

Preston Primary School

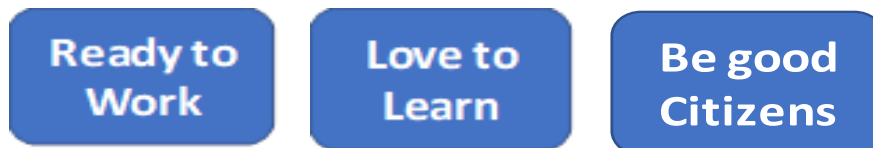
Relationships, Sex and Health Education (RSHE) & Personal, Social, Health and Economic (PSHE) Education Policy

Complimenting learning in our Citizenship, Science, PE, computing and RE curriculum and supporting our Safeguarding policy

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education.

1. Whole School Ethos and Aims

At Preston Primary School, RSHE is underpinned by our vision to create a safe, positive, innovative and stimulating environment in which all members of the school community can learn and grow. Through our RSHE curriculum, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships, we consider effective RSHE to be a fundamental part of our whole school approach to supporting pupils to grow into resilient, caring, and respectful young people who are ready for work in the 21st Century.



This policy has been written in accordance with the statutory guidance document “Relationships and Sex Education (RSE) and Health Education” (DfE, 2019). [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/404272/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK.pdf)

The opening paragraph of the Department for Health guidance state:

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ (DfE RSHE guidance, 2019)

At Preston Primary School, we believe that RSHE is set in the context of clear values about the understanding and importance of stable and loving relationships which centre around respect, love and care for family life. It should teach children and young people to develop and form positive beliefs and attitudes alongside personal and social skills. It should increase pupil’s knowledge and understanding of how to make informed decisions and life choices. RSHE should build resilience within our pupils; promoting the development of their positive self-esteem, self-confidence and their ability to self-regulate so that they can resist harmful influences in all it’s forms. RSHE is therefore, the development of individual character.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school,
- Help pupils develop feelings of self-respect, confidence and empathy,
- Promote responsible behaviour,
- Create a positive culture of communication around issues of relationships,
- Teach pupils the correct vocabulary to describe themselves and their bodies,
- Provide a framework in which sensitive discussions can take place,
- Prepare pupils for puberty, and give them an understanding of sexual development (including reproduction) and the importance of health and hygiene,
- Teach pupils how to relate to others in a positive and meaningful way,
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and be able to deal with risk,

- To enable our pupils to recognise and combat exploitation,
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.

2. Definitions

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and adults, including interactions online.

Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on the biological knowledge of the human life cycle as set out in the national curriculum for science and is complimented by the exploration of healthy and respectful relationships within our Personal, Social, Health and Economic (PSHE) lessons. Sex education is about teaching our pupils the facts about human reproduction and ensures that boys and girls are prepared for the changes that adolescence brings. It is also a vital aspect of the curriculum to challenge prejudice and misinformation that can affect relationships with others, both now and in the future.

3. Statutory Requirements

‘The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 34 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social Health and Economic Education (PSHE) continues to be compulsory in independent schools ‘ DfE guidance p.8

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships for our wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; explore strategies for dealing with situations that they find uncomfortable or that are unsafe; and how to seek sources of help and advice.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, for example, looked after children or young carers).

The key objectives of the statutory Relationships, Physical Health and Mental Wellbeing Education (2019) and how they link to our PSHE curriculum are outlined in Appendix 1.

Statutory Science Curriculum Content

As part of the science curriculum, **Early Years Foundation Stage (Unit 1)** children learn about life cycles as well as watching chicks or caterpillars hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In **Unit 2 (Years 1 and 2)** children learn that animals, including humans, have offspring which grow into adults.

In **Unit 3 (Years 3 and 4)** children are taught, in an age-appropriate way to recognise the signs and changes that may occur during the onset of puberty, in preparation for further PSHE lessons which focus on associated physical and emotional changes, including mensuration in Year 4.

