



Deaf Hill and Kelloe Primary Federation

PSHE Policy

including Relationships, Sex and Health Education (RSHE)

Headteacher: Mr Paul Newton

Chair of Governors: Mrs Angela Sanderson

This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance (Department for Education June 2019)
- Equalities Act 2010
- Not Yet Good Enough: personal, social, health and economic education in schools (Ofsted 2013)
- Special Educational Needs and Disability Code of Practise 2017
- Life Lessons: PSHE and RSE in schools: fifth report (House of Commons Education Committee 2015)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2018)
- Transforming Children and Young People’s Mental Health Provision Green Paper (July 2018)

This policy should be considered alongside the following:

- Online safety policy
- Behaviour policy
- Child protection policy
- Equality policy

Statutory Guidance

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education in primary schools statutory subjects. The DfE guidance on Relationships, Health and Sex Education became active from September 2020. We are confident that the Jigsaw long term planning scheme of work and delivery programme that we use here at Deaf Hill and Kelloe Primary Federation covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, we will ensure all statutory duties are fulfilled. We believe 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, whilst allowing us to maintain a flexibility and creativity in our approach and delivery to meet particular groups and individual pupils.

Vision for PSHE

The aim of PSHE/RSHE teaching here at Deaf Hill and Kelloe Primary Federation is to develop the knowledge and skills required to enable our children to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy in order to embrace the challenges of creating a happy and successful adult life. We want our children to have high aspirations, a belief in themselves and realise that anything is possible. 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.

Principles and Values

In addition we believe that PSHE/RSHE teaching should:

- Be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- Be set within the wider school context and supports family commitment and love, respect and affection, knowledge and openness. Recognising that family is a broad concept; not just one model.
- Encourage pupils and staff to share and listen to each other's views and respect each other's right to hold/express views.
- Generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents/carers and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with other health and education professionals.

PSHE/RSHE teaching in this school has three main elements:

Attitudes and Values

- Learning the importance of values, individual conscience and moral choices.
- Learning to value and valuing family life, stable and loving relationships, marriage and civil partnerships.
- Learning the value of and demonstrating respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing skills including negotiation and decision making.
- The importance of permission/consent and giving, in relationships with friends, peers and adults.
- Challenging myths, misconceptions and false assumptions about behaviour.

Personal and Social Skills

- Learning to manage emotions within relationships confidently and sensitively, including off and online.
- Developing positive self-esteem and confidence.
- Developing and demonstrating self-respect and empathy for others.
- Making informed choices with an absence of prejudice.
- Developing an appreciation of the consequences of choices made.

- Managing conflict.
- Empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their peers and adults.
- How to report concerns or abuse and the vocabulary and confidence needed to do so.

Knowledge and Understanding

- Know the key facts about puberty and the changing adolescent body, particularly from ages 9– 11, including physical and emotional changes.
- Learn about menstrual wellbeing including the key facts about the menstrual cycle.
- Learning about reproduction, personal health, emotions and relationships.
- Learning about where to go for help or advice in school and how to access a range of local and national support agencies.

Aims and Objectives

As a school we aim to:

- Develop children’s skills (e.g. resilience, risk management, problem solving, team work and critical thinking) necessary to make sound decisions when facing risks, challenges and complex contexts.
- Ensure that our children know how and when to ask for help, and know where to access support.
- Deliver high quality, age-appropriate teaching to prepare our children for the opportunities, responsibilities and experiences of adult life.
- Promote their spiritual, moral, social, cultural, mental and physical development in school and in the wider community.
- Deliver lessons that provide contexts for children to embed new knowledge so that it can be used confidently in real life situations.

Our PSHE/RSHE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others and have respect for individual conscience and the skills to judge what kind of relationship they want.
- Understand the consequences of their actions and behave responsibly within personal relationships.
- Avoid being pressured into uncomfortable or dangerous situations.
- Communicate effectively by developing the appropriate language for sex and relationship issues.
- Have an understanding of seeking permission and consent.
- Develop awareness of their evolving sexuality, gender identity, challenge sexism and prejudice, which is inclusive to all children and young people.
- Have sufficient information and skills to protect themselves in a variety of situations including from exploitation.

- Be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

Relationships Education

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including on and off line. It gives children and young people the essential skills to build positive, enjoyable and non-exploitative relationships. Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'. The expected outcomes for each of these elements can be found later on in this policy. The way the Jigsaw Programme covers these is explained in the coverage grid, mapping document and puzzle maps. 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

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' and 'Changing adolescent body'. The expected outcomes for each of these elements can be found later on in this policy. The way the Jigsaw Programme covers these is explained in the coverage grid, mapping document and puzzle maps. Again, 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'. 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).

