



# **Southridge First School**

## **Relationships and PSHE Education Policy**



This policy was reviewed and approved by the Full Governing Body on 24<sup>th</sup> March 2020.

It will be reviewed in Spring 2023

## 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 Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published.

However, the Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1<sup>st</sup> 2017, that it was her intention to make Relationships Education statutory in Primary schools from September 2020 and that content guidance will be published prior to that.

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

The findings gathered from the process have informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education compulsory, not all of PSHE.

The guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers can be seen [here](#).

We are confident that our Jigsaw based programme covers all aspects of Relationships and Health Education in an age-appropriate way.

This policy will be updated in line with government guidance when published.

The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This Jigsaw PSHE policy is informed by existing DfE guidance on [Sex and Relationships Education](#) (Sex and Relationship Education Guidance, July 2000), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and [Keeping Children Safe in Education, 2019](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

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

### **Aim of the Jigsaw PSHE policy**

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

Pupils 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.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. This programme is adapted to meet the developmental ages of our children and school context.

### **Objectives/Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond 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

### *Jigsaw Content*

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to take part in fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Relationship Education in the context of looking at change

## **Relationship and Sex Education (RSE)**

### **Definition of Relationship and Sex Education**

Since the then Right Honourable Justine Greening, Secretary of State for Education, announced, on March 1<sup>st</sup> 2017, that it is her intention to make Relationships Education statutory in Primary schools from September 2019, Sex and Relationship Education has now become better known as RSE – Relationship and Sex Education

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.

RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

### **Current RSE requirements**

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the

### **Compulsory aspects of RSE**

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

### **RSE and statutory duties in school**

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. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the [Secretary of State's guidance](#); this is a statutory duty. It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014). As a First School (age range 3 – 9 years we do not teach Sex Education. This is taught in Year 6 at our feeder middle school – Valley Gardens Middle School.

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2019](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

### **The role of the headteacher**

It is the responsibility of the headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The headteacher liaises with external agencies regarding the school RSE 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.

### **Monitoring and Review**

The Curriculum Committee of the governing body monitors the Relationships Education policy on 3 yearly basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee would give serious consideration to any comments from parents and would make a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in our school. Governors scrutinise materials to check they are in accordance with the school's ethos.

### **Equalities**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

***'We want all the children to grow up happy, healthy, safe and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary aged children will be taught Relationships and Health Education.'*** Department for Education.

### **Withdrawal from RSE lessons**

**Parents/carers cannot withdraw their child from Relationships Education.**

Southridge is a first school with up to year 4 pupils. The content of the curriculum is covered in a way that is age and developmentally appropriate to our pupils. In Year 3 and 4 children learn about having healthy and respectful relationships, including with family, friends and on line. Sex education will be delivered by middle school in Years 5 and 6

Our pupils will be taught what a relationship is, what friendship is, what family means and who can support them. They will be taught how to treat each other with kindness, consideration and respect. By the end of year 4 pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships.
- Online relationships.
- Being safe.

The above content will be delivered in 6 strands/ jigsaw pieces across the course of a year.

- Being me in my world
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

## Drug and Alcohol Education

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

In **our first school children learn about medicines and smoking** which can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

## Moral and Values Framework

**The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:**

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Intentions 'Pupils will be able to...'</b>
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely
3	Piece 3 What Do I Know about medicines?	Feel positive about caring for my body and keeping it healthy. revisit how to use medicines safely and know how medicines can go into the body in different ways-creams, drops, mouth, spray.
4	Piece 4 Healthy Body	Understand how to keep your body healthy and fit and that smoking is bad for your health. Think about how hard it would be to give something up like chocolate?

### **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 and 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. This is mapped on each Piece and balanced across each year group.

### **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 to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces 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. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

### **Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; 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 circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the child protection and safeguarding policy is followed.

### **Assessment**

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the Jigsaw Journal.

Each Puzzle has a set of three level descriptors for each year group:

*Working towards*

*Working at*

*Working beyond*

### **Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation 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

### **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 – by using The Jigsaw Charter.

### **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 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 RSE- are varied. However, while personal views are respected, all aspects 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 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 Child Protection Coordinator if they are concerned.

*Our school believes that the teaching should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, the above would also be relevant.*

## **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:

- Parents'/carers' evenings e.g. 'Meet the Teacher meetings in July prior to the start of an academic year
- Information on our school website

## **Pupil Consultation:**

- It is useful for pupils to be consulted on their own personal, social and citizenship development. We have asked pupils in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?



- Then we asked how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems (buddies).

#### **Links to other policies and curriculum areas**

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy

#### **Confidentiality and Child Protection/Safeguarding Issues**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named DSL (Designated Safeguarding Lead – Mr Willcock) who takes action as laid down in the Child Protection Policy. 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.

**PSHE Lead Teacher: Miss Parker**