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| **PSHE/RSE** |

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| **Date** | **Review Date** | **Subject Leader** | **Nominated Governor** |
| **June 2023** | **June 2024** | **Linda Burrows** |  |

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

* Education Act 1996
* Education Act 1997
* Standards and Framework Act 1998
* Education (National Curriculum) (Temporary Exceptions for Individual Pupils (England) Regulations 2000)
* Education Act 2003
* Equality Act 2010

The following documentation is also related to this policy:

* Ofsted School Inspection Handbook (DfE 2022)
* Teaching a broad and balanced curriculum for education recovery (DfE)
* The Education Inspection Framework (Ofsted 2019)
* An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
* Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2

(Qualifications and Curriculum Authority 2002)

* Equality Act 2010: Advice for Schools (DfE)
* The National Curriculum in England Framework Document (DfE) 2014
* Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

This policy outlines the teaching, organisation and management of PSHE at Rivington Primary School. Revised Department for Education statutory guidance states that from September 2020 all schools must deliver relationships education in primary schools.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010. We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that relate to this policy.

**Aims**

The aims of Personal, Social, Health education (PSHE) and Relationships and Sex Education (RSE) at Rivington Primary School are to:

• Provide a framework in which sensitive discussions can take place.

• Prepare children for puberty, and give them an understanding of the importance of health and hygiene.

• Help children develop feelings of self-respect, confidence and empathy.

• Create a positive culture around issues of sexuality.

• Help children identify and understand positive relationships.

• Teach children the correct vocabulary to describe themselves and their bodies.

At Rivington Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children’s development as people and because we believe that this also supports their learning capacity.

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.

**Intent**

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 our 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.

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

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 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’.

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.

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).

**Implementation**

PSHE is taught weekly, with a different focus for each half term.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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| Term | Puzzle (Unit) | Content |
| Autumn 1: | Being Me in My World | Includes understanding my own identity and how I fit into my new class, the school and the community. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding and celebrating differences between people. |
| 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. |

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. Parents/guardians do not have the right to withdraw from this aspect of the curriculum.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Parents and carers are key partners in RSE and are best placed to support their children. To support this process, we will ensure that parents are made aware of what will be taught and when.

A range of different families and relationships will be explored within RSE. All children, whatever their identity, developing identity, or family background, need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p.17

At Rivington Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

As with any topic, pupils will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

We believe that PSHE is integral to all we do at Rivington. The children are supported daily by all of our staff in their social, emotional and mental health. We have an assembly each week focused on our school values of Respect, Protect, Give thanks and Keep the Peace. We also have a weekly celebration assembly to celebrate the achievements of our pupils. Through the year we take part in additional events such as, Mental Health Awareness Week and Anti-Bullying week. The children are encouraged to access additional extra curricular opportunities and all have an enhanced curriculum through visits and visitors to our school. We have a pastoral manager and close links with the mental health team and other external agencies, all of which helps us to monitor and support our children’s development.

**Impact**

By the time children leave us they will:

* Demonstrate kindness and respect towards themselves and others
* . Have the courage and ability to try new things, challenge themselves and persevere.
* Take responsibility for their actions.
* Have a good understanding of how to stay safe, healthy and how to develop good relationships.
* Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
* Demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.

**Roles and Responsibility for the Policy**

**Role of the Governing Body**

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

**Role of the Headteacher**

The Headteacher will:

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.

**Role of the Subject Leader**

The Subject Leader will:

* lead the development of this policy throughout the school;
* work closely with the Head teacher, nominated governor, pastoral manager and SENCO;
* be accountable for standards in this subject area;
* ensure continuity and progression throughout the school;
* devise a subject improvement plan;
* provide guidance and support to all staff;
* provide training for all staff on induction and when the need arises
* attend appropriate and relevant INSET;
* keep up to date with new developments;
* undertake an annual audit and stock take of resources;
* purchase new resources when required.
* manage the subject budget effectively;
* review and monitor the scheme through lesson observations and pupil voice
* annually report to the governing body on the success and development of this policy.

**Role of Teachers**

Teachers will:

* comply with all aspects of this policy;
* plan and deliver good to outstanding lessons;
* Deliver RSE in a sensitive way
* Model positive attitudes to RSE
* Monitor the progress of children and raise concerns with the SENCO / pastoral lead in relation to the children’s SEMH.
* Respond to the needs of individual children, adapting the curriculum to meet all needs.
* Respond appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE
* Deliver the curriculum without promoting their own personal viewpoint.
* implement the school’s equalities policy and schemes;
* report and deal with all incidents of discrimination;
* attend appropriate training sessions on equality;
* report any concerns they have on any aspect of the school community.

**Role of Pupils**

Pupils will:

* be aware of and comply with this policy;
* be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
* listen carefully to all instructions given by the teacher;
* ask questions if they do not understand;
* participate fully in all lessons;
* participate in discussions
* treat others with respect;
* support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
* liaise with the school council;
* take part in questionnaires and surveys and pupil voice interviews

**Role of Parents/Carers**

Parents/carers will:

* be aware of and comply with this policy;
* be encouraged to take an active role in the life of the school by attending:
* parents and open evenings
* parent-teacher consultations
* curriculum development workshops
* be encouraged to respond to curriculum information newsletter;
* be informed via termly newsletters of their child’s topics;
* asked to provide suggestions and ideas for improving this subject;
* be asked to take part periodic surveys conducted by the school on curriculum development;
* join the school in celebrating success of their child's learning.

**Inclusion**

**SEND**

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

**Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

**Safe Learning in RSE**

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

**Monitoring and Review of the Subject**

Monitoring of standards of children's work and the quality of teaching is the responsibility of the Subject Leader supported by the Headteacher and the SLT.

Standards will be monitored by:

* Teaching and learning subject observations
* Looking at pupils’ work
* Discussion with pupils
* Rigorous auditing of subject
* General curriculum discussion

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

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| * School handbook/prospectus; * School website; * Staff handbook; * Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops; * School events; * Meetings with school personnel; * Written communications with home such as weekly newsletters and of end of half term newsletters; * Annual report to parents; | * Headteacher reports to the governing body; * Information displays in the main school * Text messages * Email * Social media: |

**Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Rivington Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.

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| **Headteacher:** | Mrs C L Powel | **Date:** |  |
| **Chair of Governing Body:** |  | **Date:** |  |