



St. MICHAEL'S
CE (CONTROLLED) INFANT SCHOOL

PSHE and Relationship, Sex and Health Education Policy

St Michael's CE Infant School

Reviewed June 2022

To be Reviewed by June 2023

St Michael's CE (Cont) Infant School

PSHE and Relationship, Sex and Health Education Policy

'St. Michael's CE (Cont) Infant School aims to provide a caring Christian Community where everyone is valued and nurtured within a safe environment. All our policies take account of and reflect the distinctive nature of our Church of England School.'

Our Values and Beliefs

At St Michael's CE Infant School, for Early Years Foundation Stage and Key Stage 1, Sex, Relationship and Health education is covered by the PSHE 'Jigsaw' framework, with aspects included in the RE curriculum, and in the fostering of children's Spirituality. SRE is taught through PSHE and is separate to the Science Curriculum. PHSE including SRE aims to develop the whole child in the context of their world, which, at this level, is significantly their family and their school as their experience of the community. The emphasis is on knowing and valuing themselves, being able to communicate and co-operative with others, and fostering good relationships with both their peers and adults.

Aims

Through our PSHE and RSHE, we aim for children to...

- develop awareness of themselves and their feelings, and to recognise how they change as they grow
- value themselves and develop self-confidence and self-esteem
- be encouraged to appreciate of their own and others' qualities and achievements
- develop independence and self-reliance
- be aware of the importance of caring for each other, and how to build and sustain good relationships with family and with their peers
- recognise similarities and differences between themselves and others, and to respect and respond with consideration and sensitivity
- understand the needs of their bodies to promote healthy growth and personal hygiene
- be nurtured in an atmosphere where they feel confident to communicate and discuss their feelings openly
- develop their awareness and appreciation of the role they have to play as part of a caring, sharing, supportive environment
- develop the skills to make informed decisions and to solve problems

Statutory Requirements and Our School

Relationships, Sex and Health Education (RSHE) plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health and about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Statutory guidance from the DfE states that **Sex, Relationships and Health Education (RSHE) is an important part of Personal, Social and Health Education (PSHE)** (DfE, 2014).

To fulfil National Curriculum requirements alongside our school aims and Christian Values, we have chosen to use the 'Jigsaw' scheme as a basis for our PSHE teaching and learning. Jigsaw offers a comprehensive programme for PSHE which includes statutory Relationships and Health Education. For this reason, this policy covers in detail, how we will cover the statutory requirements of RSHE through our PSHE Curriculum. For purposes of clarity, the table below provides an overview of where and when elements of RSHE are taught within the PSHE framework.

Jigsaw Content relating to RSHE

The table below shows specific RSHE content for each year group in our school:

Age	
<i>Year R – Age 4-5</i>	<ul style="list-style-type: none"> • Family life • Making friends • Falling out and making up • Being a good friend • Dealing with bullying • Growing up -how have I changed from baby to now? • Bodies (NOT including names of sexual parts) • Respecting my body and looking after it e.g. personal hygiene
<i>Year 1 – Age 5-6</i>	<ul style="list-style-type: none"> • Recognising bullying and how to deal with it • Celebrating differences between people • Making new friends • Belonging to a family • Being a good friend • Physical contact preferences and respecting my body • People who help us • Qualities as a friend and person • Celebrating people who are special to me • Life cycles – animal and human • Changes in me • Changes since being a baby
<i>Year 2 –</i>	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender

Age 6-7	<ul style="list-style-type: none"> • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends • Learning with others • Group co-operation • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets (including those that might worry us) • Trust and appreciation • Expressing appreciation for special relationships • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology for penis, vagina and nipples) • Assertiveness • Respecting my body and appreciating that some parts of my body are private
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What is Relationships, Sex and Health Education (RSHE)?

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

All primary schools are legally obliged to have an up-to-date policy for Relationship and Sex Education (RSHE) that describes the content and organisation of RSHE. The policy should be made available to

parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the policy is developed and implemented effectively.

