

Lodge Lane

PSHE (including RSE) Policy

The Board of Trustees, CEO and Strategic team are committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work

This policy was created and ratified by the Trust Board in:	March 2024
The policy owner is:	Rachael Hoffbauer
This policy will be reviewed by the Trust Board in: (unless earlier review is recommended by the Trust)	March 2027
Policy Version:	V1.2
Signed by the Chair of the Board of Trustees:	March 2024

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RSHE POLICY

This policy covers Lodge Lane Infant School's approach to teaching PSHE (Personal social and health education) and RSHE (Relationships, Sex and Health Education.)

Personal social and health education **Introduction**

At Lodge Lane Infant school, we are committed to the development of children's social and emotional skills, their self-esteem, their health and well-being. We believe that through the teaching of relationships, sex and health education and citizenship we give the children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become healthy, independent and responsible members of society. We consider PSHE to be central to the development of our children and it's planning, and teaching are based firmly within the school's values.

PSHE will be taught mainly through the Jigsaw Programme which enables us to deliver a spiral, progressive and fully planned scheme of work, giving children relevant, age-appropriate learning experiences to help them navigate an ever changing world and develop knowledge, skills and values which can be used confidently in real life situations. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of their own class, school and wider community. In doing so they learn to recognise their own worth, work well with others and develop positive relationships with themselves and others. They 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.

Pupils of all abilities irrespective of race, gender or ability will be encouraged and taught within an inclusive and supportive learning environment to tolerate and co-operate in a multi-cultural society and respect the needs and feelings of each other and themselves. This empowers all children to develop based on the belief that bullying, prejudice and discrimination is unacceptable.

Aims and purposes of PSHE

Through the teaching of PSHE children will;

- Be encouraged to be independent thinkers.
- Be able to find solutions to school and class-based problems, whether they are their own or not and to develop a sense of competence.
- Be able to respect the fact that we are all entitled to different viewpoints and go on to develop their own personal values based on respect.
- Value themselves as individuals and develop a sense of identity.
- Recognise the importance of their role within the school and community and develop an improved sense of belonging.
- Be encouraged to act and behave in an appropriate and responsible manner.
- Recognise that we are all equals and that we all have the same rights as one another.
- Develop improved self-confidence and self-esteem and develop improved emotional security and resilience.
- Develop an ability to question the thinking and actions of others.
- Be able to communicate more effectively.

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- Be actively involved in and take increased responsibility for their learning.
- Be able to recognise the value of their achievements.
- Be able to recognise the implications of their actions on others.
- Know where to get help if they need it, to keep themselves and others safe.
- Develop the skills they need to support healthy and safe relationships.

Teaching and learning

Approaches to teaching and learning

The Jigsaw curriculum will be delivered predominantly in weekly circle time meetings with the whole school following the themes together. This will enable a whole school approach and ensure that weekly whole school assemblies embed and support children's learning in class. The school's values will also link into the Jigsaw themes. Additional opportunities will occur naturally through storytelling, role play mostly in inquiry lessons, problem solving activities and whole school events such as fund raising for a specific charity. Visitors to school from the medical profession, organisations or the wider community will enhance and help embed the children's learning.

Scheme of work

Jigsaw 3 -11 offers a comprehensive Programme for all learning outcomes for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips our school to deliver engaging and relevant RSHE within a whole-school approach. Jigsaw lessons also include a 'calm me time' a simple introduction to mindfulness allowing children to advance their emotional awareness, concentration and focus.

Planning

Jigsaw delivers all of the National curriculum outcomes for RSHE through six half termly themes, followed by EYFS and KS1 at the same time across the school. Each theme is broken down into individual lessons, with each lesson following a six-part plan. We recognise that in EYFS particularly, opportunities to learn can often be more spontaneous and will follow the children's experiences, ideas and learning. The overview of themes is as follows and more detail is included as Appendix 1.

- Autumn 1 – Being Me in My World
- Autumn 2 – Celebrating Difference
- Spring 1 – Dreams and Goals
- Spring 2 – Healthy Me
- Summer 1 – Relationships
- Summer 2 – Changing Me

Inclusion

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Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

At Lodge Lane Infant school, we actively celebrate the diversity of our pupils, their families and the wider whole school community. PSHE with RSE will always be taught in a non-judgemental, non-biased, factually accurate and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender, ethnicity, race, faith or culture, language, and ability of the children and that of their family.