In **Unit 4 (Years 5 and 6)**, they describe the changes that occur as humans grow and age and explain how reproduction occurs in some plants and animals.

The National Curriculum Statutory Requirements for Science are:

In Key Stage 1 (years 1 – 2) children learn:

- 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, food and air),
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount 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 process 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.

Non-Statutory Sex Education

In addition to the Science curriculum, the DfE RSHE guidance also recommends that all primary schools have a sex education programme tailored to the age, physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs.

This is covered in Years 4, 5 and 6 where children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals, including humans. the baby grows inside the mother,
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means,
- how a baby develops in the womb and how babies are born.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons. We recognise that children in younger year groups may ask questions that cannot

be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older and signpost them to talk to their parents. Please see the relevant section within this policy for further information on how teachers manage difficult questions in section 4.

The non-statutory sessions will be taught in single Year groups in Year’s 4 , 5 and 6. Parents will be informed about when these sessions will take place (See Appendix 3)

The resources we use when teaching the non-statutory sex education, are within the Jigsaw ‘Changing Me’ puzzles and taught in the Summer term. Parents/Carers can request to view these resources on request. An overview of the changing me content will be sent out to parents annually via the parent app or newsletter before the puzzle content is delivered. The specific non-statutory sessions are set out in the table below:

Year and Lesson Title	Specific Lesson Plan and Resources for teachers	Overview of the Puzzle Lesson
Unit 3, Year 4: Having a baby?	Changing Me: Lesson 2 Aims: To correctly label and name the internal and external body parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice. Soundless animation A with narrative text on the female reproductive system.	Children will be taught about: The choice to have a baby, the parts of men and women that make babies and, in simple terms, how this happens. The concept of menstruation will be introduced.
Unit 4, Year 5 Conception	Changing Me: Lesson 4	Understanding the place of sexual intercourse within a relationship and how

	<p>Aims: To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>Soundless animation C with narrative text on the female reproductive system.</p> <p>Soundless animation E with narrative text on the male reproductive system – stopping before erection.</p>	<p>it can lead to conception and the wonder of new life.</p>
<p>Unit 4, Year 6 Conception to Birth</p>	<p>Changing Me: Lesson 3</p> <p>Aims: To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p> <p>Soundless animation C and H with narrative text on the male and female reproductive systems with erection, intercourse and ejaculation.</p>	<p>The story of pregnancy and birth.</p>

A vocabulary map for the changing me PSHE puzzle can be found in Appendix 2.

Parents' right to opt their children out of non-statutory Sex Education lessons

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and that it will also support their personal and social development as they grow into young adults. As is legally prescribed, parents

have a right to remove their children from these additional non-statutory sex education lessons. Parents do not have the right to remove their children from the statutory relationships education, health education or the science curriculum.

Parents and carers do not have to give reason for their request to opt their child out of the non-statutory RSHE content, but we respectfully invite them to do so as we hope to be able to support parents with their concerns and explore with them any adaptations we can make. Once a parent or carer's request to opt-out of the non-statutory content is made, that request must be complied with until revoked by the parent.

4. Jigsaw, a mindfulness approach to PSHE (ages 3-11)







At Preston Primary, we use the Jigsaw Scheme of Work for PSHE.

Jigsaw provides a comprehensive scheme of planning and resources, which are periodically updated to ensure they remain relevant and engaging to children and meet all statutory requirements of RSHE. The Jigsaw teaching materials integrate personal, social, health, economic education (PSHE), emotional literacy, social skills, mindfulness and spiritual development in a whole-school approach. The DfE Relationships and Health Education guidance is woven throughout Jigsaw but is specifically covered in the Relationships and Healthy Me Puzzles, with puberty and human reproduction being taught in the Changing Me Puzzle. The Jigsaw materials are also aligned with the PSHE Association programmes of study and link to the United Nations Convention on the Rights of the Child (UNCRC) articles. Our PSHE curriculum also contributes to the teaching of Fundamental British Values and the school's Spiritual, Moral, Social and Cultural (SMSC) provision.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and reproduction, appropriate to their ages and stages of development. This work is treated as matter-of-fact and in a sensitive manner to help children cope with the changes they will face as they grow. Class teachers review the planning and resources for each lesson to

ensure they are fully relevant and accessible to the needs of all children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate. The use of resources outside of the Jigsaw scheme will be in consultation with the Unit Leaders and Senior Leadership Team (SLT) and resources will be selected to ensure they are consistent with the school's values and support our aims to meet the needs of our pupils.

