

PSHE with RSE Policy



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Committee

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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Context

Our Vision

Our aim at Dane Royd is to nurture and prepare our children to be ready for the future. Our PSHE curriculum is integral in this and is interwoven through everything we do. PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are all part of growing up. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to be global citizens; develop their sense of self-worth by playing a positive role in contributing to school life, the wider community and the wider world.

Legal requirements of schools regarding PSHE

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.

Legal requirements of schools regarding Relationships and Sex Education

It is now a statutory requirement for primary schools to deliver Relationships Education. The Department for Education (DfE) encourages schools to deliver Sex Education that ensures boys and girls are prepared for the changes 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.

How was this Policy developed?

This policy was written by Gemma Kendall, the Curriculum Lead and developed in consultation with Samantha Tyzack, the PSHE and RSE Lead, senior leaders, parents, teachers and other school staff, governors and pupils at Dane Royd Junior and Infant School. We have listened to all stake-holders and responded to all views to help strengthen the policy and teaching of PSHE and RSE, ensuring that it meets the needs of all our pupils.

Our Curriculum PSHE

At Dane Royd School, we teach Personal, Social and Health Education as a holistic, whole-school approach to underpin children's development as people, as we believe this leads to key personal attributes which children need to be 'ready to learn'. Our PSHE lessons are underpinned by key topics such as behaviour, mental health and wellbeing, resilience and celebrating achievement. Our PSHE curriculum encompasses key knowledge and skills to support them in their life now, and in the future, from helping children to stay safe online and develop safe and healthy relationships to being able to question and challenge different views and have self belief in their own strengths.

Our PSHE curriculum follows the Jigsaw Programme; this 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. The Jigsaw approach is in line with the PSHE Association's Programme of Study's recommended learning. We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school and national events which may shape the children's learning experiences. The units below show the general theme for each half term, with the learning progressively deepening and broadening every year:

Autumn 1 – Being Me in My World
Autumn 2 – Celebrating Difference
Spring 1 – Dreams and Goals
Spring 2 – Healthy Me
Summer 1 – Relationships

Summer 2 – Changing Me

Early Years Curriculum

Our children in Early Years will access weekly Jigsaw lessons, following the above units of work. In addition to this, our Early Years curriculum provides key learning opportunities for personal and social growth; this is the beginning of our building blocks for children. Through play, children will engage in high quality conversations with adults exploring various themes. From developing personal skills such as dressing, feeding and toileting, children will begin to explore relationships in their 'People who are special to me' topic; set personal goals and celebrate one another's achievements. Please see the Curriculum map for specific learning objectives in our EYFS.

Relationships and Sex Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with a particular focus on friendships, family relationships, relationships with other children and with adults. Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. For further information, please visit the PSHE/RSE page on the school website for the RSE curriculum map: <https://www.daneroyd.com/rse>.

Within National Curriculum Science in Year 2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concept of reproduction and growth, but not how reproduction occurs.

In Year 4, children begin to explore changes to the body in puberty externally and emotionally. Children will explore how they will experience a mix of emotions including negative and positive, and develop strategies to deal with these emotions. They will then progress to look at how the body externally changes during puberty and name some of the physical changes which happen to boys and girls such as new hair, changes in voice and oily skin.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age; this includes learning what happens in puberty.

The DfE recommends that all primary schools should have a sex education programme, tailored to the age and emotional maturity of its pupils. In Year 6, children will have non-statutory sex education lessons, which they will learn how a baby develops from conception through the nine months of pregnancy, and how it is born. This builds on the relationship education children will have received from EYFS, learning about healthy relationships, and the science curriculum of reproduction and life-cycles. At Dane Royd, we feel this is an important lesson as part of their transition work in the summer term. We believe children learning factual information in an environment where they feel safe, with adults and peers who they have matured with, is the ideal learning environment to facilitate the safe and important learning before they transition to their secondary education.

Parental Right to Withdraw pupils from the RSE Curriculum

Successful teaching of PSHE and RSE involves schools and parents/carers working together. Parents/carers play an extremely important role in the PSHE and RSE of their children through

continuing those conversations at home which begin in school. We communicate every topic on our curriculum newsletter so parents/carers are aware of the current theme and to enable this important learning opportunity. Wherever parents do have questions regarding the PSHE/RSE curriculum, we would always encourage conversations between school and home to happen as soon as possible.

