectable differences in those we serve. We also understand the vital role we have in ensuring that groups or individuals within school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. As a result, at Queen Victoria, we embrace the British Values of: Democracy, The Rule of Law, Individual Liberty, Mutual Respect, and Tolerance (of those with different faiths and beliefs).

We want our children to 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.

## Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- have a sense of purpose
- value oneself and others

- develop sensitivity towards the needs of others
- provide knowledge of loving relationships
- promote the importance of a safe and secure relationships
- make and act on informed decisions
- communicate effectively
- teach the fundamentals of human reproduction
- inform children on matters of person hygiene and related health issues
- educate against discrimination and prejudice
- empower children to make informed choices about relationships
- be active citizens in the local community
- have an astute understanding of British Values
- become healthy and fulfilled individuals

## Curriculum Content

PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in one graduated, age-appropriate 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.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Term	Puzzle Name	Content
Autumn 1	Being Me in My World	Includes understanding my place in class, school and global community as well as devising Learning Charters.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying), and work around diversity and differences within the community and the wider world.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2	Healthy Me	Includes drug and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1	Relationships	Includes understanding friendship, family and other

		relationships, conflict resolution and communication skills.
<b>Summer 2</b>	Changing Me	Includes Relationships and Sex Education in the context of looking at change.

Opportunities for linking aspects of PSHE to whole school assemblies and collective worship have also be identified linking directly to our CARE vales. This has been developed into a two-year cycle where they will be linked and drawn upon throughout the curriculum and through daily school life.

	<b>Children</b>	<b>Care</b>	<b>Aspiration</b>	<b>Responsible</b>	<b>Excellence</b>
Year 1	diversity belonging self-respect	cooperation compassion kindness	determination perseverance courage	tolerance democracy citizenship	curiosity inquisitiveness self-discipline
Year 2	equality individuality independence	helpfulness empathy forgiveness	resilience self-belief accomplishment	stewardship environmentalism trustworthy	patience humility sportsmanship

We also aim to cover aspects of PSHE through special theme days and weeks that are spread across the year:

- Black History
- Healthy Eating
- E-Safety
- Children’s Mental Health Week

## Teaching and Learning

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Jigsaw is written as a universal core curriculum provision for all children – inclusivity is part of its philosophy.

As with any lesson at Queen Victoria Primary, we endeavour to ensure that all children work within a safe, secure climate where they feel comfortable in sharing their own ideas, thoughts and opinions. Lessons will involve a high level of interaction where each pupil will need to also be respectful of the ideas, thoughts and opinions of others as well as reflecting on their own attitudes and values.

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. Each class will establish their 'Class Charter' in the Autumn Term based on the following:

- We take turns to speak.
- We use kind positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.

Weekly Jigsaw learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. In KS1 and KS2, PSHE lessons are part of the weekly timetable. Learning opportunities in other subjects through our theme led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. All classes use circle time to promote and discuss issues within PSHE and citizenship.

Where possible as a school we try to develop our PSHE ethos to many aspects of school life. 'Respect for each other' is one of our school rules. We aim to put this into practise by valuing the opinions and ideas of our children. We try to involve our children in new initiatives that have strong PSHE links:

- School Councillors
- Anti-Bullying Ambassadors
- Lead Pioneers

As a school we are aiming to become actively involved in the Healthy Schools Award.

## Parent and Community Involvement

Parents are invited to join in events in school:

- Class Assemblies
- Parent/Children Learning Workshops

Parents are regularly informed of events and developments on the website and through a weekly school newsletter.

Working with parents is a vital part of the whole school approach to PSHE.

We aim to involve outside agencies, including our School Nurse, Loudmouth and the School Liaison Police Officer, to deliver aspects of the PSHE curriculum where possible to further enhance and support our Jigsaw programme.

## Relationships and Sex Education (RSE)

RSE is taught in the summer term through the Jigsaw programme.

### Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help children develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.

### Statutory Requirements

As a maintained primary school we must provide relationships education to all children as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

“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 children receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.” DfE Guidance, page 8.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“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.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.” Secretary of State Forward, DfE Guidance 2019, page 4 and 5.

“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 children, in a carefully sequenced way, within a planned programme of lessons.” DfE Guidance, page 8.

“All schools must have in place a written policy for Relationships Education and RSE.” DfE Guidance, page 11.

Here, at Queen Victoria Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. Therefore, we include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.



Our PSHE policy is informed by existing DfE guidance:

- 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 children)
- 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 children's' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support children's' spiritual, moral, social and cultural development).

At Queen Victoria Primary we teach RSE as set out in this policy.

## Policy Development

This policy was developed in consultation with staff, children and parents initially in January 2020. The consultation and policy development process involved the following steps:

1. **Review** – a member of staff with support of a member of the Senior Leadership Team pulled together all relevant information including relevant national and local guidance, and current practices in place at Queen Victoria.
2. **Staff Consultation** – all school staff were given the opportunity to look at the policy and make recommendations to ensure that our proposals fully met the needs of our children.
3. **Parent Consultation** – parents, carers and any other interested parties were invited to attend a meeting where curriculum content and resources were openly shared and discussed.

4. **Pupil Consultation** – we investigated what exactly children want from their RSE through small focus groups.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

## Definition

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

## Health Education

Health Education in primary schools will cover '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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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. Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

## 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 children. 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'.

Following our initial consultations with both parents and staff, at Queen Victoria Primary School, we believe children should have the opportunity to understand the facts about human reproduction before they leave primary school. Therefore, we define Sex Education as understanding human reproduction.

