

St George's C. E. Primary School



PSHE & RSE Policy

Date Approved: September 2022

Approved by: Governors

Review Date: September 2024

St. Georges C of E (controlled) Primary School

PSHE & RE Policy



Vision Statement

Jesus said: 'Love each other as I have loved you'. John 15:12

Our school motto, 'Everyone matters, everyone achieves' is at the heart of everything we do and believe.

At St George's Primary School, we aim to prepare the children in our care to become well-rounded members of society on their journey through school life and beyond. We strongly believe that children learn best and can achieve their potential when they are happy and content. We endeavour to provide a safe learning environment with a warm, welcoming atmosphere which creates a sense of belonging amongst the children, the staff, the families and the community. We embrace their individuality and diversity, always encouraging respect and acceptance of each other regardless of race, religion or culture.

We have high expectations of the children and we work hard to support them to become the best that they can be. For our children to flourish, socially and academically, we aim to provide an outstanding education that is both challenging and inclusive. All children are encouraged to embrace the many opportunities and the support school provides, so that they become curious learners who are motivated and resilient with a 'Can do' attitude. Our aim is to provide the children of St George's with countless positive experiences, along with happy lifelong memories, from their time with us.

Through our supportive and inclusive Christian ethos, we are proud to foster our school values of kindness, respect, friendship, honesty, happiness, perseverance and responsibility, embedding these within everyday life at school. We believe that the emotional health and wellbeing of the whole school community is fundamental to the ongoing success of our school.

We aspire to make our school a place of excellence where we educate, nurture and value everyone; that ALL children will enjoy learning and achieve their potential in the 'St George's Way.'

'Let us always meet each other with a smile, for the smile is the beginning of love.'
Mother Teresa.

PSHE and RSE Policy

At St George's Primary School, we are a nurturing community who want our children to be happy, emotionally resilient and successful individuals. We aim to develop the attributes they need to thrive as individuals, as part of a family and as a confident member of the wider community. We want our children to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

PSHE is embedded throughout school life and naturally occurs within a variety of contexts daily. It underpins our whole school ethos and forms our school values (respect, responsibility, friendship, happiness, honesty, kindness) which are continually encouraged and celebrated throughout the school.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review- curriculum coordinators gathered all relevant information including national and local guidance.
2. SLT consultation- Members of the Senior Leadership Team studied and approved the policy.
3. Staff consultation- school staff were given opportunity to view the policy and make recommendations.
4. Parent consultation- a copy of the proposed policy will be disseminated to parents for recommendations and approval.
5. Ratification- the policy was shared with and reviewed by the full governing body.

At St. George's C of E Primary School, we believe that Personal, Social, Health Education (PSHE) and Relationships Education and Sex Education (RSE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives with the ability to deal with difficult moral and social issues. As a result, they will become informed and responsible members of society.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject.

All staff have a responsibility to ensure the safety and welfare of pupils. We can reassure parents that personal beliefs and attitudes of staff will not influence the teaching of PSHE and RSE. Staff will display a positive attitude and respond to the needs of individual children. Children will create their own, informed opinions but also respect that others have the right to a different opinion.

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

The aims of PSHE and RSE at St George's are to:

- Encourage children to value themselves and others.
- Help children develop feelings of self-respect, confidence and empathy.
- Promote the spiritual, moral, cultural, mental and physical development of all children.
- Allow children to acknowledge and appreciate difference and diversity.
- Prepare children for the opportunities, responsibilities and experiences of later life.
- Prepare children to be positive and active members of a democratic society.
- Teach children how to make informed choices.
- Teach children to understand what constitutes a safe and healthy lifestyle.
- Provide a framework in which sensitive discussions can take place.
- Promote safety in forming and maintaining relationships.
- Understand the importance of emotional health and wellbeing.
- Provide children with a toolkit for understanding and managing their emotions.
- Provide children with the opportunities to consider issues which may affect their own lives and/or the lives of others.
- Help children to identify the characteristics of healthy relationships, how relationships may affect mental and physical health and how to stay safe online.
- Prepare children for puberty by giving them an understanding of how their body will develop and the importance of health and hygiene.
- Create a positive culture around issues of sexuality and relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.

Curriculum Content

PSHE is taught weekly through the Jigsaw (Second Edition) programme. Jigsaw brings together PSHE, 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 to be a whole school thematic approach, so that all year groups will be working on the same theme (puzzle) at the same time. This allows teachers to plan and build a spiral programme of learning year on year ensuring children build on what they know and deepen their understanding.

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs 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
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of looking at change

We also aim to cover aspects of PSHE through assemblies, whole school days and outside agencies e.g. Bikeability and road safety events.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to discuss and reflect on their own experiences during each lesson and will complete a self-evaluation at the end of the lesson. In addition to this, children will complete an end of unit assessment to inform teacher's knowledge and understanding of each child.

RSE

Under the new guidance issued by the DFE, by September 2020, the 'relationship' element of RSE in primary schools will be compulsory. We believe that to be effective, RSE should always be taught within a broader PSHE education programme.

In accordance with the Church of England Guidance, 'Valuing All God's Children', second edition Autumn 2017, 'the development and delivery of effective RSE will promote gender equality and LGBT equality and through this, challenge any discrimination. It should seek to develop understanding that there are a variety of relationships and family patterns in a modern world'.

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships and sex education. RSE, within PSHE, aims to give children and young people essential skills for building positive, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables children to explore their own and others' attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. **RSE is not about the promotion of sexual activity.**

Statutory requirements

Relationship Education is compulsory within all primary schools; however, sex education is optional. As a school, we choose to deliver both elements. The table below outlines the objectives that will be taught as part of the 'Changing Me' unit within the Jigsaw Curriculum.