“All schools should work closely with parents [...] and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE.”

Department for Education (2019, p.17)

As outlined in the Statutory Guidance, Year 6 parents/carers have the right to request their child be withdrawn from all, or part, of sex education lessons that are delivered as part of RSE. They do not have the right to request withdrawal from any of the Relationships Education or from any of the sex education which is delivered as part of the Science Curriculum.

Prior to the sex education lessons, (taught in the second half of the Summer term) parents will receive a detailed letter annually with the relevant year group objectives and content of the lessons. Should Year 6 parents then wish to withdraw their child from these lessons, they should write to the Headteacher to request this. The Headteacher and PSHE and RSE Lead will always seek to understand parental reservations and look to support any parent who may have reservations. The Headteacher and PSHE and RSE Lead will speak with any parents who do have such concerns. They will aim to reassure and explain the curriculum content and the importance of having these lessons in an environment where they feel safe and are with their peers who they have grown up with, before they move to a new setting in their Secondary education. Should parents still wish to withdraw following these conversations, the school will support the parents and child in this decision. The school will be responsible for providing an alternative, purposeful education during the period of withdrawal.

Who teaches PSHE/RSE and when?

At Dane Royd School we allocate an hour a week to PSHE in order to teach the PSHE knowledge and skills in a developmental and age appropriate way. Class teachers deliver these lessons with the classroom assistant present so they also hear the key themes of the lessons. All members of the class, including the adults, agree to the Jigsaw charter which outlines the rules for the session in terms of behaviour expectations and respect for others. We feel this is important to build relationships and trust between the adults working in the class and the children to allow opportunities for conversations – both in and out of the lessons – allowing the consistency in trusted adults.

The general themes are strengthened in other learning opportunities outside of the lessons. Assemblies and collective worship explore the whole school theme, alongside a school song in weekly singing assemblies.

Children who may have ACEs (Adverse Childhood Experiences) will be identified prior to the lessons and an individual plan will be made with regards to how this may then be delivered to meet the child's social and emotional needs. For example, children who may have been removed from biological parents due to substance misuse, may work with an adult prior to the lesson as a pre-teach or taught on a one-to-one session. Similarly, any children who teachers identify during the lessons who may have demonstrated some difficulties, will be discussed with the PSHE and RSE Lead and – where appropriate – the DSLs and/or Mental Health Leads. Follow up lessons or one-to-one sessions will be planned in for children who require them. Where children's needs in school cannot be met, external

professional advice will always be sought in-line with our safeguarding and mental health and wellbeing policies.

School Nurses will be invited in to UKS2 during the Summer term to deliver a puberty and sex education talk. They work alongside teachers to reiterate and reinforce the learning that takes place in lessons, and follow the same school curriculum guidance.

The Protected Characteristics and Equality

Our school acknowledges different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of family situations and home backgrounds. These different families are acknowledged and represented through our teaching and the use of resources that promote diversity and inclusion in Relationships Education.

School is a safe space where children should feel they can learn about the rich tapestry of our society and consider life from different viewpoints. Part of the aims in teaching PSHE and RSE is to breakdown discrimination of different groups in society, and that begins with educating and empowering the youngest members of society. All groups of society are represented through our teaching styles and resources to promote respectful relationships with those who are different from them.

Please request to see the school's policy on anti-bullying, equality, diversity and inclusion for further information.

How PSHE and RSE will be monitored, evaluated and assessed

The monitoring of the standards of children's work and of the quality of PSHE and RSE education is the responsibility of the PSHE and RSE Lead. The work of the subject lead is also to support colleagues in the teaching of the PSHE education and keeping up-to-date about any updates and current developments in the subject. The subject lead will write termly Headteacher reports for the Governing body about updates and progress in the subject.

The PSHE and RSE Lead will review the content of the curriculum, taking into consideration the needs of the cohorts against the learning objectives. They will work alongside class teachers to ensure the curriculum coverage is age, emotional and physically appropriate annually.

