



Chestnuts Primary School
PSHE and RSE Policy
Jan 24 to Jan 25

At Inspiring Futures through Learning, we are driven by our pursuit of excellence every day. We have high expectations of learning, behaviour and respect for every member of our community. We create independent, articulate thinkers and learners who have confidence in, not only their individual ambitions, but also those of the Academy and The Trust as a whole. We have collaboration at the heart of everything we do and our vision is to nurture exciting, innovative, outstanding Academies who embrace change and provide a world-class education for all it serves.

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Publication on website:

School website

- A Statutory publication
- B Good practice
- C Not required



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PSHE Policy including RSE

Aims

Personal, social and health education (PSHE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens. At Chestnuts Primary school our PSHE curriculum supports the moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences in school and later in life.

We believe that all children should be given opportunities to engage with current issues so that they can make clear informed choices about new challenges and critical opportunities that will arise as they grow up and become responsible adults. Our curriculum provides children with a wide range of learning opportunities and experiences across and beyond the classroom.

At Chestnuts we follow the Jigsaw Whole School Approach to PSHE. This curriculum encourages and supports children to...

- Recognise their own worth and develop their confidence, responsibility and ensure they make the most of their abilities.
- Work well with others and prepare them to play an active role as citizens.
- Develop positive, healthy relationships and respect for others;
- Encourage them to develop good relationships and respect for the differences between people.
- Know and understand what constitutes a healthy, safe lifestyle, both physically and mentally
- Develop online and offline safety awareness
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social situations

Statutory Requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance.



Content and delivery

What we teach

As stated above, we're required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above). We will also be teaching Sex Education – please see the RSE section in this policy for details.

See the Jigsaw Progression Document for whole school PSHE coverage including RSE and Drugs Education.

How we teach it

At this stage of children's development, many personal, social and health issues are best covered through the fostering of close relationships with the class teacher and other familiar adults in school. This enables young children to feel safe to explore new experiences. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

At Chestnuts Primary School we allocate one lesson per week to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are delivered, reinforced and enhanced in a variety of ways:

- Assemblies and collective worship
- praise and reward system
- Learning Charter
- through relationships child to child, adult to child and adult to adult across the school.

Whole-school approach

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
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It is likely that sensitive and controversial issues will need to be addressed from time to time whether they arise incidentally or as part of a planned programme of work. Children should be given opportunities to consider such issues in order that they may make an informed decision on their own standpoint.

Relationship and Sex Education Policy Statement

This should be read in conjunction with the above PSHE Policy for the school.

Aims

As they develop, children have a growing interest in, and understanding of, many social and moral issues. They have a natural curiosity about themselves – their bodies, their feelings and their relationships. They have a need to explore the meanings and implications of their emerging sexuality and the related physical and emotional changes they experience.

At this school relationship and sex education is taken to mean:

“..... lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity....”

(SRE Guidance July 2000 page 5)

At Chestnuts Primary School, our teaching should take account of the maturity of the children and aim to help with physical, mental and emotional changes of growing up. We aim to give them an appropriate understanding of human reproduction, relationships and family life within a moral and ethical framework. It needs to be recognised that school is not the only setting in which children gain information and awareness of this subject.

Statutory requirements

As a Primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to the [statutory guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Policy Development

This policy has been developed in consultation with staff and parents. The following steps were taken:



Chestnuts

PRIMARY SCHOOL

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent consultation – parents were invited to review the policy online and to provide any feedback to the school through a questionnaire.

Content

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Health Education

Health Education in primary schools will cover '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'.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

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 national curriculum for science - how a baby is conceived and born'. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Delivery

All RSE sessions are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Relationships and Health Education will be taught through the six Jigsaw themes across the year. It is our intention to deliver Sex education through the Changing Me unit in the Summer term.

At Chestnuts Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.



Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships and health education.

Prior to the teaching of the Changing Me unit parents will be informed by letter of any non-statutory sex education elements that will be taught. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Roles and responsibilities

The governing body

The governing board will approve the PSHE & RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

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

Monitoring arrangements

The delivery of PSHE & RSE is monitored by the PSHE lead through:

Learning walks, book looks (class scrapbooks) and discussions with staff and pupils.

This policy will be reviewed by the PSHE lead as part of the whole school policy review cycle. At every review, the policy will be approved by the governing board.



Our PSHE policy is informed by existing DfE guidance:

- [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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.



Appendix 1

Relationships Education in Primary schools – DfE Guidance 2019

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:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • 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). • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships



	<ul style="list-style-type: none"> • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • 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 • 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 	
Respectful relationships	<ul style="list-style-type: none"> • 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • 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 • 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Celebrating differences
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<p>All of these aspects are covered in lessons within the Puzzles</p>



	<ul style="list-style-type: none"> • 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. • R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
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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:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. • 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference



	<ul style="list-style-type: none"> • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • 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. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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). • 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 made available, especially if accessed early enough. 	
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • 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. • 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. • H14 why social media, some computer games and online gaming, for example, are age restricted. • 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me



	<p>example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • 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). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	<p>All these aspects are covered in lessons within the Puzzles:</p>



	<ul style="list-style-type: none"> • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<ul style="list-style-type: none"> • Changing Me • Healthy Me
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Sex Education

By the end of primary school, we would like our children to know:

Additional learning (non statutory) – making links to human reproduction	<p>Year 1</p> <ul style="list-style-type: none"> • Naming private body parts (knowing the correct name for private parts as well as nicknames) 	<p>All these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> • Changing Me unit in the summer term.
	<p>Year 2</p> <ul style="list-style-type: none"> • Naming private body parts and knowing the physical differences between male and female bodies 	
	<p>Year 3</p> <ul style="list-style-type: none"> • Changes from birth to an adult and understanding that a baby develops in a women’s uterus (womb) 	
	<p>Year 4</p> <ul style="list-style-type: none"> • Having a baby – the parts of men and women that make babies and in simple terms how this happens (animation of female reproductive system) 	
	<p>Year 5</p> <ul style="list-style-type: none"> • Conception – Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations of female and male reproductive systems) 	
	<p>Year 6</p> <ul style="list-style-type: none"> • Conception to birth – The story of pregnancy and birth (animations used Female and Male reproductive systems) 	