



# **The Coppice Primary School PSHE (Personal, Social, Health, Economic Education) Policy, including Relationship Education, Sex Education and Health Education (RSE).**

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|----------------------|---------------|
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**Jigsaw PSHE (Personal, Social, Health, Economic Education) Policy including Relationships Education, Sex Education and Health Education.**

## **1. School Vision:**

***'Happy, confident and successful learners that are well prepared for life'***

## **2. Purpose of the policy:**

This policy reflects the school's values and philosophy in relation to the teaching and learning of PSHE and RSE at The Coppice Primary School. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching and assessment. It provides clear guidance on the statutory and non-statutory curriculum requirements regarding PSHE and RSE within primary education.

## **3. This document is intended for:**

- All teaching and school management staff
- All Teaching Assistants and pupil support staff
- School Trustees
- Parents and carers
- Inspection teams

*The Board of Trustees and the Headteacher have consulted with staff (via the Trustees' Curriculum Committee), parents (via the school's Parent Forum) and pupils (via School Council) and members of the wider community in order to develop this policy.*

## **4. Introduction:**

It is our aim at the Coppice to develop happy, confident and successful learners who are well prepared for life. Both PSHE and RSE provide a vital foundation for the personal development of our children in preparing them for adult life. We aim to give our children the knowledge, skills, and understanding they need to lead confident, healthy and independent lives. PSHE and RSE aid the building of a curriculum that is broad and balanced, promoting the spiritual, moral, cultural, mental and physical development of each child. This is underpinned by our whole school Thrive culture, which acknowledges the uniqueness of each child and the emotional readiness to learn.

## **5. Values Framework:**

### **5.1 Morals and values**

*The following morals and values are entwined in the ethos of the Jigsaw approach:*

- Respect for self.
- Respect for others.
- Responsibility for their (children's) own actions.
- Responsibility for their (children's) family, friends, schools and the wider community.
- Value and respect for stable, loving and respectful relationships.
- Value for diversity by respecting differences in people's religion, culture, sexual orientation, physical and mental ability and social background.
- Strong emotional literacy and communication.
- Understanding of personal physical development and appropriate choices regarding a healthy lifestyle.

## 5.2 Statutory guidance:

An amendment to the Children and Social Work Act 2017 has made **Relationship and Health Education** statutory subjects within the primary curriculum from September 2020. Although, **Sex Education** remains non-statutory at primary, excluding the statutory content within the Science National Curriculum (see Science Programme of Study), the Coppice Primary School values the teaching about physical, moral and emotional development. We aim to support our pupils to understand the importance of loving and caring relationships, **Sex Education** is about the age-appropriate teaching **of sex, sexuality and sexual health**. We value this teaching as research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to become sexually active at a younger age, but rather develop a comprehensive understanding of their personal development.

## 5.3 Withdrawal of students from Sex Education

Parents have the right to withdraw their child from **Sex Education**. From September 2020, parents no longer hold the right to withdraw their child from **Health and Relationship Education**. It still remains that students cannot be withdrawn from any part of RSE which falls within the statutory **Science National Curriculum**.

Parents are informed of their legal right to withdraw their child from **Sex Education** via the school prospectus. During the summer term, parents are informed of upcoming RSE lessons and are provided the opportunity to discuss content with their child's class teacher. Any parent wishing to withdraw their child is encouraged to make an appointment with the Head teacher, Mr Hutt, to discuss the matter. Any complaints about the content or delivery of RSE should be addressed to The Headteacher: Mr. Hutt.

## 6. Aims and objectives of Jigsaw PSHE and RSE:

### 6.1 Aims of Jigsaw PSHE:

- 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 their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To allow 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 teach children 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.
- To ensure that pupils build a sense of belonging in their school and wider community through the building of a positive ethos throughout the school and within individual classrooms.
- To introduce and develop an understanding of rights, responsibilities and the link with consequences. An exploration of British Values is a key part of this aim.

- To provide safe opportunities for pupils to explore themselves and to develop an understanding of themselves and others as individuals.
- To acknowledge hopes and dreams, whilst also developing an understanding of setting goals and working towards achieving dreams. Pupils also develop an understanding of success, self-recognition and self-discipline.
- To develop a strong understanding of their physical health (including drugs education) and how this contributes to their emotional health. A mindfulness approach is implemented, to develop emotional literacy and pupil well-being.
- To develop the understanding of the variety of skills needed to build successful relationships. Pupils are provided with rich contextual scenarios to practice these skills, and develop and understanding of safe, healthy and unhealthy relationships.

## **6.2 Aims of RSE:**

The aim of **Relationship and Sex Education (RSE)** is to provide children with age appropriate information and opportunities to explore values and develop skills in order to empower them to make positive decisions about their health-related behaviour.

