

Central Primary School



PSHCE Policy

*Including Relationship, Sex and Health
Education*

Children are Central

Introduction

The purpose of this policy is to outline our school's ethos to the teaching of Personal Social Health and Citizens Education (PSHCE), including Relationship, Health and Sex Education (RHSE).

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

Table of contents		
Part 1	PSHCE Curriculum	Pages 2-3
Part 2	RSHE Curriculum coverage	Pages 4-6

Part 1: PSHE Curriculum

Central Primary's slogan "Children are central" underpins our approach throughout school life. We strive to ensure that all children, regardless of their background, belief or gender identity, can enjoy academic opportunities and that each learner can benefit from a broad and balanced curriculum that will stretch, challenge and excite them. We want our school to become a place where children gain the values, skills and social behaviour patterns which will allow them to succeed in the present and in the future. We aim for our children to remain safe, happy and healthy in all their interactions within school and beyond, and to participate actively, respectfully and safely in the life of their family, school, community and wider society. Pupils who know their rights, responsibilities and boundaries during individual and social interactions and know how to speak up or ask for help when uncomfortable are at risk will become empowered, mindful citizens.

Aims:

Through our PSHCE curriculum we aim to ensure our children can do the following:

- ✓ Keep themselves safe when using modern technology and communication tools
- ✓ Protect and nurture their bodies and minds
- ✓ Choose and celebrate safe and empowering relationships of all types
- ✓ Reflect on, discuss and ask questions about their own and others' identity, values, lifestyle and goals.
- ✓ Not only respect but celebrate difference
- ✓ Develop self- confidence and a deep understanding of their unique worth
- ✓ Express their feelings and opinions freely and with confidence (Oracy)
- ✓ Understand the workings of body and mind and discuss them without shame
- ✓ Identify, resist and challenge stereotypes, abusive, discriminatory and unsafe language and behaviour
- ✓ Understand and articulate their rights and responsibilities and the laws that govern these

Curriculum:

At Central Primary School, we follow the Jigsaw curriculum scheme from Nursery to Year 6. This scheme teaches PSHE in a cyclical manner. This means that children revisit the following themes in more depth each academic year. The content of each Jigsaw piece is briefly outlined below:

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

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.

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.

Resources

The Jigsaw scheme provides teachers with a wide range of resources such as games, songs and calm me scripts. There are available in folders in each classroom and also electronically via the shared drive.

Linked books are widely available across the school and are stored in classrooms or the corridor library.

Each class has a soft toy Jigsaw Piece that forms a central part of each circle time/PSHE lesson.

Planning and guidance

Planning guidance is available for teachers to plan PSHE lessons. This is as a subject knowledge organiser, coverage overview and long term plan. In this knowledge organiser there are objectives,

key vocabulary, teaching ideas and linked frameworks. Teachers plan using both the Jigsaw planning outline and guidance from the knowledge organiser.

Children are encouraged to engage in a wide range of activities from Oracy, Role-play and notetaking. Each child has their own PSHCE notebook that travels with them throughout their journey at Central Primary School.

NB: Assessments, Principles, Inclusion, Equalities and Review are all in line with the school's Curriculum Policy. Pages 2-4 in the curriculum policy should be read in conjunction with this policy.

Part 2: RHSE Curriculum Coverage

From September 2020, both Relationships and Health Education will become compulsory subjects in all British primary schools. Parents/carers will only have the possibility of opting their children out of any lesson content classed as "Sex Education", as per the school's definition. The rest of the taught content is a statutory requirement for all pupils (as seen below).

Requirements in law

School RSHE policy adheres to the following guidance:

- Ofsted's Education inspection framework: The Equality, diversity and inclusion statement (May 2019)
- Human Rights Act (1998)
- The Equality Act (2010)
- Education Act (1996)
- Keeping Children Safe in Education (2019)
- Children and Social Work Act (2017)
- SEND code of practice (2015): 0 to 25 years
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Community engagement

This policy has been written by senior leaders using government guidance and support from the governing body. This policy will be reviewed annually by leaders and the governing body.

This policy is shared with parents and carers before being finalised. After finalising this policy, senior leaders will share the final version with the community. We welcome feedback from parents/carers whilst ensuring we fulfil adherence to statutory guidance.

Staff have received training and guidance on implementing the new guidance into the curriculum and are aware of their statutory responsibilities with regards to both RSE and Safeguarding children in line with Keeping Children Safe in Education (2020).

The right of withdrawal from Sex Education

Parents and carers have the legal right to withdraw their children from those aspects of Health Education classed by the school as Sex Education (DfE 2019: 8). Schools are free to decide what constitutes Sex Education based on the demographics of their student cohort, including cultural and

religious background of their pupils, public health and community issues and children’s prior knowledge.

The scientific names of body parts, changes to the body and mind during puberty and the human life cycle from birth to old age constitute integral parts of both the Health Education and Science Curricula (DfE 2019:35), and withdrawal from any part of the National Curriculum remains prohibited (DfE 2019: 37). The Department for Education further recommends that children need to be taught about conception and birth of babies, to enhance both understanding of bodily changes during puberty and of the life cycle of animals including humans (DfE 2019:23).