There are six Puzzles that will each be taught simultaneously throughout school during the year and will change every half term:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					

Mindfulness techniques are taught as an integral part of all the PSHE lessons during the 'Calm me' activities. At this time children will explore and practice breathing techniques, awareness exercises and visualisations. These will support the development of pupil's emotional regulation, enabling them to build emotional resilience and enhance their focus and concentration skills.

We have mixed year groups at Preston Primary School following our Reception Foundation Stage in Unit 1. From September 2021, Units 2-4 will follow a two-year cycle to ensure the whole PSHE puzzle content is delivered to our pupils during their time in each Unit.

In Cycle 1 the content overview is:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sept 21	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Unit 1 Reception	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Unit 2 Years 1&2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets 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) Assertiveness Preparing for transition
Unit 3 Years 3&4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council)	Challenging assumptions Judging by appearance Accepting self and others	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals	Healthier friendships Group dynamics Smoking Alcohol Assertiveness	Jealousy Love and loss Memories of loved ones Getting on and falling out	Being unique Having a baby Girls and puberty Confidence in change Accepting change

	Rewards and consequences Group decision-making Having a voice What motivates behaviour	Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Working in a group Celebrating contributions Resilience Positive attitudes	Peer pressure Celebrating inner strength	Girlfriends and boyfriends Showing appreciation to people and animals	Preparing for transition Environmental change
Unit 4 Years 5&6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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In Cycle 2 the content overview is:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sept 22	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Unit 1 Reception	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud	Similarities and differences Understanding bullying and knowing how to deal with it	Setting goals Identifying successes and achievements Learning styles	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe	Belonging to a family Making friends/being a good friend Physical contact preferences	Life cycles – animal and human Changes in me Changes since being a baby

	Consequences Owning the Learning Charter	Making new friends Celebrating the differences in everyone	Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Medicine safety/safety with household items Road safety Linking health and happiness	People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Unit 2 Years 1&2	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Unit 3 Years 3&4	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self- worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

					SMART internet safety rules	
Unit 4 Years 5&6	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

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In addition to this discrete teaching and learning, aspects of the RSHE programme will be embedded within our:

- EYFS, Science, citizenship, computing, RE and PE national curriculum,
- Extra-curricular clubs and activities,
- Whole school pastoral restorative approach and intervention groups,
- Whole school, unit and class assemblies,
- Focus on our six core school values: Respect, Teamwork, Responsibility, Determination, Creativity and Independence
- 4 C's learning principles that explicitly teach the skills of collaboration, communication, creativity and critical thinking that we believe are needed to prepare our children for the 21st century work place,
- Love of stories/storytelling and practice of Mindfulness.

Please make contact with the school's pastoral team to request more information, to view teaching materials or to discuss any specific concerns about the Science, RSHE and PSHE curriculum. The pastoral team can be contacted via email:

pastoral@preston.torbay.sch.uk or by contacting the main school landline: 01803 607075

5. Delivery of RSHE

Our Relationships and Sex and Health Education programme will be delivered in an age appropriate and sensitive manner by class teachers. Teaching is normally taught in mixed gender and mixed age groups, though some content is covered in specific age or gender groups e.g. the non-statutory Sex education elements in Units 3 and 4.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when exploring issues and values relating to RSHE. So clear ground rules are established in partnership with the class, then reinforced during each lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other,
- Everyone gets a turn to speak, if they want to,
- Everyone has a right not to speak,
- Everyone's contribution is respected,
- We don't ask or have to answer any personal questions,
- We use anatomically correct language when we have learnt it,
- An age-appropriate rule about confidentiality and safeguarding,
- If we have a worry, we can talk to a trusted adult in private.