Year Group	Piece Name	Learning Objective
Reception	'It's good to be me' topic autumn term (Non-statutory)	Identify and name parts of the body including penis and vagina.
1	Piece 4 Boys' and girls' bodies.	Respect my body and understand which parts are private- Use the NSPCC video to support this.

	(statutory)	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
2	Piece 4 Boys' and girls' bodies. (Non-statutory)	Consolidate parts of the body that make boys different to girls and use the correct terminology for these: penis, vagina and introducing the term testicles. Tell you what I like about myself.

3	Piece 1 How babies grow (statutory)	Understand that in animals and humans lots of changes happen between birth and growing up and that usually it is the female that has the babies. Express how I feel when I see babies or baby animals.
	Piece 2 Babies (statutory)	Understand that babies grow and develop in the mother and what a baby needs to live and grow. Express how I might feel if I had a new baby in my family.
4	Piece 3 Outside body changes (non-statutory)	Understand that boys' and girls' bodies will change as they grow older Identify how boys' and girls' change on the outside during this growing up process.

		Recognise how I feel about these changes happening to me and know how to cope with those feelings.
5	Piece 3 Puberty for boys and girls (non-statutory)	Describe how boys' and girls' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.
	Piece 4 Inside body changes (non-statutory)	Recognise how I feel about these changes happening to me and know how to cope with those feelings.
6	Piece 2 Puberty (non-statutory)	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty. Ask the questions I need answered about changes during puberty.
	Girl talk/boy talk	Reflect on how I feel about asking the questions and about the answers I received.
	Piece 4 Conception (non-statutory)	Understand that sexual intercourse can lead to conception and that is how babies are usually made.

		<p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Appreciate how amazing human bodies are to be able to reproduce in these ways.</p>
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During the year 6 RSE sessions, time is spent with children being split into single-sex groups where they can ask the teacher questions in confidence. For children who feel reticent about asking a question, they can anonymously put questions into a box and these will then be answered generally. More details on menstruation, sanitary protection, discharge, erections, wet dreams, voice breaking etc are discussed with the boys and girls.

All health professionals involved in delivering our programme are expected to work within the school's RSE policy.

Teaching Strategies

It is essential that we help children to develop confidence in talking, listening and thinking about relationships. We use the following teaching strategies:

Ground rules

A set of rules that will help create a safe environment in which staff or children do not feel embarrassed or anxious about unexpected comments or questions.

Distancing techniques

Staff can avoid embarrassment and protect children's privacy by depersonalising discussions. The use of role-play, theatre, videos can be used.

Dealing with questions

Staff should establish clear parameters of what is appropriate and inappropriate in whole class settings.

Discussion and project learning

Discussion and project learning encourages enjoyable learning by children. Active learning is most effective when children work in a group. Circle time can be used at appropriate times.

Reflection

Reflection is crucial for learning. Teachers can help children reflect on learning by using various questioning techniques.

Staff training and support will be provided if required.

Inclusion

The needs of all children will be addressed, taking account of their age, ability and level of maturity. We will ensure that specific cultural needs are met, providing they do not impinge on the DFE statutory guidelines.

Working with Parents

Parents are the key people in teaching their children about relationships and growing up. Therefore, we aim to be complementary and supportive of the parents' role and consider the parents' views about its content and presentation.

Parents and carers will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness session
- The school website (PSHE section).

Parents may withdraw their child from elements of the sex education we offer at St. George's, except for those parts included in the statutory National Curriculum for Science which are as follows:

Key Stage 1

- *Animals including humans, move, feed, grow, use their senses and reproduce.*
- *Recognise and compare the main external parts of the bodies of humans.*
- *Humans and animals can produce offspring and these grow into adults.*
- *Recognise similarities and differences between themselves and others and treat others with sensitivity.*

Key Stage 2

- *Recognise life processes common to humans and other animals include nutrition, growth and reproduction about the main stages of the human life cycle.*

If parents wish to withdraw their child from RSE lessons, they must put this in writing to the Headteacher. The DfE have a standard pack of information for parents who withdraw their children from RSE.

Confidentiality and Child Protection Issues

Where appropriate to do so, a child's confidentiality is maintained by the member of staff concerned. At times, however, it may be that the member of staff deems it appropriate to discuss issues raised by a child with the parent. At other times, if the member of staff believes that the child is at risk or in danger, he/she will talk to the designated safeguarding lead who will act in accordance with the Safeguarding Policy. All staff members are familiar with the policy and know the identity of the members of staff with responsibility for Child Protection issues. These are:

- Mrs Sixsmith
- Mrs Watts
- Mrs Foxley
- Mrs Croft
- Mrs Evans
- Mrs Jervis

The child concerned will be informed that what they have shared will be passed on to the designated safeguarding lead. The child will be supported by the member of staff throughout the process.

St George's C of E Primary School is committed to safeguarding and promoting the welfare of children; all members of staff and volunteers share this commitment. The Safeguarding Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

Emotional Health and Wellbeing

At St George's, the emotional health and wellbeing of our children and staff is of utmost importance to us and we endeavour to support each other in this. Our school motto 'Everyone Matters, Everyone Achieves' is at the heart of all we do. We constantly aim to promote a positive approach to learning in PSHE and RSE and support the children who may find aspects of this subject challenging.

Evaluation and monitoring

The Senior Leadership Team and PSHE Co-ordinators will monitor the planning and delivery of PSHE and RSE through:

- Monitoring of PSHE books.
- Teacher evaluation of curriculum content and learning
- Pupil interviews
- Staff meetings

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

The PSHE and RSE policy will be reviewed and amended accordingly if changes are brought about by a change in legislation both locally and nationally.

This policy has been reviewed 22/9/22