Sex Education

Sex Education at primary school is not statutory although the DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. Schools are to determine the content of sex education at primary school. Sex education 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'. Puberty is taught as a statutory requirement of Health Education and will be covered at some point in Primary School. We aim to cover this by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We firmly believe that children should understand the facts about human reproduction before they leave primary school so we define Sex Education as

understanding human reproduction. We intend to teach this through PSHE (Jigsaw - Changing Me puzzle) and teachers will use their professional judgement to ensure lesson content is appropriate for all learners. We feel that knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. Puberty can be introduced gently in Year 3/Year 4 because some girls may start their periods this early and we feel it is necessary to prepare them for this, so they aren't scared or worried. Conception can be introduced age appropriately in Year 5/Year 6 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception, childbirth and puberty can then be built upon and age appropriately covered in Year 6. Class teachers will assess the physical and emotional maturity of their individual classes and use their professional judgement to assess the content of the Jigsaw lessons before delivering all lessons. If a teacher feels the children are not ready for certain concepts to be introduced they will defer this teaching until the following year. Teachers will of course communicate with each other with regard to what has been covered as children move into the next year group and pupil accessibility to core content and impact of content will be assessed through an assessment for learning and quality teaching approach.

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

Some parents/carers prefer to take the responsibility for aspects of this element of education. Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and those included within Statutory Relationships and Health Education. We would make alternative arrangements in such cases. Those parents/carers wishing to exercise this right are invited into school to explore any concerns and discuss any impact that withdrawal may have on the child. Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty). The head teacher or the PSHE/RSHE lead will document the process and outcome. Parents/carers are welcome to review any RSE resources the school uses.

How is Jigsaw PSHE organised in school?

As stated previously we include the statutory Relationships and Health Education within our wholeschool PSHE Programme. We believe Jigsaw - the mindful approach to PSHE, ensures progression and a spiral curriculum that we specifically tailor to our children's needs. The coverage grid, mapping document and puzzle maps shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements. 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 as 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 own identity and how I fit in well with the class, school and global community.
Autumn 2	Celebrating differences	Includes anti-bullying and understanding.
Spring 1	Dreams and goals	Includes goal setting, aspirations, who do I want to become and what I would 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, families and other relationships, conflict resolution and communication skills and bereavement and loss.
Summer 2	Changing me	Includes puberty and sex educations in the context of coping positively with change.

At Deaf Hill and Kelloe Primary Federation all staff will use scientifically correct vocabulary when describing body parts at an age appropriate level to avoid misunderstandings and ambiguity. For more detailed information about subject content please refer to the Jigsaw content overview. This can be found next to the policy on the school website or behind this policy in the Policy file. We allocate weekly timetabled teaching time to PSHE/RSHE in order to teach the knowledge and skills in a developmental and age-appropriate way. Class teachers and teaching assistants deliver these weekly lessons. These explicit lessons are reinforced and enhanced in many ways: through assemblies and through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. 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. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to July and accumulative in skills and knowledge across each year group. Each Puzzle has six Pieces

(lessons). Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning and one is based on social and emotional development.

The Learning Environment

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 enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. Teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.

It will include the aspects below:

The Jigsaw Charter

- 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
- We respect each other's privacy (confidentiality)

Inclusion

Pupils with Special Needs

We will ensure that all pupils receive PSHE/RSHE and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. Jigsaw is written as a curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will, as always, tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Ethnic, Cultural and Religious Groups

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents /carers to discuss any concerns with school.

Equality

This policy will inform the school's Equalities Plan. 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 Deaf Hill and Kelloe Primary Federation we are confident that LGBT teaching is fully integrated into our PSHE/RSHE curriculum. We aim to deal sensitively and honestly with regard of sexual orientation and gender identity, answer appropriate questions and offer support. Pupils, whatever their developing gender identity and sexuality, need to feel that relationship education is relevant to them. 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, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. For further explanation as to how we approach LGBT relationships in our PSHE/RSHE Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Blended and online learning (pupil absentees, school closures/lockdowns)

At Deaf Hill and Kelloe Primary Federation, we pride ourselves in the consistent and planned approach to supporting children's learning within and around PSHE/RSHE content, aiming to ensure our pupils are supported in their personal development, particularly at key milestones. Online learning has developed within school to ensure that staff are able to adapt the curriculum to support learning at home. This has been and would continue to be a blend of 'live' TEAMS delivered sessions and 'home learning' allocated tasks (see- Remote Learning Policy). We are aware that some aspects of RSHE content may not be appropriate to be delivered 'remotely' and there is a need for pupil-teacher proximity and support in delivering content appropriately. The curriculum content will be adjusted to pupil/cohort/group particular need responding timely and meaningfully.

Assessment of PSHE

Assessment is carried out where appropriate, for example, at the end of every puzzle and involves teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. In order to assess the children's knowledge in PSHE/RSHE, staff will informally measure children's work and development against the attainment descriptors – ensuring all pupils have the opportunity to develop the appropriate skills and knowledge expected of them; whilst providing feedback which will enable each child to develop their skills further. The attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey and age expected expectations. Though not nationally recognised (there are no national level descriptors for PSHE/RSHE), these descriptors support teacher evaluative assessment of pupil progress against key areas of content, focused on pupils engagement, understanding and approach to learning within these areas. Our philosophy is that children are praised and their achievements celebrated in every Piece (lesson). PSHE and RSHE learning, demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process, including celebrating pupils work through displays, sharing of dialogue and presentation and celebration assemblies.