It may be necessary to tailor the curriculum content and teaching to meet the specific needs of pupils at different developmental stages. We will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. The Jigsaw programme includes content which can be specifically adapted to meet individual needs. This will be the responsibility of the class teacher with the support of the subject lead and in some cases the advice of the SENCO.

RSE - Relationships and Relationships and Sex Education

Relationships Education and Health Education is compulsory for all children receiving Primary education from September 2020 to meet DfE requirements 2019 and the Equalities Act 2010. The DfE Guidance 2019 strongly recommend 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) will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. It is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. At KS1 this is based on animals and their young (delivered in the science curriculum) and knowing and using correct vocabulary for external genitalia (delivered through the NSPCC PANTS lessons and through Jigsaw). 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 accurate information, developing skills, self-esteem and forming positive beliefs, values and attitudes. It empowers children to build and enjoy healthy, safe and positive relationships, to celebrate theirs and others uniqueness and to take responsibility for their health and wellbeing now and in the future (delivered through the Jigsaw programme), all of these provide a strong foundation to be successful in life.

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.

What will RSE look like at Lodge Lane?

The Jigsaw Programme builds the foundations of children and young people's positive relationship with themselves, self-esteem, self-respect, and assertiveness skills; and it approaches sensitive subjects in an age and stage-appropriate way, which is particularly important when it comes to safeguarding. At the heart of Relationships Education, Relationships and Sex Education and Health Education, there is a focus on keeping pupils safe. 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. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

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RSE will be taught by experienced and skilled teaching staff, and classroom teaching assistants who are committed to preparing children to live and learn safely in the modern world. This will be supported by outside agencies where relevant. The use of distancing techniques when teaching such as the use of characters avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable.

At Lodge Lane the specific themes and subjects which will be covered in RSE through weekly whole class sessions lasting up to one hour in KS1 and shorter sessions in EYFS. The sessions will teach the knowledge and skills in a developmental and age appropriate way. The lessons will be enhanced and backed up through assemblies and collective worship, praise, sharing the 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.

The Jigsaw programme is as follows;

EYFS:

Relationships: Family life, Friendships, Breaking friendships. Falling out Dealing with bullying, Being a good friend.

Changing Me: Bodies, Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations.

Year 1

Relationships: Belonging to a family, Making friends/being a good friend, Physical contact preferences, People who help us, Qualities as a friend and person, Self-acknowledgement, Being a good friend to myself, Celebrating special relationships.

Changing Me: Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology) Linking growing and learning coping with change

Year 2

Relationships: Different types of family, Physical contact boundaries, Friendship and conflict, Secrets, Trust and appreciation, Expressing appreciation for special relationships.

Changing Me: Life cycles in nature, Growing from young to old, Increasing independence, Differences in female and male bodies (correct terminology), Assertiveness, Preparing for transition.

Aims and purposes

- Be able to communicate comfortably about emotions, bodies and relationships using age appropriate terminology.
- Provide 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.
- Develop character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- Ensure the safeguarding of all pupils and prepare them to live safely in the modern world.

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Parents rights

“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” DfE Guidance p.17

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 and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. Parents will be encouraged to come into school to discuss content that is to be delivered and will need to inform the Head teacher if they wish their child to be withdrawn.

Assessment

Pupils' learning will be assessed using an ipsative form of assessment. This compares where a pupil (or group of pupils) is at the end of a lesson or a series of lessons against where they were before the lesson(s). Each class will record their progress in a way which is appropriate and useful to them which will indicate their main learning points this may include photographs, quotes, drawings or notes on lesson plans etc. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

Pupil consultation

Pupils will be actively involved in the evaluation of the scheme to ensure its relevance to the changing world in which they live. Evaluation will take place annually through a 'pupil voice' discussion.

Parent consultation

Parents will be informed about the policy in the first instance through the school website and thereafter through RSE consultation events. This will provide an important opportunity to support parents, develop awareness of emerging topics, review resources and consider ways to build on RSE at home. 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.

Links to other policies

This policy links to and complements the following policies;

- E-Safety
- Equality
- Safeguarding
- Teaching and Learning
- Behaviour and Emotional regulation (including anti-bullying)

Review

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This policy will be reviewed every three years, or sooner if the RSE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance. Any updates to the content of the RSE curriculum are automatically included in the Jigsaw programme. Staff and parents will be informed of any changes.

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