

**PSHE and RSE Policy**

Headteacher – Miss H Kearsley

**2023-2024**

|  |  |
| --- | --- |
| Date written: | October 2022 |
| Date approved if applicable: |  |
| Date to review: |  |
| Staff member responsible: |  |
| Governor responsible (if applicable): |  |

**Version Control**

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Date | Change Description | Stored |
| 2 | May 2023 | Pg 4 - Addition of key legislation  Pg 5 – additional examples of PSHE in action – playground leaders and eco  Pg 5 – Addition of floorbooks as the method of recording and evidencing learning  Pg 6 – removal of reference to ‘gifted and talented’ pupils |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Table of Contents**

|  |  |
| --- | --- |
| Pages | Content |
| 4 | Aims and objectives  Key legislation and guidance  The curriculum |
| 6 | The Right to Withdraw  PSHE & RSE and Inclusion  Assessment for learning |
| 7 | Monitoring and Review |

**Aims and objectives**

At Hilton Lane Primary School we believe that education in PSHE & RSE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth.

We teach them how society is organised and governed and we ensure that the children experience the process of democracy through participation in the school council. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

Our overall aim is for all of our children to develop resilience and leave our school having the skills to live in the wider world.

**Key Legislation and Guidance**

<https://www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse/introduction-relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1090195/Relationships_Education_RSE_and_Health_Education.pdf>

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf>

**The Curriculum**

At Hilton Lane Primary School, we teach Personal, Social, Health Education and Relationships Education as a whole-school approach to embed the skills year on year as we know our children benefit from this style of learning.

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.

The overview of the programme can be seen on the school website.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

#### What do we teach when and who teaches it?

#### 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 own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| Summer 2: | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

Each class has a PSHE floorbook where they celebrate all of the work undertaken. This floorbook is used to revisit and review prior learning. Often photographs of circle time activities are included, with important quotes and learning moments recorded for references later.

When is PSHE and Relationships Education taught?

At Hilton Lane Primary School we allocate 30 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

* Assemblies and collective worship
* A praise and reward system
* 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.

Class teachers deliver the weekly lessons to their own classes.

We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, the police, fire service and the local clergy whom we invite into the school to talk about their role in creating a positive and supportive local community.

We also develop PSHE through various activities and whole-school events. The school council representatives from each year group meet regularly to discuss school matters, eco council and play ground leaders. We offer a residential visit in Key Stage 2 where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work. We also have an annual visit from the Life Education Caravan and children in upper key stage two visit Crucial Crew.

Relationships, Health and Sex Education

At Hilton Lane, we teach animal and human reproduction through our science units of work set out by the National Curriculum. In Year 4, the children will learn about puberty in both boys and girls. These sessions will be delivered separately and by a specialist from CORAM Life Education. We will notify parents when these sessions are due to take place and provide information on how they can access the resources prior to the sessions.

In Year 4 the children will:

* Explore what the term puberty means
* Understand that everyone is unique and feels a sense of worth
* Understand that puberty involves physical, emotional and physiological changes
* Recognise the names of female and male reproductive organs, and begin to understand their function
* Identify ways girls and boys change during puberty including physical changes and possible emotional changes
* Understand that emotions are affected by hormonal changes and these can be confusing at first
* Understand the term 'menstruation' and know that this starts during puberty for girls but that different girls start at different ages
* Develop resilience to deal with situations they may face as they reach puberty.

Year 4 – you have the opportunity to withdraw your child from this session if, after seeing the lesson content, you feel it is unsuitable for your child.

* Gain knowledge and understanding of the correct terminology for the reproductive organs and external sexual body parts
* Begin to understand the idea of body ownership
* Know and understand that no-one has the right to touch their body if they don't want them to
* Develop of a range of responses to unwanted touch
* Know and understand issues of privacy, and safe and unsafe touches (in relation to their body)
* Understand key messages about identifying and talking to a trusted adult.

Year 5 – you have the opportunity to withdraw your child from this session if, after seeing the lesson content, you feel it is unsuitable for your child.

* Be introduced to the theme of human reproduction
* Understand and empathise with how some children may struggle during puberty and body changes
* Know the correct terminology for reproductive organs and external sexual body parts
* Know and understand the meaning of consent in relation to their body.

Year 6 – you have the opportunity to withdraw your child from this session if, after seeing the lesson content, you feel it is unsuitable for your child.

* Learn the correct terminology for reproductive organs.
* Know how sexual reproduction occurs between humans and other ways to create families
* Know when to share information and when to keep it private
* Reflect on and reinforce key information around privacy (in relation to their body).

**The Right to Withdraw**

Relationships and Health Education was made statutory in primary schools from September 2020. Parents do not have the right to withdraw their child from lessons on puberty as this is part of Health Education.

Parents do not have the right to withdraw from science lessons where the content focuses on human and animal reproduction as science is statutory.

We will always inform parents when they have the right to withdraw their child from lessons on Sex Education (see above for content). If a parent wishes to withdraw their child from sex education, they should speak to the child’s class teacher or PSHE/RSE lead. We would always encourage parents to view the lesson resources and lesson content before making such decisions.

**PSHE & RSE and Inclusion**

We teach PSHE & RSE to all children irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or sexual orientation or whether they are looked after children (Equalities Act 2010).

When teaching PSHE & RSE, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE targets.

**Assessment for learning**

Teachers make informal assessments which inform future PSHE sessions. Although we have a planned programme of study, we teach lessons and discuss issues as and when they arise.

In the EYFS, children are currently assessed in PSHE as part of the ‘Foundation Stage Profile’. Ongoing informal assessments of the children are made through regular observations of children. We also encourage children in KS2 to self-asses their work after every lesson. Achievements in PSHE are reported to parents each year.

**Monitoring and Review**

The coordination of the teaching in PSHE / RSE is the responsibility of the PSHE subject leader, who also:

* supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE & RSE;
* develops an annual action plan with targets for further development of PSHE and RSE
* gives the headteacher an annual curriculum report in which s/he evaluates the action plan and provision for PSHE and RSE.
* uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE and RSE lessons across the school.

Parents and carers were consulted in May 2021 with regards to our RSE curriculum. All information regarding the PSHE curriculum is available on the school website.

This policy will be reviewed annually.