



# PSHE (PERSONAL, SOCIAL, HEALTH EDUCATION) POLICY

**(including Relationships and Health Education and  
our position on Sex Education)**

**PRIMARY**

Name of School	Thrybergh Primary School
Date of Policy	Reviewed July 2022
Member of Staff Responsible	R Parry-McDermott
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## 1. CONTEXT

In Wickersley Partnership Trust schools (hereafter known as WPT) student's wellbeing, happiness and safety are our first priority and PSHE is the key vehicle through which we share this with them. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. We aim to send every young person into the world able and qualified to play their full part in it. We believe that both are equally important to our students so that they can play their full part in the world.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students. 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 students at the school and of society, and
- Prepares students at the school for the opportunities, responsibilities and experiences of later life.

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.

## 2. WHAT IS RSE? - DEFINITION

- RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships (including friendships), healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is **not** about the promotion of sexual activity.

## 3. PHSE AIMS

The aims of PHSE (Personal, Health, Social and Economic Education) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach students the correct vocabulary to describe themselves and their bodies

**PSHE** (Personal, Social, Health and Economic Education)

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

At Thrybergh Primary School, we predominantly use the Jigsaw Programme that 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 delivery of PHSE is also supplemented by other resources, activities and experiences that match the specific context of our school community and the current cohort of students.

The overview of the Scheme of Work can be seen at Appendix A.

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 students.

"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 students, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

## **4. RSE DELIVERY**

RSE in this school is taught within the personal, social, health and economic (PSHE) education curriculum and is primarily based on the 'Jigsaw' PSHE scheme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive and healthy relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Any additional information, materials and resources about any sex and health education at Upper KS2 will be made available for Parents/Carers to view in advance and prior to any delivery in school.

For more information about our RSE curriculum, see Appendices A and B

## **5. STATUTORY GUIDANCE - RELATIONSHIPS AND HEALTH EDUCATION (PRIMARY)**

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. As a WPT school we must provide relationships education to all students as per section

34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Thrybergh Primary School we teach RSE as set out in this policy.

## **6. CURRICULUM**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, staff will respond in an appropriate manner so they are fully informed and don't seek answers online.

To ensure progression and a spiral curriculum, this school uses Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the student'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. The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study for PSHE.

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 curriculum for science - how a baby is conceived and born'.

## **7. DFE GUIDANCE**

Our PSHE policy is informed by existing DfE guidance:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils (2013)
- SEND code of practice: 0 to 25 years (2014)
- Promoting Fundamental British Values as part of SMSC in schools (2014)
- Mental Health and Behaviour in Schools (2014)
- Behaviour and Discipline in Schools (2016)
- Children and Social Work Act (2017)
- Preventing and tackling bullying (2017)
- Sexual violence and harassment between children in schools (2018)
- Mental Health and behaviour in schools (2018)
- Relationships and sex education (RSE) and health education (2019)
- Keeping Children safe in Education – Statutory safeguarding guidance (2020)

## 8. WHAT DO WE TEACH WHEN AND WHO TEACHES IT?

### Whole-school approach - summary

Jigsaw covers all areas of PSHE 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.

TERM	PUZZLE (UNIT)	CONTENT
AUTUMN 1	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.
AUTUMN 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
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, bereavement and loss
SUMMER 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Thrybergh Primary School we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These PSHE lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, School Pledges, 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.

Staff deliver the PSHE lessons to their own classes.

#### **Parental guide (DFE)**

Head teachers will distribute (through usual electronic channels) the document entitled "Understanding relationships and health education in your child's Primary school: a guide for Parents'.

## 9. PARENTS' RIGHT TO REQUEST THEIR CHILD BE EXCUSED 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" DfE Guidance p.17

At Thrybergh Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right by the Spring Term before the Changing Me Puzzle is taught.

## **10. ROLES AND RESPONSIBILITIES**

### **The Local Governing Body**

The Local Governing Body will approve the RSE policy, and hold the Head teacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of Sex Education listed above (Year 4, 5 and 6).

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher.

The teaching of RSE in this school is led by the Head teacher and co-ordinated by Mrs Smith and Miss Parkin (PSHE school coordinator).

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

### **Students**

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

### **Students with SEND**

The school understands that students with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be

inclusive of all students. Class teachers understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND. Class teachers will follow DFE guidance entitled 'RSE for disabled pupils and those with Special educational Needs.'

## **11. MONITORING AND REVIEW**

The delivery of RSE is monitored by the Headteacher and the PSHE Coordinator/Director of PHSE (Trust). Quality assurance is carried out on a termly basis. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Director of PSHE (Trust). Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

### **Equality**

**This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all students are appropriately met, and that all students 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..."

Thrybergh Primary School will teach their students about LGBT (Lesbian, Gay, Bisexual, Transgender) when relevant, in an age appropriate way, and ensure this content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.



## RELATIONSHIPS EDUCATION IN PRIMARY SCHOOLS – DFE GUIDANCE 2019

At Thrybergh Primary School we promote respect for all and value every individual child. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise.

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 references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	STUDENTS SHOULD KNOW...	HOW JIGSAW PROVIDES THE SOLUTION
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>● R1 that families are important for children growing up because they can give love, security and stability.</li> <li>● R2 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.</li> <li>● R3 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.</li> <li>● R4 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.</li> <li>● R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> <li>● Being Me in My World</li> </ul>

	<ul style="list-style-type: none"> <li>● R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>● R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>● R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>● R12 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</li> <li>● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● R14 the conventions of courtesy and manners</li> <li>● R15 the importance of self-respect and how this links to their own happiness</li> <li>● R16 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</li> <li>● R17 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</li> <li>● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	

<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>● R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● R21 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.</li> <li>● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>● R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>
<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● R26 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.</li> <li>● R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>

# APPENDIX B

## PHYSICAL HEALTH AND MENTAL WELL-BEING EDUCATION IN PRIMARY SCHOOLS – DFE GUIDANCE

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:

	STUDENTS SHOULD KNOW	HOW JIGSAW PROVIDES THE SOLUTION
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>● H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● H2 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.</li> <li>● H3 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.</li> <li>● H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>● H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>● H9 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).</li> <li>● H10 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</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> <li>● Relationships</li> <li>● Changing Me</li> <li>● Celebrating Difference</li> </ul>

	made available, especially if accessed early enough.	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>● H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>● H12 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.</li> <li>● H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>● H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● H15 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.</li> <li>● H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Relationships</li> <li>● Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>● H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● H19 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.</li> <li>● H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>● H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>● H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● H23 the principles of planning and preparing a range of healthy meals.</li> <li>● H24 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>

<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>● H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>● H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>● H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>● H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>● H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>● Changing Me</li> <li>● Healthy Me</li> </ul>

# APPENDIX C

## PARENTAL REQUEST FOR WITHDRAWAL FROM SEX EDUCATION

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	