

**Leen Mills Primary School**  
**Policy for PSHE**  
**(Personal, Social, Health Education)**  
**including Relationships and Health Education statutory from**  
**September 2020, and our position on Sex Education**



**Context**

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.

**Statement of Intent**

At Leen Mills Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

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.

At Leen Mills we want our children to:

- Understand and value how they fit into and contribute to the world.
- Develop emotional literacy, build resilience, and nurture their mental and physical health. To protect and enhance their wellbeing.
- Are equipped with essential skills for life.
- Develop skills and attitudes through PSHE to see each and everybody's value in society, from the appreciation of others to promoting strong and positive views of themselves.
- Develop their identity and self-esteem as active, confident members of the community.
- Gain knowledge and understanding of essential safeguarding issues, developing their knowledge of when and how they can ask for help.
- Learn how to stay safe and healthy, build and maintain successful relationships and become active citizens who responsibly participate in society around them.
- Preparing them for life now and in the future.

- Develop skills and attitudes through PSHE to promote British Values.
- Develop a positive image of PSHE and the valuable contribution it can make to their education and personal development.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, 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 our 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.

### **Statutory Relationships and Health Education**

Here, at Leen Mills Primary School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

At Leen Mills we include the statutory Relationships and Health Education within our whole-school PSHE Programme. It 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.

### **A whole school approach**

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.

Term	Puzzle (Unit)	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

The six Puzzles (units) are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'. 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.

### **Teaching and Learning**

A range of teaching strategies will be used to ensure that learning is purposeful, active and exciting.

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. 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 successful and effective teaching and learning within this subject.

Each class will establish ground rules based on the following:

- 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.

PSHE lessons are part of the weekly timetable.

Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship. Where possible as a school we try to develop our PSHE ethos to many aspects of school life.

### **Relationships and Sex Education**

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme. We recognise that Relationships and Sex Education 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. 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 based on their home/personal circumstances.

Whilst pupils 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 our children to live in the real world with all its contradictions. We mustn't let our adult 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.

## **Relationships Education**

### **What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?**

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

### **What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?**

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'.

The expected outcomes for each of these elements can be found further on in this policy. Whilst the Healthy Me Puzzle (unit) covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured in 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. Also, 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).

## **Parents' right to request their child be excused from Sex Education**

From September 2020 Relationships and health education is statutory at primary school and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

At Leen Mills 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)

Year 5, - Having a baby, Year 6, Conception, Year 6, Conception and birth

The school will inform parents of this right **by a letter to parents from the Y5 and Y6 class teacher** before the Changing Me Puzzle is taught during Summer Term 2.

## **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 by 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. 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 designated safeguarding lead, if necessary.

### **Involving Parents and Carers**

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the PSHE curriculum.

The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum and this policy and they are encouraged to provide their views. Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects

### **Assessment**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Each year group uses a Jigsaw Journal to record children's learning.

Children rate how they think they have done for each lesson.

### **Responsibilities of the PSHE Subject Leader**

- To monitor PSHE teaching through lesson observations, pupil interviews, learning walks and work scrutiny.
- To provide an Impact Statement based on the findings from the above point. This is to be shared with Head Teacher, staff and governors.
- To attend PSHE networks and twilight sessions to keep staff update with any new developments in the subject.

- To be the budget holder for PSHE and purchase any resources that will impact the teaching of PSHE.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

### **Monitoring and Evaluation**

The PSHE subject leader will monitor the teaching of PSHE through observation, learning walks, work scrutiny and discussion with teaching staff to ensure consistent and coherent curriculum provision.

### **Review**

This policy will be reviewed regularly by the Head Teacher, PSHE Lead and the staff. Any suggested amendments will be presented to the Governors.

Review date July 2024