

Clipston Endowed VC Primary School

PSHRE (Personal, Social, Health & Relationships Education) Policy (including Relationships, Sex and Health Education)



Be Kind ~ Be Your Best ~ Be Happy

Presented to and adopted by Governors: July 2023

Minor Updates: March 2024

Proposed Review: Spring 2025

Signed

Mrs Sarah McElroy: Chair of Governors

Clipston Primary School's Vision, Mission, Ethos and Aims

Our Vision

Every Child Matters To God

Our Mission

Be Kind ~ Be Your Best ~ Be Happy

Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

Aims

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

“Do to others as you would have them do unto you” Luke 6:31

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

The Policy for Personal, Social, Health & Relationships Education (PSHRE)

Context

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 2002 and the Academies Act 2010, a PSHRE 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 the opportunities, responsibilities and experiences of later life.

At Clipston Primary School, we teach Personal, Social, Health & Relationships Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

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

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 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 (PSHRE) continues to be compulsory in independent schools."

"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."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance 2019

Here, at Clipston Primary School, we value PSHRE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHRE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHRE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.



Our PSHRE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Behaviour in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC))

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHRE 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.

Puzzle (Unit)	Content
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.
Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
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
Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Clipston School we teach the PSHRE knowledge and skills in a developmental and age-appropriate way. Some aspects are taught in distinct lessons, either specifically as PSHRE or as part of other subject lessons where there is overlap, e.g. in Science or PE. But much of PSHRE teaching is discussed and delivered during assemblies, class “circle time” or as part of general day to day school life e.g. as we remind children how to be kind and respectful to everyone or if a story/ a child’s question prompts a discussion.

The explicit lessons are reinforced and enhanced in many ways throughout the day to day running of the school e.g. through: Assemblies, praise and reward system, through relationships: child to child, adult to child, adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

Class teachers deliver lessons to their own classes. Some aspects of Jigsaw are delivered by (Higher Level Teaching Assistants) HLTAs e.g. Healthy Me lessons may be delivered by PE Staff.

Life Education Sessions

The Jigsaw lessons are supplemented with input from the Coram Life Education Educators who deliver an age appropriate experience (see table below) when Life Education visits the school each year:

Year Group	Theme
EYFS	All About Me Recognise the impact of diet, exercise, medicines and lifestyle (including personal hygiene) on the way their bodies function.
Year 1	My Wonderful Body Recognise the impact of diet, exercise, medical drugs and lifestyle (including healthy eating) on the way their bodies function.
Year 2	Feelings Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).
Year 3	Meet The Brain Recognise the impact of diet, exercise, drugs (including medicines) and lifestyle on the way their brain functions.
Year 4	It’s Great To Be Me! Recognise how choices we make, such as exercising and taking a medicine, can affect what happens inside the body.
Year 5	Friends Recognise basic emotional needs and understand how they can change according to circumstances and different social situations.
Year 6	Decisions Recognise risk factors in a given situation (involving drugs including alcohol) and consider outcomes of risk taking in this situation, including emotional risks.

Relationships Education (see also the chart on p9)

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education, available on our website.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education (see also the chart on p11)

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm Me time, social skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). We also cover this in our Science Curriculum (our Science Big Picture is available on our website).

Our Big Picture for PSHRE (available on our website) transparently shows how the Jigsaw whole-school approach meets all statutory requirements for Relationships and Health Education.

Sex Education

The DfE Guidance recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

However, 'Sex Education is not compulsory in primary schools'.

Schools are to determine the content of sex education at primary school. Sex education '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'.

Sex Education – specifically the physical act of sexual intercourse that leads to conception - is not explicitly taught at Clipston School.

However, there will be times when discussions take place that intertwine the Biological Scientific facts of Human Reproduction with Relationships Education.

