

*A nurturing, inclusive, learning community that enables everyone to be their best*



**CALTON**  
PRIMARY SCHOOL



**CALTON**  
PLAYGROUP

## **CALTON PRIMARY SCHOOL AND PLAYGROUP** **PHSE and RSE Policy**

**Approved by Committee**  
**Behaviour, Safety and Welfare Committee on 17/01/2022**

**Next renewal date: BSW Term 3 23**

<b>This policy links to:</b>
<b>Safeguarding and Child Protection Policy</b>
<b>Relational Policy</b>
<b>Inclusion Policy</b>
<b>Inclusion Policy</b>
<b>Anti-Bullying and Hate Policy</b>

Personal, Social, Health and Economic Education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils 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 pupils need to thrive as individuals, as part of a family and as a confident member 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 those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At Calton Primary School we embrace the British Values of: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of 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 self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond positively to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals both physically and emotionally

### **Curriculum Content**

PSHE (which includes Relationships and Sex Education - RSE) 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 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) which work towards an

'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

- 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. The enhancements mean that Jigsaw 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. This is mapped on each Piece and balanced across each year group.
- For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Every plan has child-initiated and Adult-led activity ideas for both the indoor and outdoor learning environment.

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows: We also aim to cover aspects of PSHE through special theme days and weeks e.g. Well-being week.

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

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme.

We recognise that RSE is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils 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. Whilst we use relationships and sex education to inform children about sexual issues, we do this with regards to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. *RSE is not about the promotion of sexual activity.*

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 on their home/personal circumstances.

Our RSE teaching and learning is set within a context that is consistent with the school's ethos and values and will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work
- These skills are taught within the context of family life.

Whilst children are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others. We are educating children to live in a world with all its contradictions. We mustn't let our adult's knowledge and bias prevent us seeing things from a child's perspective. 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.

## **RSE content**

### **Statutory requirements:**

SRE<sup>1</sup> is not compulsory in primary schools. However, as a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In addition to the National Curriculum, the Department for Education (DfE) published Sex and Relationships Education Guidance in 2000, which schools must take into consideration.

Primary schools should:

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<sup>1</sup> Known as Sex, Relationship Education but Relationship, Sex Education in Primary Schools

- Have an RSE programme tailored to the age and maturity of children.
- Ensure that boys and girls know about puberty before they experience it, and how babies are conceived and born.
- Focus their relationships education on friendships, bullying and self-esteem.

As a school we will follow guidance as outlined in section 403 of the Education Act 1996.

The grid below shows how we will teach specific RSE learning intentions using our Jigsaw programme in the 'Changing Me' Puzzle.

Year group	Piece number and name	Learning intentions
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina  Respect the body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies  Identify how boys' and girls' bodies change on the outside during this growing up process
	Piece 4 Inside Body Changes	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
4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally

		Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty
	Piece 4 Conception	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  appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally
	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty  Reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born  Recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

### Withdrawal from RSE Lessons

Parents/Carers have the right to withdraw their child/children from all or part of the RSE provided at school except for those parts included in statutory National Curriculum Science or where RSE issues arise incidentally in other subject areas. Those parents/carers wishing to exercise this right are required to put in writing to the head teacher and/or curriculum lead (Mrs Preedy) stating the reasons for withdrawing their child from sex education within relationships and sex education. Alternative work will be given to pupils who are withdrawn from sex education.

Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed.

### 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. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' 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 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 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 PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Sometimes a child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately, it may be more appropriate to address them later. If the question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge the question and promise to attend to it later on an individual basis. Teachers will not provide more information than is appropriate to the age of the child.

Should disclosures of any nature be made to a member of staff by a child the school's Safeguarding Policy will be followed. All members of staff are familiar with the policy and know who the Designated Safeguarding Leads (DSLs) are.

We believe that PSHE and RSE should meet the needs of all pupils, 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 appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. We will liaise with parents/carers on this issue to reassure them of the content and context.

### **Roles and responsibilities**

#### **The governing board**

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

#### **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] 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 pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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 headteacher.

### **Pupils**

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

### **Involving Parents and Carers**

We believe that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Information about our Jigsaw RSE content will be sent home to all parents/carers the term before it is being taught.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Quest Team.

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

This policy will be reviewed by the Behaviour, Safety and Welfare Governor Committee annually.