



PSHE and RSE Policy

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Introduction

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 PSHE curriculum:

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

On March 1st 2017, it was announced that Relationships, and Health Education would become statutory in Primary schools from September 2020 and may include Sex Education. The Children and Social Work Act 2017 provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools.

At Netherbrook, we have responded to the new guidelines and reviewed the current Progression of Skills document being used to teach PSHE across the school. In order to ensure our curriculum includes the new compulsory Relationships and Health education elements as well we sex education, the Jigsaw scheme of work has been introduced and replaces all of the documents previously used across the school. This enables us to teach Personal, Social, Health Education using a whole school approach to underpin the children's development as people and support 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. 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.

The overview of the programme can be seen on the school website.

Key people relating to this policy

Headteacher: Mr P Rawlings

Curriculum Lead: Miss S Jervis

Inclusion Lead: Mrs L Reeve

Designated Safeguard Leads: Mr P Rawlings, Mrs L Frost, Mrs C Marshall, Mrs C Pugh and Ms S Daly

Aims of the Jigsaw PSHE scheme

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of school and community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- For pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- To allow pupils to learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Netherbrook, we have chosen to deliver Personal, Social, Health Education using this Jigsaw scheme as each lesson is also designed to develop pupil's emotional literacy and social skills.

Pupil learning intentions

The Jigsaw PSHE scheme supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Key Documentation

The Jigsaw PSHE scheme has been informed by the following existing DfE guidance documents:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- 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)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

Jigsaw content used to deliver learning intentions:

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle Name (half termly unit)	Content
Autumn 1	Being My in My World	This unit includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	This unit includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	This unit includes goal-setting, aspirations; working together to design and organize fund-raising events

Spring 2	Healthy Me	This unit includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	This unit includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	This unit includes Sex and Relationship Education in the context of looking at change

At Netherbrook Primary School, we allocated an allotted amount of time (45 minutes in KS1 and 1 hour in KS2) to PSHE each in order to teach the required knowledge and skills in a developmental and age-appropriate way. All of the lessons are taught by the class teachers as we feel the relationships between the teachers and children will continue to develop and allow the children to feel able to open up and talk freely.

These explicit lessons are reinforced and enhanced in many ways:

- Half termly launch assemblies
- Weekly assemblies with themes linked to the current puzzle piece
- The use of a praise and reward system
- Learning Charters
- The development of relationships child to child, adult to child and adult to adult across the school
- Applying knowledge from the current puzzle piece to everyday situations in the school community.

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. It helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. We have a responsibility for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Relationships Education is an important part of PSHE Education (DfE, 2014).
- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty.
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Our Relationships Education covers: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. While the Health Education part of the curriculum covers: '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'. At times, there are cross overs between the two forms of education and the outcomes are taught and revisited across the six half termly units. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle

Year Group	Piece Number (lesson) and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles and vagina Respect my body and understand which parts are private

2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private Tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how I feel when I see babies or baby animals
3	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
3	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process Recognise how I feel about these changes happening to me and know how to cope with those feelings
3	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having a Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
4	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 3 Girls and Puberty	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me
5	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty
5	Piece 4	Understand that sexual intercourse can lead to conception and that is how babies are usually made

	Conception	Understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally Express how I feel about the changes that will happen to me during puberty
6	Piece 3 Girl Talk/Boy Talk	Ask the questions I need answered about changes during puberty Reflect on how I feel about asking the questions and about the answers I receive
6	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby
6	Piece 5 Attraction	Understand how being physically attracted to someone changes the nature of the relationship Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Withdrawal

Parents and carers have the right to withdraw their children from all or part of the Relationship and Sex Education provided at Netherbrook except for those parts included in statutory National Curriculum Science.

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction.

In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum as well as our Relationships and Sex Education as we believe this is most appropriate for our children. Therefore, parent right to withdraw their child is not applicable.

Those parents and carers wishing to exercise this right are invited into school to see the head teacher and/or RSE Co-ordinator (Miss Jervis), who will explore any concerns and discuss any impact that withdrawal may have on the child. If parents still feel that withdrawing their child is the right thing for them to do, they need to put their request for withdrawal in writing.

Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents and carers, who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Working with parents and carers

The government guidance on RSE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents and carers to exercise their right to withdraw their children (until the age of 19) from any school RSE taught outside National Curriculum

Science (Education Act 1996. Parents and carers have a legal right to see the school RSE policy and to be given a copy of it (Education Act 1996).

Parents and carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

RSE Vocabulary

The following body parts and key words will be discussed throughout the 'Jigsaw Puzzles':

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Vagina	Vagina	Vagina
Penis	Penis	Penis
Testicles	Testicles	Testicles
Breasts	Breasts	Breasts
	Uterus	Uterus
	Ovaries	Ovaries
	Eggs	Eggs
	Womb	Womb
	Making love	Clitoris
	Puberty	Fallopian tubes
	Menstruation	Pubic hair
	Reproduction	Umbilical chord
		Puberty
		Sperm
		Semen
		Conception
		Sexual intercourse
		Embryo
		Fertilized ejaculation
		Wet dream
		Making love
		Erection
		Fertility treatment (IVF)

RSE Definitions

In order to ensure we have a whole school approach, the following definitions will be used when discussing equality:

Bisexual: A person who can love or be attracted to people of more than one gender.