At Clipston School, we agree that it is important that children should understand the biological facts about human reproduction before they leave primary school, so we teach this as part of the Jigsaw PHSE Summer Term unit Changing Me unit and also as part of our statutory Science Curriculum, in Biology within the Animals including Humans and the Human Development units. As our school has classes with mixed ages, occasionally the year groups will be divided, so that the curriculum contact can be taught in age-appropriate groups.

Parents’ right to request their child be withdrawn from Sex Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education”

At Clipston School, **puberty** (changes to the adolescent body) is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHRE Programme in the ‘Changing Me’ Unit, and as part of the Science units as outlined above. **Pupils cannot be withdrawn from the statutory elements of the curriculum.**

At Clipston School, the Biological aspects of **Reproduction** as set out in the Science Curriculum are statutory aspects of the National Curriculum. **Pupils cannot be withdrawn from the statutory Science curriculum.**

We conclude that **Sex Education** is inextricably linked to Human Reproduction. Whilst the biological aspect of conception - a sperm meeting an egg - is a statutory part of the Science and Human Reproduction curriculum, the physical act of sexual intercourse – is non-statutory and is not explicitly taught at Clipston.

In order to be absolutely clear, there are no explicitly taught, non-statutory aspects of Sex Education taught at Clipston. Therefore all children are required to be involved in all lessons and there are no aspects from which parents can withdraw their children.

Parents are usually informed that their child is being involved in the Life Education Sessions and / or in the Puberty Sessions (which are often run by the School Health Team), prior to these sessions taking place, and they are signposted to the PSHRE curriculum coverage on our website, so that they are aware of what their child is being taught.

Children are curious by nature. If we are aware that the non-statutory aspects of Sex Education have been discussed by children outside of lessons, or if questions relating the the physical act of sexual intercourse have been raised, we will inform parents so that they can deal with these in their own way at home.

We are of course happy to discuss the content of the curriculum with parents at any time, and invite you to contact your child’s class teacher in the first instance.

Monitoring and Review

The governing body monitors this policy periodically and reports its findings and recommendations to the full governing body, as necessary, e.g. if the policy needs modification. Governors give serious consideration to any comments from parents about the PSHRE programme.

Equality

This policy is linked to the school’s Equalities Objectives and Action Plan.

DfE Guidance states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

There will be points at which it is appropriate to discuss with pupils about LGBTQIA (Lesbian, Gay, Bisexual, Transgender and Queer/Questioning, Intersex and Asexual/Agender) relationships. It is not possible to say when this will be – it will happen at naturally occurring moments depending on a child’s individual experiences in life. Specific reference to LGBTQIA relationships is integrated throughout the Jigsaw programme of study rather than delivered as a stand-alone unit or lesson. We expect all pupils to know about LGBTQIA relationships as part of this area of the curriculum before they leave primary school. Parents cannot withdraw their child from this aspect of the Relationships Curriculum.

At Clipston School we promote respect for all, and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships and Health Education.

For further explanation as to how we approach LGBTQIA relationships in our PSHRE Programme please see: ‘Including and valuing all children. What does Jigsaw teach about LGBTQIA relationships?’ (available on our website).

Supporting children’s conceptual understanding through books and stories

Children will come across a variety of books in school to support their development and understanding in Science and PSHRE such as:

Tango makes three		Where Willy went	
Julian is a mermaid		Odd dog out	
It’s OK to be different		Hair in funny places	
The great big book of families		The flamingo who didn't want to be pink	

Relationships Education (Primary) – DfE Guidance 2021

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 guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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
Respectful Relationships	<ul style="list-style-type: none"> • 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 • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • 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 • 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 	<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

	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • 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
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance 2021

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:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • 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. • how to consider the effect of their online actions on others and knowhow to recognise and display 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<p>respectful behaviour online and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • 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. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • 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. • the risks associated with an inactive lifestyle (including obesity). • 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 Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • 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 Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

Health and Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Changing Me • Celebrating Difference
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • 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 Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Questions and Support

Parents and Carers who would like to discuss any aspect of our PSHRE Curriculum are very welcome to approach their child's class teacher in the first instance, via the school office.

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