Effective Relationships and Sex Education 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. This is why the DfE recommend...

"...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."

(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships, Sex and Health Education

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as we do with Jigsaw PSHE, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools:

- *'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)*
- *'Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)'*

RSHE plays a very important part in fulfilling the statutory duties all schools must meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). This is reflected throughout several key pieces of DfE guidance, which states that:

- *Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).*
- *When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).*
- *It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).*

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2018](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation

(FGM). School summer holidays, especially during the transition from primary to secondary schools, is thought to be a key risk time for FGM. Whilst children at our school are considered too young to be **directly** at risk of FGM, it is feasible that an older sibling or other relative may be exposed to the procedure, the signs of which may become apparent through comments made by the younger child. Further information can be found in the Government document: [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour Policy
- Confidentiality Policy
- Single Equalities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy
- Anti-Bullying Policy:

The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously." (2019)

The role of the Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSHE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Monitoring and Review

The Curriculum Committee of the governing body monitors the RSHE policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSHE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

At our school, where children are at the very early stages of their education, this aspect of the Equality Act will be covered by ensuring that, through the broad and balanced curriculum in place, children are exposed to the fact that not all families look the same but that what binds them together in a special relationship is love, which is universal to us all. This will not be taught explicitly but through use of books where both parents are not always present, books where blended families are featured and stories where families have two parents of the same sex.

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified

and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

The Church of England Document “Valuing all God’s Children”, 2019 states:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

Withdrawal from RSHE lessons

Parents and 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 that included within Statutory Relationships and Health Education**. Those parents/carers wishing to exercise this right are invited to discuss their wishes with the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**

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. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. We hope that through regular communication and opportunities to understand and ask questions, parents will feel confident in the schools approach to this area of the curriculum.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that RSHE should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSHE must promote gender equality and LGBT equality and it must challenge discrimination. RSHE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.” (Page 34)*

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school's ethos and demonstrates and promotes the following Christian values.

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

In addition, our PSHE lessons all contain elements which support the development of Spirituality, Moral, Social and Cultural awareness in line with Diocesan advice and the document, *'All God's Children'*.

Answering Difficult Questions and Sensitive Issues

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. All staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using the Jigsaw scheme. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal 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 later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) if they are concerned.

Confidentiality and Child Protection/Safeguarding Issues

As a rule, a child's confidentiality is maintained by the teacher or member of staff concerned. It is made clear to children that whilst they can trust their teacher, their teacher cannot promise to keep a secret if the information being disclosed to them presents a safeguarding risk. If this person believes that the child is at risk or in danger, she/he talks to the named Designated Safeguarding Lead who takes action as laid down in the Safeguarding Policy. All staff members are familiar with the policy and know the identities of the members of staff with responsibility for Safeguarding issues. The child concerned will be informed by the person they disclosed to that, in order to keep them safe, their information has been passed on to a trusted person who will help and support them. The child will be supported by their teacher throughout the process.

How is PSHE organised in school?

We have chosen to use the published scheme, 'Jigsaw PSHE' to cover all requirements of PSHE, Health and Relationships education in an age-appropriate and progressive manner.

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 at the same time, generating a whole school focus for adults and children alike. There are six themes in Jigsaw that are designed to progress in sequence from Autumn to June/July.

PSHE is taught on a weekly basis in all year groups. Each lesson has two learning intentions: one is based on specific PSHE learning; and one is based on emotional literacy and social skills development to enhance children's emotional and mental health.