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson. Delivery methods will be adjusted should it be needed in the event of school closure and remote learning.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. A questions box will be available for pupils to ask anonymous questions in each class. It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSHE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

Teaching staff will endeavour to answer questions as openly as possible but if staff are faced with a question they do not feel comfortable answering within the classroom, distancing techniques such as role play, case studies, videos etc. will be used to depersonalise sensitive issues. The use of a question box or creating a time to talk to a child individually or in smaller groups will also be used.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, may be followed up outside of the classroom environment with individual pupils. Children may also be signposted back to parents/carers who have ultimate responsibility for talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Menstruation will be first explored in unit 3 and then revisited in Unit 4. We understand that the onset of menstruation can be a sensitive time for girls. Research shows that one third of girls are not told about periods by their parents and 10% have no preparation for their first period. Therefore, **if a member of staff is asked by a pupil for sanitary protection, it will be provided. A member of staff will contact the child's parents or carers to inform them of this and to make a plan for granting access to toilet facilities that have discrete sanitary bins.**

Recording and assessment

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment and pupils may contribute directly to their class values journaling or individual recorded work (both in written or electronic formats). Elements of RSHE that occur within the science curriculum will be assessed through recorded work to establish age related expectations of Scientific knowledge and understanding.

Roles and Responsibilities

DSL (Designated Safeguarding Lead) SENDco (Special Educational Needs Co-Ordinator) ASC Provision Lead	Jane Stead
Deputy DSL and Designated Teacher	Alice Pettitt
Additional level 3 trained staff	Scott Ord (Head of School) Melissa Oliver (Assistant Head) Sharon Jordain (Pastoral, SEND and Attendance Administrator)
Director Responsible for RSHE	Tim Stephens

All staff are responsible for delivering RSHE in a sensitive way, modelling positive attitudes and responding to the needs of individual pupils.

Class teachers are responsible for teaching RSE and PSHE at Preston Primary School. They will have clear oversight of lesson plans and activities and make relevant adaptations so that they are accessible to all learners in their class. Teachers will communicate to parents and share a summary of key outcomes and skills that will be taught in each Jigsaw Puzzle at the start of every half term. This can be included in the unit newsletters or via a post on the parent app or T to P messaging system. Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account different faiths' and beliefs, avoiding any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Pupils are expected to engage fully in RSHE/PSHE lessons and treat themselves and others with respect.

Parents and carers have the primary role in developing their children's knowledge and understanding of RSHE. We wish to build a positive and supporting relationship with the parents of children at our school through continued mutual understanding, trust and co-operation.

Confidentiality and Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSHE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of The Designated Safeguarding Lead (DSL) and/or Deputy DSL, Head of School or Assistant Head, following the school's usual safeguarding procedures.

In line with our Safeguarding policy, we will then deal with the matter in consultation with appropriate external partners who work with us to provide advice and support to vulnerable children. **A copy of the school's safeguarding policy can be found on our website.**

Using Visiting Speakers and Others

We believe that the RSHE Programme is best discussed openly with teachers and adults who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers, or representative from the NSPCC can greatly enhance the quality of the RSHE provision, as long as they are used in addition to, not instead of the PSHE and Science curriculum. Such visits should be arranged by unit leaders in consultation with senior leaders.

Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSHE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

Special educational needs and disabilities (SEND) and learning differences

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included all RSHE lessons. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEND or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding. The nature of work undertaken must be appropriate to the age and maturity of the pupils.

As pupils mature and develop at different rates the Jigsaw PSHE scheme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning the sorts of behaviour that are and are not acceptable, and in being warned and prepared against abuse by others.

