

PSHE Policy (Including Relationships and Health Education and our position on Sex Education)

Personal, social, health and economic education (PSHE) are an important and necessary part of all children's education. Through a planned programme of learning, we aim to provide our children with the knowledge, understanding and skills necessary to manage their lives both now and in the future. We aim to develop the attributes and qualities that our children need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and 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.

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.

At Inkpen, we want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- have a sense of purpose
- value self and others
- form healthy and positive relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond positively to challenge
- be an active partner in their own learning
- be active, responsible citizens within their local community
- respect others' views and way of life
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

Relationships and Health Education

We recognise that Relationships and Health Education is a highly sensitive subject. We firmly believe that effective Relationships and Health Education can make a significant contribution to the development of the personal skills our children need if they are to establish and maintain positive healthy relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

The aims of Relationships and Health Education in our school are to:

- Provide a framework in which sensitive discussion can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- Be able to recognise unsafe situations, protect themselves and ask for help and support

Definition:

Relationships & Health Education is about the emotional, social and cultural development of pupils, and involves learning about all the different kinds of relationships, healthy lifestyles, keeping safe, diversity, personal identity and wellbeing as well as puberty.

Curriculum Content

Here at Inkpen 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-long learning.

We include the statutory Relationships and Health Education within our whole-school PHSE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, as our chosen teaching and learning programme and tailor it to suit our children's needs. This meets all the statutory government requirements.

Weekly lessons in PSHE are delivered by the class teachers to their own classes in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These lessons are reinforced in many ways, including assemblies & collective worship, praise & reward systems 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.

Relationships Education is covered mainly in the 'Relationships' Unit within the Jigsaw scheme but some outcomes are also taught elsewhere. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education is taught mainly through the 'Healthy Me' Unit but, like the Relationships objectives, some outcomes are found elsewhere.

| Term | Puzzle name | Content |
|-----------------------|------------------------|--|
| Puzzle 1 Autumn 1: | Being Me in My World | Includes understanding my place in the class, school and global community as well as devising Learning Charters) |
| Puzzle 2 Autumn 2: | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and diversity work |
| Puzzle 3 Spring 1: | Dreams and Goals | Includes goal-setting, aspirations, working together to design and organise fund-raising events |
| Puzzle 4 Spring 2: | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices |
| Puzzle 5 Summer 1: | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills |
| Puzzle 6 Summer 2: | Changing Me | Includes Relationships Education in the context of looking at change. This includes Sex Education |

For a more complete guide to the Jigsaw PSHE scheme of work, please see the “Jigsaw PSHE guide for parents” on our website.

Teaching children about puberty is now a statutory requirement, which sits in Health Education. The ‘Changing Me’ Unit is used to support the delivery of this in Years 5&6. Jigsaw content from earlier year groups will also be included in this teaching. We conclude from the DfE Guidance though, that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science Curriculum, not within PSHE or Relationships and Health Education, as we believe this is most appropriate for our children. Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum should any parents wish to do so.

We will teach the children the parts of the body and how they work. We will also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers will do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we will ensure that both boys and girls know how babies are born, how their bodies change during puberty, and what menstruation is and how it affects women. We will always teach this with due regard for the emotional development of the children.

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.

General comments about PSHE may be included in annual reports to parents.

The Science Curriculum Objectives are:

EYFS

Through ongoing personal, social & emotional development, they develop the skills to form relationships and think about relationships with others

Key Stage 1:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, air & food)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2:

- To identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life processes of reproduction in some plants and animals
- To describe the changes as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Teaching Sensitive and Controversial Issues

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, and bullying and bereavement.

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.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSHE related issues are varied. However, while personal views are respected, all PSHE and 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 and RSHE 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.

Teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Inkpen believes that PSHE and RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSHE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through consultation and the section of our school website

Training and Support for Staff

Support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Confidentiality and Child Protection Issues

If a staff member believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the DSL.

Inkpen Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

Monitoring and Evaluation

- The governing body monitors this policy on an annual basis and modify if necessary. The governing body gives serious consideration to all comments from parents about the PSHE programme and will make records of all such comments. Governors scrutinise and ratify teaching materials to ensure they are in accordance with the school's ethos.

Links with Other Policies

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Behaviour Policy
- The Equality Policy
- Accessibility Plan
- E-Safety Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers
- SEND Policy
- Learning and Teaching Policy

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