- To provide the knowledge and information to which all pupils are entitled to learn.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To develop pupils' skills for a healthier, safer lifestyle.
- To develop pupils' communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To help pupils learn to respect and care for their bodies.
- To prepare pupils for puberty and adulthood.
- To help pupils learn how to gain access to information and support.

## **6.3 PSHE and RSE in the Foundation Stage:**

The Jigsaw scheme is implemented in the Foundation Stage, ensuring consistency within The Coppice curriculum. Children in Nursery and Reception learn the importance of cooperating, sharing, respecting other people and their property, communicating with their peers and understanding that they have choices and decisions to make. They begin to learn that they are part of a community and that they are unique and special. They understand that they have similarities and differences to their friends and family and begin to understand that we live in a multicultural world. Staff in The Foundation Stage do not always wait for a circle time session to address issues and all adults model appropriate actions and behaviour daily, as and when is necessary as part of their everyday provision. Jigsaw compliments the Thrive Approach and

ensures coverage of ‘The Statutory Framework for the Early Years Foundation Stage’ and ‘The Early Learning Goals’.

## **7. Teaching and learning**

### **7.1 Jigsaw overview**

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 the need for differentiation where appropriate. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time.

There are six puzzles in Jigsaw that are designed to progress in sequence from Autumn to July. Each puzzle has six pieces (lessons) which work towards an ‘end product’ providing the opportunity for children to showcase what they have learnt.

Each lesson identifies two learning intentions (PSHE content specific and emotional literacy) to ensure the fluency of knowledge and implementation into real life contexts. Emotional literacy enhances the children’s emotional and mental wellbeing through the application in relevant and current situations, tailored for children living in today’s world.

The Jigsaw approach is implemented from Foundation stage through to Year 6, with all year groups following the below structure:

| <b>Term</b>      | <b>Puzzle name</b>               | <b>Content</b>  |
|------------------|----------------------------------|---|
| <b>Autumn 1:</b> | Being Me in My World             | Includes understanding my place in the class, school and global community as well as devising Learning Charters         |
| <b>Autumn 2:</b> | Celebrating Difference           | Includes anti-bullying (cyber and homophobic bullying included) and diversity work                                      |
| <b>Spring 1:</b> | Dreams and Goals                 | Includes goal-setting, aspirations and resilience building  |
| <b>Spring 2:</b> | Healthy Me                       | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line) |
| <b>Summer 1:</b> | Relationships                    | Includes understanding friendship, family and other relationships, conflict resolution and communication skills         |
| <b>Summer 2:</b> | Changing Me<br><b><u>RSE</u></b> | Includes Sex and Relationship Education in the context of looking at and managing change                                |

**\*All lesson plans for PSHE and RSE are available on the school website for viewing.**

### **7.2 The Learning Environment:**

Establishing a safe, open and positive learning environment based on trusting relationships between peers and adults is vital. To enable this ‘ground rules’ are agreed at the beginning of the year and are reinforced in every piece (lesson) – by using The **Jigsaw Charter**. Teachers

and children will devise their own **Jigsaw Charter** at the beginning of the year, however, it will always include the aspects below:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
- We respect each other's privacy (confidentiality).

### **7.3 Jigsaw and the Thrive Approach:**

At the Coppice, we are a Thrive school and we follow and use The Thrive Approach teaching programme to aid our PSHE planning. This programme uses research from current neuroscience, attachment research, studies of effective learning, and current models of child development in order to help adults understand children's behaviour as communication. The aim is to support adults in responding to a child's emotional situation in a way that supports their emotional and social development. Each term, teachers screen their class against the objectives set out in the Thrive programme. The results of the screening identify individual and class needs, providing a list of strategies and activities that could be implemented. Teachers use this assessment to adapt the Jigsaw planning, to ensure that learning outcomes address the needs of every member of the class.

## **8. Inclusion:**

### **8.1 PSHE, RSE and inclusion**

We teach PSHE and RSE to all children, regardless of their ability. PSHE and RSE form part of the school curriculum policy to provide a broad and balanced education for all children. Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE we take into account the targets set for the children in their Individual Provision Maps. We pride ourselves in providing opportunities for inclusion including 'The Friday Club' which is specially planned to help children improve self-esteem and cooperation skills and is ran by our Thrive practitioners.

All pupils are entitled to receive **sex and relationship education** regardless of ability, gender, race, religious belief or grouping. Through sex and relationship education we seek to develop a positive view of female and male sexuality. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required.

Objective discussion of the diversity of personal, social and sexual preference in relationships will take place in RSE and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

## **9. Assessment:**

### **9.1 Formative assessment**

Teachers are continuously assessing pupils' personal, social and emotional development, utilising observation, discussion and specific tasks set in planned activities. Teachers understand the importance of formative assessment to support judgements on children's development across the curriculum. All teachers, teaching assistants, midday lunch staff and administrative staff hold responsibility to inform the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEND co-coordinator to identify children's progress which is well above or below that which is expected.

