



PHSE Policy (Incorporating RSE)

This policy was ratified by Garrick Green Local Advisory Board on:	March 2024
The policy owner is:	Mrs Janine Perkins
This policy will be reviewed in: (unless earlier review is required due to changes in legislation or processes)	March 2027
Policy Version:	V2
Signed by the Chair of the LGB:	March 2024

PERSONAL, SOCIAL, HEALTH EDUCATION

At Garrick Green we are committed to the development of children's social and emotional skills, children's self-esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school, the local and global community. This commitment is embodied in the school's vision statement and aims; it contributes to the positive ethos of the school and guides the systems, policies and 'day-to-day' running of the school. PSHE and RSE are recognised as important aspects of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities so that children have the knowledge and understanding to make informed choices. PSHE and RSE will be taught mainly through the Jigsaw Programme which offers us a comprehensive, carefully thought through Scheme of Work. This in turn brings consistency and progression to our children's learning. The overview of the programme can be seen on the school website.

AIMS AND PURPOSES

- To know and understand what constitutes a healthy lifestyle.
- To be aware of safety and risk issues.
- To understand what makes for good relationships with others.
- To develop social skills to enable successful relationships with all members of their community.
- To learn to respect and understand 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 be an independent and responsible member of the school, local and global community.
- To gain an understanding of their role as citizens.
- To develop self-confidence and self-esteem.
- To be able to make informed decisions about personal, social, physical, spiritual, moral and cultural issues.
- To develop goals and aspirations and think about how they would like to contribute to society
- To understand growth, changes and life cycles
- To use the correct terminology for body parts and know the differences between the male and female bodies

LINKS TO OTHER INITIATIVES & POLICIES

PSHE and RSE are linked with a variety of initiatives in place at Garrick Green Infant School. We are committed to giving our children the best information we can regarding healthy lifestyles, so that they are able to make informed choices for themselves.

Our children are encouraged to develop their thinking skills through questioning and discussing issues that might arise in their own lives and those of others.

We believe that children who are given the opportunity to share their ideas and opinions within the safe environment of the classroom, are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school.

All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. Our school is dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils, for example pupils with Special Educational Needs as well as with regard to gender and equality issues.

PSHE including RSE is delivered through whole school daily assemblies and also throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum.

TEACHING AND LEARNING

Scheme of Work

Using the Jigsaw Programme at Garrick Green we deliver a whole-school approach to the PSHE/RSE curriculum meeting the requirements of the National Curriculum. The scheme covers all aspects of Personal, Social, Health (including Drugs Education and Relationships and Sex Education) and Citizenship Education, and ensures continuity and progression throughout the school year.

Planning

In EYFS and KS1 the Scheme of Work has half termly curricular themes but it is also recognised that opportunities are often spontaneous, following the children's experiences, ideas and learning particularly in EYFS.

In whole school assemblies, there is a half termly main theme, split into more specific weekly themes.

Half termly themes are:

- Autumn 1 – Being Me in My World
 - Includes understanding my own identity and being part of a class, school and global community. Jigsaw Charter established
- Autumn 2 – Celebrating Difference
 - Includes anti-bullying and understanding and celebrating differences
- 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
- Summer 2 – Changing Me
 - Includes RSE in the context of growing up, how we change from young to old and differences between male and female bodies

Approaches to teaching and learning

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in circle time, discussions, role play, investigation and problem solving activities. Pupils are also given opportunities to learn through

practical and relevant activities and events, for example fund raising for charities, through links with the community and visitors to school.

Inclusion

Children of all abilities and beliefs have access to the PSHE/RSE curriculum. Provision for children with Special Educational Needs (SEN) is the responsibility of the class teacher with the support of the Special Educational Needs Co-ordinator (SENCO).

It is the class teacher's responsibility to ensure that all children regardless of gender, ethnicity, race, religion, language, ability and social circumstances have access to the PSHE/RSE curriculum. Stereotypical attitudes should be discussed and all children should be encouraged to participate.

Within the planning of PSHE/RSE, consideration is taken for groupings, resources, other adults in the classroom, time taken for the task, type of task or activity. There is also an awareness of anything that might be deemed 'sensitive' to a particular child. In the case of that event, the child's parent or carer will be informed before the lesson or activity takes place.

RSE – RELATIONSHIP AND SEX EDUCATION

The DFE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life.

AIMS AND PURPOSES

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.

Our intended RSE curriculum is detailed as follows but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered.

As Garrick Green is an infant school following the EYFS and KS1 curriculum we will only be delivering the following subjects in relation to RSE:

Ages 3-5 Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies; correct names for body parts.

Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Parents have the right to withdraw their child from some or all of sex education where it is delivered as part of RSE but not from Relationships or Health Education which is statutory from September 2020. Parents do not have the right to withdraw children from aspects of RSE delivered as part of the science curriculum. Parents will be encouraged to come into school to discuss content that is to be delivered and will need to inform the Headteacher if they wish their child to be withdrawn.

Parents will be informed about the policy through the school website. If a hard copy of the policy is required, the school will be happy to provide this on request. The school will work with parents who require the policy in any other format to ensure accessibility for all.