Jigsaw have produced an information leaflet outlining how their programme can support children with Autism which can be shared with parents if requested.

Equalities and diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. All RSHE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions whilst respectfully recognising the different opinions of others.

The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSHE as a means of promoting or excluding any form of sexual orientation.

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any people due to their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics).

Jigsaw have produced an information leaflet to explain what their programme teaches about LGBT and relationships which can be shared with parents if requested.

Monitoring, evaluating and reviewing the Relationships, Sex and Health Education Curriculum

We are committed to monitoring and evaluating the effectiveness of our RSHE curriculum. Teachers will continually reflect on the effectiveness of our PSHE provision and share their views at the planning stage with their unit leaders. Senior leaders will gather

staff views through direct feedback, planned drop in lesson observations and class journaling reviews. Pupil and parent voice exercises will also be used to inform reviews and updates to planning, resources and activities.

Policy Development

The consultation and draft policy development process involved the following steps:

1. Review – a MAT working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute comments on the policy.
4. Ratification – once community contributions have been considered, amendments to the draft policy will be made if appropriate and shared with directors to be ratified.

A parent and child friendly policy will be developed and posted on our school website once this policy has been ratified by the Coast Directors.

The Policy will be reviewed annually from Sept 2022.

Appendix 1: 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:

Relationships Education

Families and people who care for me	Pupils should know...	How Jigsaw provides the solution
	<p>R1 that families are important for children growing up because they can give love, security and stability.</p> <ul style="list-style-type: none"> • 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

Caring friendships	Pupils should know...	How Jigsaw provides the solution
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	<p>R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <ul style="list-style-type: none"> • 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. 	<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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Respectful Relationships	Pupils should know...	How Jigsaw provides the solution
	<p>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</p> <ul style="list-style-type: none"> • 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 	<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

	Pupils should know...	How Jigsaw provides the solution
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Online Relationships	<p>R20 that people sometimes behave differently online, including by pretending to be someone they are not.</p> <ul style="list-style-type: none"> • 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>R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
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Being Safe	<p>Pupils should know...</p> <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>How Jigsaw provides the solution</p> <p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
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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:

Mental Wellbeing	Pupils should know...	How Jigsaw provides the solution
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	<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). • 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. 	<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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Internet safety and harms	Pupils should know...	How Jigsaw provides the solution
	<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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • 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. 	
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Physical health and fitness	Pupils should know...	How Jigsaw provides the solution
	<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 Puzzle</p> <ul style="list-style-type: none"> • Healthy Me

Healthy Eating	Pupils should know...	How Jigsaw provides the solution
	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • 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). 	<p>All of these aspects are covered in lessons within the Puzzle</p> <ul style="list-style-type: none"> • Healthy Me

Drugs, alcohol and tobacco	Pupils should know...	How Jigsaw provides the solution
	<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	Pupils should know...	How Jigsaw provides the solution
	<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. 	<p>All of these aspects are covered in lessons within the Puzzle</p>

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Healthy Me
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Basic first aid	Pupils should know...	How Jigsaw provides the solution
	<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 Puzzle</p> <ul style="list-style-type: none"> • Healthy Me

Changing adolescent body	Pupils should know...	How Jigsaw provides the solution
	<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 Puzzle</p> <ul style="list-style-type: none"> • Healthy Me • Changing Me

Appendix 2. Jigsaw Changing Me Vocabulary List – vocabulary in red is part of non-statutory lessons