Health and Relationships Education complement other curriculum areas such as Science, P.E, and Computing. Schools are encouraged to adopt a cross curricular approach (DFE 2019: 39). Linking teaching across different curriculum areas, ensuring stretch and challenge for all pupils and tailoring teaching content to the characteristics of the student body, as well as high expectations and rigorous assessment of individual pupils’ progress will ensure that RHE becomes an integral part of the broad, balanced and progressive curriculum (DfE 2019:8) pursued by all education providers.

In the table below, we have outlined all compulsory content and content parents/carers can withdraw their child from:

Relationships and Sex Education (RSE) at Central Primary			
Relationship and Sex Education is divided into four areas:			
1. Health Education (compulsory)			
2. Sex Education (opt out possible)			
3. Health and Science Education (compulsory)			
4. Relationships Education (compulsory)			
At Central Primary we follow Jigsaw teaching material. The Sex Education component of the RSE curriculum is integrated into a Jigsaw unit called “Changing me”. This is made up of a mix of health, science and sex education topics. The outlines of the topics in each year group are below.			
Year 1-3	Year 4	Year 5	Year 6
All learning compulsory	Jigsaw Piece 1: Unique characteristics/Genetics-Health: Compulsory	Jigsaw Piece 1: Self-image and body image-Health: Compulsory	Jigsaw Piece 1: Self-image and mental well-being-Health: Compulsory
In Year 3, videos chosen to show male and female reproductive system will choose videos which do not show an erection	Jigsaw Piece 2a: Male / female reproductive system-Health/Science: Compulsory; omission of references to erection	Jigsaw Piece 2: Puberty for girls -Health/Science: Compulsory -changes to a girl’s body during puberty	Jigsaw Piece 2a: Puberty (Part 1) -Health/Science: Compulsory
	2b) may be added to the planning to answer more detailed questions; parents might then have the right to withdraw their children from this session if they so wish.	Jigsaw Piece 3a: Puberty for boys-Health/Science: Compulsory	Jigsaw Piece 2b: Puberty (Part 2) -Health/Science: Compulsory
	Jigsaw Piece 3: Puberty for girls-Health/Science: Compulsory	Jigsaw Piece 3b: Puberty for boys-SexEd: Opt out possible	Jigsaw Piece 2c: Puberty (Part 3) -SexEd: Opt out possible
	Jigsaw Piece 4/5/6: Change and transition–Health (Mental)/Science-Compulsory	Jigsaw Piece 4a: Conception Part 1-Health/Science: Compulsory	Jigsaw Piece 3: Conception to Birth -Health/Science: Compulsory
		Jigsaw Piece 4b: Conception Part SexEd: Opt out possible	Jigsaw Piece 4: Boyfriends and girlfriends-Relationship Ed. : Compulsory
		Jigsaw Piece 5: Reflecting on changes that lie ahead: Health-Compulsory	Jigsaw Piece 5: Real self and ideal self-Health: Compulsory
		Jigsaw Piece 6: The year ahead: changes –Health: Compulsory	Jigsaw Piece 6: The year ahead: changes –Health: Compulsory

In the summer term, before teaching the “Changing Me” the school will inform parents of the upcoming learning. If a parent/carer wishes to withdraw their child from any of the Sex Education lessons, they will need to inform the school via email prior to the lessons.

Stakeholder engagement

We are fully committed to valuing and respecting different beliefs and views whilst also ensuring our children are taught to be accepting citizens of a wide range of identities and cultures that may differ to themselves.

Delivery of taught content

All PSHCE/RSHE lessons are taught weekly across the school by either the class teacher or LSA. The Changing Me unit which is taught in Summer 2, is always delivered by the class teachers.

Content accessibility

Children with Special Educational Needs (SEN) or English as an Additional Language (EAL) may benefit from pre-teaching or have access to adult support in the lesson. We are fully committed to full the requirements of the SEN Code of Practice (2015) and quality first teaching. All teaching staff have had training on providing appropriate supports and scaffolds in order to meet the needs of all learners.

External organisations

We engage with a wide range of external organisations to enhance our curriculum. For example:

- NSPCC
- Stonewall
- Equaliteach
- UNICEF

All content from external organisations is carefully reviewed by senior leaders and teachers to ensure content is age appropriate, inclusive and reflective of our school ethos.

Celebration of identities and cultures

Racial, Gender and Lesbian, Gay, Bisexual and Transgender+ (LGBT+) Equality is fostered through the following tools and approaches:

- ✓ use of multi-racial, gender neutral and LGBT+ sensitive case studies and visuals in PSHCE lessons and across all subjects.
- ✓ Use of gender neutral language
- ✓ Posters and other visuals to promote equity and celebrate difference in classrooms and across the school
- ✓ Gender neutral toilets for both children and adults
- ✓ Celebration of important milestones in the calendar year, for example Black History Month, LGBT history month, the religious festivals of different faith groups (R.E.) and International Women's Day and Refugee Week
- ✓ A range of books in our school library which celebrate difference

Equality

In accordance with the Equality Act 2010, we seek to:

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it

- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our curriculum seeks to be inclusive and aligns with our Equalities focus. We seek that all members of our community and those with protected characteristics are visible, valued and respected by all of our curriculum work.

Review

This policy will be reviewed annually and approved by the governing body

Annexes:

(DfE, 2020) ***Understanding Relationships and Health Education in your child's primary school: a guide for parents***