Over the course of the last four years, we have had an increasingly positive response and involvement in our Year 6 opt-in Sex Education sessions. Following our annual safeguarding review, discussions with various stakeholders and taking into consideration the ever-changing world we live in, it was decided that we would move to explicitly following our Jigsaw PSHE scheme where RSE is taught in an age appropriate manner from Year 3 to Year 6 from September 2024.

## Curriculum

Our curriculum is set out as per Appendix 1.

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary Sex Education is not compulsory in primary schools. However our Jigsaw PSHE scheme of work aims to safeguard children and keep them informed of the facts as

they grow up in our ever-changing world. Therefore the following sessions will be delivered under the remit of Sex Education at Queen Victoria from September 2024.

### **Year 3 – Babies – Jigsaw Piece 2**

- understand how babies grow and develop in the mother's uterus

### **Year 4 – Having a Baby – Jigsaw Piece 2**

- correctly label the internal and external parts of male and female bodies that are necessary for making a baby

### **Year 5 – Conception – Jigsaw Piece 4**

- understand that sexual intercourse can lead to conception and that is how babies are usually made
- understand that sometimes people need IVF to help them have a baby

### **Year 6 – Conception to Birth – Jigsaw Piece 3**

- describe how a baby develops from conception through the nine months of pregnancy, and how it is born

In addition to these specific learning intentions classroom based discussions will be had on the following:

- recognise how I feel about these changes happening to me and how to cope with these feelings
- identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up
- understand that having a baby is a personal choice and express how I feel about having children when I am an adult
- appreciate how amazing it is that human bodies can reproduce in these ways
- recognise how I feel when I reflect on the development and birth of a baby

For more information about our curriculum, see our Curriculum Map in Appendix 1.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Lessons that relate to our RSE curriculum will be taught by the class teacher to ensure that children feel comfortable to ask questions, and are put at ease by the familiarity of

the person who is teaching them. Where there are exceptions, class teachers will support in the classroom with the delivery of content and the answering of questions that children might have.

In all of these sessions, children with special educational needs relating to RSE will have their needs addressed both within the class, and where appropriate, on a one- to- one basis.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## Roles and Responsibilities

### The Governing Body

The governing board will approve the RSE policy, and hold the Head Teacher to account for its implementation.

### The Head Teacher

The Head Teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw children from non-statutory components of RSE.

### Staff

Staff are responsible for:

- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- monitoring progress
- responding to the needs of individual children

- responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher. All class teachers from Nursery to Year 6, including the Senior Leadership Team and Higher Level Teaching Assistants, who might cover class teachers, will be responsible for teaching RSE at Queen Victoria Primary School.

## Children

Children are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## Parents' Right to Withdraw

Parents do not have the right to withdraw their children from Relationships Education.

However, parents do have the right to withdraw their children from the non-statutory components of Sex Education within RSE. This applies to the lessons that will be provided to children from Year 3 to Year 6 that sit within the Sex Education curriculum.

**The following sessions are where elements of Sex Education will be covered during the Summer term and the lessons that parents have the right to withdraw their child from:**

- Year 3 – Babies – Jigsaw Piece 2
- Year 4 – Having a Baby – Jigsaw Piece 2
- Year 5 – Conception – Jigsaw Piece 4
- Year 6 – Conception to Birth – Jigsaw Piece 3

Parents will be informed of this lesson with enough time for a decision to be made and for their own questions to be answered.

Once a child has been withdrawn or where permission has been withdrawn they cannot take part until the request for withdrawal has been removed or permission has been given.

Alternative work will be given to children who are withdrawn from Sex Education.

## Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE when appropriate.

## Monitoring arrangements

The Curriculum 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 Curriculum Committee 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 delivery of RSE is monitored by Emily Hughes (Wider Curriculum Lead) and Kirsty Walker (Deputy Head Teacher) through:

- Children and teacher evaluation of the content and learning processes
- Monitoring of evidence in books or displays in classrooms
- Staff meetings to review and share ideas

Childrens' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Emily Hughes (Wider Curriculum Lead). At every review, the policy will be approved by governing board, Sam Hagerman (RSE Governor) and Matt Priest, the acting head teacher.

## 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 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 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 children how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all children are free from any fear of expressing reasonable points of view that contradict those held by their peers.

## 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 using Jigsaw. Topics are presented using a variety of views and beliefs so that children are able to form their own, informed opinions but also respect that others have the right to an opinion.

Both formal and informal PSHE and RSE arising from children's questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly but should be addressed individually if more appropriate. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead if there are any concerns.

Our school believes that PSHE and RSE should meet the needs of all children, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer questions appropriately and offer support.

## Involving Parents and Carers

Queen Victoria believes that it is important to have the support of parents, carers and the wider community for the social, emotional and personal development of each child. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/Carer consultation sessions
- Parents'/Carers' evenings
- Information leaflets and displays

## Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Evidence will also be shared on class Jigsaw/PSHE displays and through the effective use of their individual PSHE books (or the class Pink Book for EYFS and Year 1).



## Confidentiality and Child Protection Issues

We recognise that Relationships and Sex Education is highly sensitive subject but we firmly believe that effective RSE 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 responsible and informed decisions about their health and well-being.

Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatization of children based on their home or personal circumstances. 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.

## GDPR – Personal Data

This policy adheres to the principles under data protection law. For further information please review the school's data protection policy published on the school's website.