PSHE in Year R

In Year R, PSHE is taught by the class teacher on a weekly basis. Lessons are taught using a familiar structure which is maintained throughout the year, helping the children feel safe and secure within each PSHE lesson. Each lesson is made up of four distinct sections:

- **Calm Me** - a lovely opener to the session where the children practise basic mindfulness techniques. They are taught breathing and visualisation techniques which enable them to engage in the learning with a clear and focused mind. As the children become more familiar with the 'Calm Me' practise, they will be invited to use it in other occasions such as during Collective Worship; when reflecting on their learning or, in response to a 'big' feeling that they might be experiencing.
- **Interest Me** – the 'hook' which the rest of the lesson hangs on. This section will involve something concrete such as a game, a role play, a picture or an artefact for the children to look at or touch.
- **Help Me Learn** – The section of the lesson where the children are invited to share their ideas around a key question that relates to the 'hook' explored during the 'Interest Me' section. This session is driven through a circle time approach where the children are invited to share their ideas or reflect on what was explored during 'Interest Me'. The children become familiar with a series of Circle Time rules that encourage them to be respectful of their peers and that enable them to feel listened to and valued.
- **Let's Think** – The closing part of the session where key learning intentions are drawn out and reiterated.

PSHE in Year 1 and 2

In Year 1 and 2, PSHE is taught during weekly Planning, Preparation and Assessment time (PPA) by the class teacher or the Learning Support Assistant. Where the lessons is taught by the LSA, class teachers have shared the session plan with them in advance of the session and highlighted any key teaching points or any areas that are likely to cause misconceptions. Following the session, the LSA and the class teacher have an informal discussion where feedback from the lesson is given and used to inform the next step in the teaching sequence. All staff have received training on the Jigsaw programme and are equipped with the tools needed to deliver the sessions effectively. Each session is taught using a familiar structure which is

maintained throughout the year, helping the children feel safe and secure within each PSHE lesson. Each lesson is made up of four distinct sections:

- **Connect us** - This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' helps form positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each lesson.
- **Calm me** - This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. Regular practising of these mindfulness techniques will help to create a peaceful atmosphere within the classroom, enhancing reflection and spiritual development as the children become more practiced.
- **Open my mind** – Here, learning intentions for the lesson are shared with the children who respond to a stimulus such as pictures, an object or artefact, a role play or a key question.
- **Tell me or show me** - This section of the lesson is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.
- **Let me learn** – An activity which gives children time to apply, manipulate and play with the new information they have been given. This application of new learning enables them to make sense of it and accommodate it into their existing learning.
- **Help me reflect** -Throughout our school, children are encouraged to reflect on their learning experiences and their progress. This is no different in PSHE. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points, further developing their mindfulness.
- **Closure** - Each lesson needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

Monitoring and Evaluation of PSHE and RSHE

The teaching of PSHE and RSHE is monitored by the Subject Lead and by the Head Teacher and Senior Leadership Team. Monitoring occurs through:

- Learning Walks
- Lesson Observation
- Pupil Conferencing
- Pupil Progress discussions
- Analysis of Jigsaw Journals

Through these monitoring activities, the effectiveness of PSHE and RSHE is evaluated. In order to ensure that PSHE and RSHE in our school remains consistent, progressive and of a high standard, the PSHE Subject Lead is responsible for the following

- Annual report to Governors
- Annual Subject Specific Action Plan
- Regular liaison with class teachers through Staff Meeting time

Differentiation/SEN

Like everything we plan and teach in school, Jigsaw PSHE has Inclusivity is part of its philosophy. It is written as a universal core curriculum provision for all children, including those with additional needs. Class teachers tailor each lesson to meet the needs of individual children in their classes. To support this differentiation, many Jigsaw 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.

Safeguarding

Teachers are aware that sometimes disclosures may be made during PSHE lessons; in which case, 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, the school's disclosure and/or confidentiality policy is followed.

Assessment, Recording, Tracking Progress and Reporting to Parents

We believe strongly that children should be praised and their achievements celebrated in every lesson. This demands a positive relationship between the teacher and the children which values and celebrates everyone as an individual. Assessment of PSHE is **not compulsory** but in order to build a holistic profile of the children in our school, we have chosen to assess the children at the end of each Jigsaw unit of work by looking at children's responses to questions recording via the class Jigsaw Journal . These assessments are specific to the Jigsaw scheme and are designed to give guidance when considering each child's learning journey. They are ***not*** nationally recognised as there are no national level descriptors for PSHE.

Policy Review

Date Agreed by Governors: June 2022

Review Date: June 2023