Gay: A woman who loves or feels attracted to a woman or a man who loves or feels attracted to a man. Focus on love, relationships and family. This word is sometimes used just to refer to men. Women who are gay can also be called 'lesbians'

Gender Identify: Everyone has a gender identity, which is based on what gender they feel like they are inside – male, female, both or neither.

Homophobia: Putting down or thinking less of people because they are LGBT or because you think they are LGBT.

Heterosexual: A person who loves or feels attracted to people of a different gender. In other words, a man who is attracted only to women, or a woman who is attracted only to men.

Homosexual: Another word for 'gay' or 'lesbian'. Usually used in medical or scientific references

Lesbian: A woman who loves another woman or feels attracted to other women.

Sexual Orientation: Everyone has a sexual orientation. A person's sexual orientation is based on what gender or genders someone is attracted to.

Transgender: When babies are born, we can usually identify if they are male or female due to their physical features. For transgender people, this is different from the gender they know they are.

Drug and Alcohol Education

At Netherbrook Primary School, we use the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime).

The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

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

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

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

Jigsaw Drug and Alcohol Education Content

This grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle (unit)

Year Group	Piece Number (lesson) and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	Understand how medicine works in my body and how important it is to use them safely Feel positive about caring for my body and keeping it healthy
3	Piece 3 What do I know about drugs?	Tell you my knowledge and attitudes towards drugs Identify how I feel towards drugs

4	Piece 3 Smoking	Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
4	Piece 4 Alcohol	Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart Make an informed decision about whether or not I choose to smoke and know how to resist pressure
5	Piece 2 Alcohol	Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Make an informed decision about where or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart. Be motivated to find ways to be happy and cope with life's situations without using drugs
6	Piece 3 Alcohol	Evaluate when alcohol is being used responsibly, anti-socially or being misused Tell you how I feel about using alcohol when I am older and my reasons for this

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

At Netherbrook, every class in Key Stage One will teach a weekly Jigsaw lesson for 45 minutes and in Key Stage Two the lessons will be planned for one hour per week. The whole school will work on the same 'Jigsaw Puzzle' at the same time and each one will be launched through a whole school assembly in the first week of every half term. Each child will record any work that they have done during their sessions in their discovery books. Teachers will give verbal feedback during these lessons, following the feedback policy.

Parents will be informed of the RSE provision, given an overview of the lessons and a leaflet that explains more about RSE.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy. Within RSE, children will develop confidence in talking, listening and thinking about sex and relationships. To achieve this, a number of teaching strategies will be used across the school, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques (e.g. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials
- Encouraging reflection.

The majority of the RSE learning intentions will be delivered during the summer term – parents and carers will be informed of the exact dates via Class Dojo prior to delivery.

Differentiation

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each 'Jigsaw Piece' to meet the needs of the children in their classes. To support this differentiation, many 'Jigsaw Pieces' suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each 'Jigsaw Puzzle' includes a P-level grid with suggested activities for children working at each of those levels.

If any changes are implemented nationally as a result of the Rochford Review, Jigsaw will make the necessary amendments and offer this free update to all its schools. This policy will also be reviewed on an annual basis and any relevant changes will be made to ensure we are following curriculum guidelines and meeting the needs of our children.

Dealing with Questions

Dealing with questions as with any topic children will ask questions during RSE to further their understanding. Due to the sensitive nature of the topic, teachers employ strategies to ensure that questions are asked and answered in an appropriate way. Through the use of ground rules at the start of sessions, children are reminded that personal questions are not appropriate. They are also introduced to the 'question box'. This allows the teacher time to ensure questions are answered in an appropriate and factual way with reference to the age and maturity of the class. Teachers may feel that it is not appropriate to answer some questions in front of the whole group – the question will then be addressed on an individual basis with the pupil and in some cases with parents and carers. All staff are mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the ground rules and may refer the pupil to other agencies, such as, a counsellor, school nurse, help line etc.

- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and may research the question later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher should acknowledge it and promise to attend to it on an individual basis.

Sometimes children may ask questions about issues that are not part of the planned programme, this may show that the taught curriculum is not meeting their needs. This will be fed back to the Coordinator (Miss Jervis) as part of the evaluation and monitoring process.

Safeguarding

Teachers have been made aware that disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. Time and appropriate staffing will be arranged for this to happen. If disclosures occur, the usual safeguarding policy will be followed.

Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (except Puzzle 1) has a built-in assessment task. These tasks are not only the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. The task can usually be used as evidence in the children's discovery books.

Each Puzzle has a set of three level descriptors for each year group:

- Working towards
- Working at
- Working beyond

Monitoring and evaluation

The PSHE co-ordinator (Miss Jervis) will monitor the delivery of the programme through observations and discussions with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

Staff Training

All staff delivering RSE take part in annual basic training sessions. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

Involving parents and carers

We believe that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme to be successful in our school. Parents and carers are given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- * Sharing documents through the website

- * Parents' and carers' RSE Consultation through parent Class Dojo/email/comments box/survey
- * Information leaflets/displays
- * Drop in days where parents can come and raise questions.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents and carers.