Reporting to Parents/Carers

Assessment against the attainment descriptors and children's Jigsaw Journals assist teachers in reporting meaningful learning progress to parents/carers.

External contributors

External contributors from the community, e.g. school nurses, community police and fire officers make a valuable contribution to our PSHE/RSHE programme. Their input is carefully planned and monitored to ensure it fits into and complements the programme. Teachers will always be responsible for the delivery of the PSHE/RSHE programme.

Safeguarding, reports of abuse and confidentiality

Teachers need to be aware that sometimes disclosures may be made during PHSE/RSHE lessons; in which case, school 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. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, our school's disclosure policy will be enacted.

It should be made clear to pupils that all adults in school cannot guarantee absolute confidentiality. This will be made clear when forming the class/group agreements.

A child under 13 is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under 13 is very serious and will be taken to indicate a risk of significant harm to the child. Cases involving under 13's will always be discussed with the nominated child protection lead – Mr Newton (head teacher).

Under the Sexual Offences Act, penetrative sex with a child under the age of 13 is classed as rape. Therefore, in all cases where the sexually active young person is under 13, a referral will be made to First Contact, identifying the young person, and the sexual partner if known. Following this, a Strategy Meeting or discussion will be held. The meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss appropriate next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under 13s should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures with special reference to Sections 3 'Referral and Investigation' and Section 6.13 'Sexually Active Children under 18' – 'Young People under the age of 13'.

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 may have a political, social or personal impact or deal with values and beliefs including family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where sensitive 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 PSHE/RSHE-related issues are varied. However, while personal views are respected, all PSHE/RSHE 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/RSHE questions from pupils are answered according to the age and maturity of the pupil(s) concerned. When pupils ask questions, we aim to answer them honestly at an age appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. Children whose questions go unanswered may turn to inappropriate sources of information. We believe that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Leads if they are concerned.

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Here at Deaf Hill and Kelloe Primary Federation we believe the role of parents in the development of their children's understanding about relationships is vital. Parents/carers are the first educators of their children. Therefore, we will ensure that we work closely with parents/carers to ensure they are aware what is taught and when. This policy and information on what will be taught and when will be freely available on our school website for parent/carers to access. Additionally, we will consult parents/carers prior to teaching the Changing Me topic in the summer term about the detailed content of what will be taught. Parents and carers have the right to see sample materials used within the teaching of PSHE/RHSE and can do so by prior appointment with a member of staff. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home. Support will

be available for all parent/carers with regard to talking to their children about relationship, health and sex education and how to link this with what is being taught in school. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. We are aware that period poverty can be an issue for some pupils and will ensure that girls have access to appropriate sanitary products during school time.

Roles and Responsibilities

Miss Byrne is the subject coordinator for PSHE and Mrs Edmond is the coordinator for RSHE and the governor responsible for this subject area is Mrs Angela Sanderson.

Monitoring and Evaluation

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of PSHE/RSHE, in the context of the overall school plans for monitoring the quality of teaching and learning. The PSHE/RSHE programme will be treated as a subject and will be involved in a monitoring and evaluation exercise led by the Leadership Team including; learning walk, work and planning review, staff dialogue and progress measures (pupil progress assessment).

The Governing body is responsible for overseeing, reviewing and organising the revision of the PSHE/RSHE policy and curriculum. They will monitor this policy on an annual basis. They will give serious consideration to any comments from parents/carers about the PSHE/RSHE programme, and will make a record of all such comments. Governors scrutinise teaching materials to check they are in accordance with the school's ethos.

Ofsted is required to evaluate and report on personal development, behaviour and welfare as well as spiritual, moral, social and cultural development (SMSC) of pupils. This may include evaluating and commenting on the school's PSHE/RSHE policy, curriculum, staff development, and quality of provision.

The Consultation Process

The consultation of implementing the new statutory RSHE content and the use of Jigsaw Programme as the skeletal structure for delivery of combined RSHE and PSHE content began with a thorough review of curriculum content by staff and will continue to be reviewed, monitored and assessed for pupil impact (see monitoring above).

Consultation with parents/carers and governors is part of an ongoing process of transparency, openness and information sharing, as we implement changes to our PSHE delivery and undertake the new statutory RSHE content formally delivered this academic year (2021-2022).

Consultation prior to commencing has included:

- PSHE and RSHE vision and curriculum outline information on our school website
- PSHE/RSE website page to be developed.
- Focus group discussion with pupils and HT/SL to occur after each 'puzzle' unit of work to find out pupil views and opinions (informal evidence gathering of impact on pupil personal development and wellbeing).

Date: September 2021

Approved by Governors: October 2021