

Peaslake Free School

PSHE and

Relationships and Sex Education Policy

**Aims:**

The aims of relationships and sex education at our school are to:

* Give pupils an understanding of the importance of loving and caring relationships.
* The importance of health and hygiene.
* Help pupils develop feelings of self-respect, confidence and empathy.
* Create a positive culture around issues of relationships.
* Provide a framework in which sensitive discussions can take place.
* Teach pupils the correct vocabulary to describe themselves and their bodies. It is good practice to use medically correct terms for genitalia, for example vagina, penis and testicles. Using this vocabulary will ensure that children are able to use appropriate language and develop the confidence to describe unwanted behaviours.

**Definition:**

RSE is about the emotional, social and cultural development of pupils. At infant school level, it involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values. It is **not** about the promotion of sexual activity.

**Statutory Requirements:**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the education act and the Academies act 2010, a PSHE curriculum:

* Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
* Prepares pupils at the school for opportunities, responsibilities and experiences of later life.

**Curriculum:**

At Peasake Free School we use the Jigsaw Mindfulness approach to teach personal, social and health education along with Relationships and Sex Education. The curriculum considers the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don’t seek answers online or from unreliable sources.

For more information please see our curriculum map.

**Delivery of PSHE and RSE:**

PSHE and RSE are taught as part of our Personal Development curriculum and across a range of subjects including Religious Education and integrated into our topics within the Science curriculum. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

* Families and people who care for me
* Caring friendships
* Respectful relationships
* Online relationships
* Being safe

**PSHE and RSE Curriculum overview**

**Whole-school approach**

The Jigsaw approach covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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

At Peaslake Free School we allocate 45 minutes to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, 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.

**Sex Education:**

The DfE guidance 2019 (p23) recommends that all primary schools ‘have a sex education programmed tailored to the age and physical and emotional maturity of the pupils.’

However, sex education is not compulsory in primary school. Schools are to determine the content of sex education at primary school. Sex education should ensure that 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.

Following the Jigsaw programme, during the Summer term at Peaslake free school we introduce the topic ‘Changing Me.’ The focus in the Early Years, is on understanding that we all grow from babies to adults, to name parts of their bodies and discuss what they need to do to stay healthy.

In year 1 children start to understand the lifecycles of animals and humans. They learn how their own bodies have changed since they were a baby and identify body parts using the correct terminology, ( Male ,Female, Penis, Testicles, Vulva, Vagina, Anus) and that boys and girls are different.

In year 2 children learn about life cycles in more depth and explore the natural process of growing from young to old recognising how the body changes. They use the correct terminology for body parts and learn that some parts are private. ( Male ,Female, Penis, Testicles, Vulva, Vagina, Anus, Public, Private) They discuss the different types of touch and say what types of touch are good and which are not.

**Roles and Responsibilities**:

**The Governing board** will approve the RSE policy, and hold the Headteacher to account for its implementation.

**The Headteacher:**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

**Staff:**

The staff are responsible for:

* The delivery of RSE in a sensitive way.
* Modelling positive attitudes to RSE
* Monitoring progress
* Responding to the needs of individual pupils
* Using accurate, specific terminology.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns are encouraged to discuss with the Head Teacher.

**Pupils:**

Pupils are expected to fully engage in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

**Parents’ right to withdraw:**

Parents do not have the right to withdraw their children from relationships education.

As an infant school, we only offer statutory RSE education. Therefore, parents do not have the right to withdraw from the curriculum we offer for RSE.

**Policy development:**

This policy has been developed in consultation with Governors, staff and parents. The consultation process involved:

* A working group pulling together all the relevant information including local and national guidance.
* Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
* Parents and any interested parties were given the opportunity to look at the policy and ask any questions.
* Ratification – once amendments were made, the policy was shared with governors and ratified.

**Monitoring:**

The delivery of RSE is monitored by the Head Teacher and Governor responsible for the Curriculum.

Learning walks, pupil and staff feedback, book/tapestry looks, planning meetings.

Pupils’ development is monitored by the class teachers as part of their internal assessment systems.

The policy will be reviewed annually.