Staff meetings will be assigned to PSHE development, where staff can converse about different key stage curriculums, allowing staff time to know prior and post key learning to their year group to ensure progression and age appropriateness.

We will assess children's progress in several ways as the messages and learning outcomes span across the whole curriculum and the day-to-day behaviours of the children.

- Children's knowledge will be assessed in their outcomes in lessons. This may be recorded in individual books, through speaking and listening activities, group tasks or one-to-one conversations between adults and children.
- Children's ability to demonstrate the knowledge they have learnt in their behaviour daily. Can the children show how to be good friends? Do they understand that rules have consequences if they are not followed? Do they know the importance of having a healthy breakfast and a good night's sleep to be ready to learn?
- Behaviour outside of school will also contribute to a holistic approach to assessing children's understanding of how to be the best version of themselves. For example, can they stay safe online and follow the advice given in lessons?

Pupil Voice

As a school, we believe in children feeling empowered to speak and have their voice heard. This is essential in this subject especially and we allow for as many opportunities as possible where children can share their thoughts, feelings and opinions. Opportunity for pupil voice is also found:

- Lessons where pupil voice is encouraged and time planned for
- Pupil voice questionnaires
- School Council
- Playground Pal Ambassadors
- Mental Health Ambassadors
- Sports Leaders
- School Council suggestion box
- Anti-bullying Ambassadors

Where children may use offensive terms or views that are hurtful of others, they will be addressed immediately by an appropriate adult in school. These conversations will be dealt with sensitively and as a learning opportunity. Where it is relevant, and if the staff member feels the terminology/comment was intentionally hurtful or inappropriate, the school behaviour policy will be adhered to.

Answering Pupil Questions

PSHE and RSE explore a range of issues that may provoke questions from pupils. We view questions as a positive sign that children are engaged in their learning and actively thinking about what is being taught. As much as possible, appropriate questions, linked to the subject of the lesson will be answered as a whole class as a learning opportunity. There may be however, occasions where the adult feels that a whole class answer is not appropriate and will address these questions following the lesson. If staff do not feel in a position to immediately address a question, they may defer answering a question and seek more information before responding to pupils.

Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from sex education lessons. If school staff have safeguarding concerns about pupil contributions or questions, they will inform the DSL team who will communicate with parents.

Following the sex education lessons, children will have the opportunity to ask any questions. Due to the nature of the lesson, and the potential for questions being asked which are not appropriate for whole class discussion, these questions will be handwritten and posted into a box. Teachers will then assess which are appropriate to be answered as a class and have individual comments where relevant. Where questions are asked which are not part of the KS2 curriculum, staff will not answer these, but will communicate with parents should they wish to continue the conversations at home.

This policy is to be read in conjunction with the following policies:

Dane Royd's Safeguarding policy

Dane Royd's Anti-bullying policy

Dane Royd's e-safety policy

Dane Royd's behaviour policy

Keeping Children Safe in Education (2022)

Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE – 2021)

Policy Review

This policy is reviewed annually.

| | Signed (Headteacher) | Signed (Chair of Governors) |
|----------------------|----------------------|-----------------------------|
| Date of review: | | |
| Date of next review: | | |



Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

| | Pupils should know... | How Jigsaw provides the solution |
|--|---|--|
| Families and people who care for me | <ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World |

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|---------------------------------|---|---|
| Caring friendships | <ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed | |
| Respectful relationships | <ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults | |
| Online relationships | <ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships |

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| | <ul style="list-style-type: none"> • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. | <ul style="list-style-type: none"> • Changing Me • Celebrating Difference |
| Being safe | <ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference |

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | Pupils should know | How Jigsaw provides the solution |
|-------------------------|---|--|
| Mental wellbeing | <ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference |

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| | <ul style="list-style-type: none"> • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. | |
| Internet safety and harms | <ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me |
| Physical health and fitness | <ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Healthy eating | <ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). | <p>All of these aspects are covered in lessons within the Puzzles</p> |

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| | <ul style="list-style-type: none"> • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). | <ul style="list-style-type: none"> • Healthy Me |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | |
| Health and prevention | <ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Basic first aid | <ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me |
| Changing adolescent body | <ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. | <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me |