



# Manor Primary School Policy Document

## **PSHE / RSE**

Personal, Social, Health and Economic Education  
including Relationships & Sex Education

Written / Reviewed	December 2024
Next Review Date	December 2025

## **Introduction**

At Manor Primary School, we provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Our 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.
- Includes Relationships, Sex and Health Education which became statutory in 2020.

As a school, we have elected to structure our delivery through the published Jigsaw Programme. This covers all aspects of (RSE) within the context of a full PSHE programme in an age-appropriate way. The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2017.

## **Aims**

Our PSHE aims are 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.



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

Teaching through the Jigsaw PSHE scheme, will support the development of the skills, attitudes, values and behaviour, and will 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

## **Coverage**

The Jigsaw scheme covers all areas of PSHE for the primary phase and is broken into six half-termly units (puzzles) as seen below, and six pieces to each puzzle. Puzzles repeat yearly and there is a progression in skills and knowledge.

<b>Term</b>	<b>Puzzle name</b>	<b>Content</b>
<b>Autumn 1:</b>	<b>Being Me in My World</b>	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	<b>Celebrating Difference</b>	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	<b>Dreams &amp; Goals</b>	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	<b>Healthy Me</b>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	<b>Relationships</b>	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	<b>Changing Me</b>	Includes Sex and Relationship Education in the context of looking at and managing change

Each Jigsaw 'Piece' has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, 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 teaching 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' contributes to at least one of these aspects of children's development. This is mapped on each 'Piece' and balanced across each year group.

## **Implementation**

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are 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-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using PSHE. 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 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 Child Protection Coordinator if they are concerned.

Our school believes that 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 and gender diversity, answer appropriate questions and offer support.

## **Relationships, Sex and Health Education (RSE)**

### **Definition of Relationships, Sex and Health Education (RSE)**

From September 2020, RSE became compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools, there is also a statutory duty to provide Health Education. This includes primary aged children learning about the ‘*changing adolescent body*’, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. The policy should be made available to parents/carers on request and also available on the school’s website. It is the school governors’ responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education 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. This is why the DfE recommend:

*“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.”* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

### **Our Curriculum**

End of primary expectations and curriculum content is given in the Relationships and Sex Education DfE guidance (2019). Children will learn about:

- The physical development of their bodies, as they grow into adults;
- How to keep themselves safe

- Respect and care for their own bodies
- The importance of self-control
- The way humans reproduce
- The importance of family life
- Building positive relationships with others, involving trust and respect
- Moral questions and to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Self-esteem and confidence, especially within their relationships with others
- Respect for the views of other people and their responsibilities to others
- Sexual and emotional abuse, how to recognise abuse, what to do about it and how to stay safe

The sex education elements that are contained in National Curriculum Science (Key Stages 1&2) are compulsory in maintained schools – i.e.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

Our RSE policy and teaching 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
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- RSE Policy
- Safeguarding/Child Protection Policy
- SEND Policy

## Assessment

- Each Puzzle (unit of work) has a built-in assessment task, usually in Lesson 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 thoughts. In addition, as part of the Help Me Reflect section of every lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals.
- Each Puzzle has a set of three level descriptors for each year: *working towards*, *working at*, *working beyond*.

## Special Needs

We comply with the requirements in the SEN Code of Practice and our PSHE curriculum is designed to provide access and opportunity for all children. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal lesson delivery. Detailed additional learning opportunities and necessary interventions will be evident in the child's own planning and provision mapping. Please see the separate SEND Policy for further details.

## Differentiation

Our PSHE delivery is centred on discussion and group work. Children are given the opportunity to discuss and explore all aspects and are supported in drawing their own conclusions. There is often no expected 'level' of outcome – the work is organic and takes the children to the level to which they take it themselves. The skills and knowledge to be imparted are done so through our Growth Mindset approach and no ceiling is placed on children's achievements. Those who struggle with the learning may be offered alternative tasks or are supported by their peers or an adult.

## Monitoring and Review

**The Headteacher** will monitor the day to day delivery and effectiveness of the PSHE curriculum and take improvement action where required. The Headteacher will thereby ensure that:

- All pupils make progress in achieving the expected educational outcomes in regard to PSHE and RSE;
- PSHE and RSE are well led, effectively managed and well planned;
- The quality of provision is subject to regular and effective self-evaluation;

- Teaching is delivered in ways that are accessible to all pupils with SEND;
- With regards to RSE, clear information is provided for parents on the subject content and the right to request that their child is withdrawn from identified elements;
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

## **The role of Parents**

The school is well aware that the primary role in a child's sex education lies with parents and carers. We pride ourselves on having a positive and supporting relationship with parents as a result of thorough mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's Relationship & Sex Education Policy and practices
- Communicate with parents about how we teach relationship education in school. By doing this, the aim is that we support each other in delivering the key messages that children need to be aware of with regards to relationships
- Answer any questions that parents may have about the relationship education of their child
- Take seriously any issue that parents raise with teachers about this policy or the arrangements for relationship education in the school

Parents have the right to withdraw their child from some elements of the school's RSE programme. If a parent wishes for their child to be withdrawn for a specific lesson, they should discuss this with the Headteacher, making it clear which aspects of the programme they do not wish their child to participate in.

Parents and carers are consulted on the RSE policy and have the right to see sample materials used within the teaching of RSE, by prior appointment with a member of staff or at any open evening the school chooses to hold about this curriculum area.

## **Safeguarding**

Teachers are aware that sometimes disclosures may be made during PSHE lessons; 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 lesson closes. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

## Links to other policies and curriculum areas

We recognise the clear link between PSHE/RSE 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

## Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

## 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 child protection co-ordinator 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.

## Equalities

The Equality Act 2010 covers the way the curriculum is delivered; we must ensure that issues are taught in a way that does not subject pupils to discrimination. We 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.

We also 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."

*"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)*



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