## **9.2 Summative assessment**

Summative assessment is evidenced in the year group journals, which showcases three entries, per half term, consisting of a range of work. One journal entry will present the final assessment of each puzzle (unit). Teachers will ensure to display a range of work completed by all abilities. Each assessment piece provides all pupils with the opportunity to combine and display their understanding of the links between their learning. Assessment may take form as a written task, role-play or discussion.

The assessment piece and the on-going formative assessment are brought together to provide an overarching judgement of 'just below, on track or greater depth', focusing on both progress against PSHE outcomes and social emotional development. This assessment is used by teachers to inform their judgements when completing the Thrive Screening process, which identifies areas for the teacher to focus on. The screening also identifies pupils who may need additional support with their emotional and social development so that these children can receive extra support from the Thrive Team.

## **10. Safeguarding/ confidentiality:**

### **10.1 Terminology:**

It is essential that everybody working in a school or college understands their safeguarding responsibilities, as stated in the 'Keeping Children Safe in Education' Publication. Although, it is not compulsory for **Sex Education** to be taught in Primary School, we believe in the importance of children learning the correct terminology associated with body parts, to ensure that all children are able to talk to health professionals should the need arise. Therefore, teachers will use the anatomically correct language for body parts, whilst acknowledging common terms used by some people. This terminology is stated on each lesson plan, where relevant, to ensure consistency and clarity.

### **10.2 Disclosures:**

Teachers and other practitioners need to be aware that sometimes disclosures may be made during Jigsaw lessons, in which case, school safeguarding procedures (**see Safeguarding Policy**) must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Teachers also need to be aware that effective PSHE and RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Under the common law young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection. There may be rare occasions when a child under the age of thirteen, who is sexually active, directly approaches a

teacher. This should be viewed as a child protection issue and procedures should be followed as outlined in the **Safeguarding Sexually Active Young People Guidance**.

The staff member will inform the Head Teacher /Designated Safeguarding Lead (DSL) in line with the procedures set down within our Safeguarding and Child Protection Policy. A member of staff cannot promise confidentiality if concerns exist.

### **10.3 Procedure for supporting those infected with HIV or Hepatitis B or C:**

Staff should not expect to be informed of a pupil's or colleague's HIV or Hepatitis status. A member of staff, who is told of a pupil's blood-borne viral status, should inform the Head Teacher and no one else. She/he will tell the pupil this is what they are doing. No pupil or member of staff will be discriminated against as a result of such a disclosure.

First aid and control of infection practice should always follow current county guidelines; this will protect all school members from infection with blood-borne viruses.

### **10.4. Answering difficult questions:**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer or seeking advice from the PSHE coordinator or Safeguarding lead.

## **11. The role of the PSHE and RSE Leader:**

- To lead policy development and implementation.
- To plan and lead staff training.
- To advise and support colleagues.
- To contribute to the year group and individual teacher's plans when necessary.
- To develop in depth knowledge of their subject and keep up to date with developments.
- To arrange for relevant advice and information from courses to be disseminated.
- To aid SLT in the assessment, progression and attainment of PSHE throughout the school.
- To manage resources.
- To be an exemplar practitioner in PSHE and RSE.
- RSE induction for all new teaching members of staff.
- Parent feedback through parents evening and feedback forms.

## **12. Monitoring and Review:**

The policy and practice will be monitored and evaluated by:

- The PSHE and RSE Leader.
- The Senior Leadership Team (SLT).
- The school Trustees.
- Local Authority Advisors and Ofsted Inspectors.



The PSHE and RSE Leader will agree the curriculum timetabling of PSHE/RSE with staff which will enable lesson observation through 'drop-ins' and full lesson observations where appropriate as part of staff development.

Feedback on PSHE and RSE will be obtained from group discussions with teachers and pupils. Parents' views will be invited and welcomed at Parents' evenings and through The Coppice Parent Forum.

### **13. Data Protection Statement:**

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

| <b>Name of policy</b> | <b>Content</b>   | <b>Reason for policy</b>   | <b>Who does it relate to?</b>                     | <b>Where is it stored?</b>      |
|-----------------------|--|--|---|---------------------------------|
| PSHE and RSE          | Key information concerning the teaching and learning of PSHE and RSE | To inform all stakeholders on how PSHE and RSE is taught at The Coppice. | Children, Teachers, Parents, Trustees and Ofsted. | School P' Drive<br>Google Drive |

As such, our assessment is that this policy:

| <b>Has Few / No Data Compliance Requirements</b> | <b>Has A Moderate Level of Data Compliance Requirements</b> | <b>Has a High Level Of Data Compliance Requirements</b> |
|--|---|---|
|  |   |   |