Unit 1	Unit 2		Unit 3		Unit 4	
Adult	Adult	Acceptable	Affection	Acceptance	Affirmation	Anxiety
Adulthood Anus	Adulthood	Adult	Animals	Anxious	Aspects	Attraction
Anxious	Anus	Anus	Anxious	Change	Body image	Breasts
Baby	Anxious	Anxious,	Babies	Characteristics	Characteristics	Celebrity
Changes	Baby	Happy	Baby	Circle	Conception	Cervix
Coping	Change	Appearance	Birth	Conception	Contraception	Challenge
Excited	Changes	Baby	Care	Control	Ejaculation	Choice
Feelings	Coping	Child	Challenge	Egg/ Ovum	Embryo	Clitoris
Female	Excited	Comfortable	Change	Excited	Erection	Contractions
Growing up	Feelings	Control	Control	Fertilise	Facial hair	Embryo
Life cycle	Female	Cuddle	Egg	Happy	Fallopian tube	Erection
Male	Grow	Dislike	Excited	Having sex	Fertilisation	Excitement
Mature	Growing up	Excited,	Female	Looking forward	Fertility	Facial Hair
Penis	Grown up	Nervous	Grow	Making love	treatment	Fallopian Tube
Testicles	Learn	Female	Growing up	Menstruation	(IVF)	Feeling Moody
Vagina	Life cycle	Freedom	Happy	Nervous	Growth spurt	Feelings/emotions
Vulva	Male Mature	Fully grown	Looking forward	Ovaries	Hormones	Foetus
Worried	New	Growing up	Love	Parents	Larynx	Freedoms
	Penis	Hug	Male	Penis	Making love	Growing Taller

Testicles	Independent	Mother	Periods	Menstruation	Hips Widen
Vagina	Life cycle	Nervous	Personal	Oestrogen	Hopes
Vulva	Like	Nutrients	Puberty	Ovary/Ovaries	Hormones
Worried	Looking forward	Ovaries	Seasons	Perception	Journey
	Male	Ovum/Ova	Sexual	Periods	Labour
	Penis	Penis	Intercourse	Pregnancy	Looking forward
	Physical	Puberty	Sperm	Puberty	Love
	Private	Roles	Testicles	Relationships	Masturbation
	Public	Sperm	Unique	Sanitary towels	Menstruation
	Respect	Stereotypes	Vagina/ Vulva	Self	Mental health
	Squeeze	Survive	Womb/ Uterus	Self- esteem/Self- image	Midwife
	Teenager	Task			Negative bodytalk
	Testicles	Testicles			Opportunities
	Texture	Uterus		Semen	Ovulation
	Timeline	Vagina		Sexual	Penis
	Toddler Touch	Womb		intercourse	Placenta
	Unacceptable			Sperm	Pregnancy
	Uncomfortable			Tampons	Pressure
	Vagina			Teenager	Pubic Hair
	Vulva			Testicles/Testes	Real self
				Umbilical cord	Relationship
				Vagina	Responsibilities
				Vulva	Sanitary Towel

					Wet dream Womb/Uterus Puberty Cope Opportunities Emotions	Secondary Self-esteem Self-image Semen Sexting Sperm Tampon Testicles Transition Umbilical cord Underarm Hair Vagina
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Appendix 3. Unit 3 and 4 Sex Education Newsletter

Unit 3 and 4 Sex Education Newsletter



Dear Parents and Carers,

This Year, as part of our Personal, Social, Health and Economic Education, Year 4, 5 and 6 will be having their non-statutory relationships, Health and Sex Education lessons during the Summer Term.

The statutory PSHE sessions will be led by your child's class teachers and they will use Jigsaw PSHE, Changing Me lesson materials to sensitively teach children about:

- Puberty and reproduction: understanding why and how bodies change in boys and girls,
- Communication in relationships: understanding the importance of respectful communication,
- Online relationships: understanding communication in a respectful way,
- Respect and equality: understanding respectful relationships,

In addition to this, children in Years 4, 5 and 6 will be taught the non-statutory Sex Education content that covers:

- Families, conception and pregnancy: understanding the decisions in starting a family and how babies are conceived, develop and born,

The non-statutory lessons will be taught (DELETE as applicable) in single age/gender/whole class groups.

If you require a copy of our draft Relationships, Sex and Health policy or if you would like to see the lesson materials, please contact the pastoral team on pastoral@preston.torbay.sch.uk

Kind Regards, Unit 3 and 4 Teams

