St. Luke's

PSHE (Personal, Social, Health and Economic Education) Policy including (RSHE) Relationships Education, Sex Education and Health Education

Agreed by the Governing Board: November 2020

Next review: January 2028

Introduction:

At St Luke's we believe that PSHE is a vital part of children's education if the children are to grow up confident, happy and safe. We have carefully considered the scheme of work chosen to ensure that it links with and supports our ethos and vision at St. Luke's. The Jigsaw PSHE programme celebrates

differences, raises aspirations and develops our pupils' resilience to change. PSHE explicitly teaches this content, as well as threading this intent throughout all PSHE lessons. Our PSHE curriculum ensures we:

'foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society… [as well as developing] personal attributes including kindness, integrity, generosity and honesty.'

(RSHE Statutory Guidance, DFE, 2019)

This complements our school's Christian values of safety, responsibility, kindness, respect, enthusiasm, partnership, fairness, honesty, excellence and courage which permeate the life of the school. By delivering the Jigsaw scheme of work we know that our pupils are equipped with the skills needed to not only navigate but flourish in our modern world, so they are able to live and work by our school's Christian vision, 'Hearts overflowing with truth and love'.

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education statutory subjects from September 2020. Our scheme of work ensures all statutory duties are fulfilled, (see RSE mapping document for further information) and we are delivering this new statutory content through our established PSHE curriculum.

The Jigsaw PSHE programme is informed by:

- the new DfE guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

- preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017)
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

- Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

- safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, July 2018 and Keeping Children Safe in Education, 2018) https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

- Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, Updated Summer 2019)
https://www.churchofengland.org/sites/default/files/2019https://www.churchofengland.org/sites/default/files/2019-07/Valuing All God's Children July 2019_0.pdf07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

For information on how 'Jigsaw, the mindful approach to PSHE programme' fits in with the Christian ethos of St Luke's, please read the following article:

https://www.jigsawpshe.com/can-mindfulness-and-calm-me-time-in-jigsaw-pshe-support-christianhttps://www.jigsawpshe.com/can-mindfulness-and-calm-me-time-in-jigsaw-pshe-support-christian-ethos/ethos/

Teaching and Learning

Our vision: 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.

Pupils are encouraged 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. Pupils will have their aspirations raised, by being exposed to inspirational people and understanding their own potential. 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. They learn to understand and respect our common humanity, diversity and celebrate differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Pupils will develop their resilience and ability to cope with change, getting them ready for life beyond St Luke's.

Our curriculum:

At St Luke's we use the Jigsaw PSHE scheme of work from EYFS through to Year 6 as the basis of our curriculum. Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw content:

Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change – *this has been adapted from the Jigsaw scheme to suit our community.*

How is Jigsaw PSHE organised in school?

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 September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece has two Learning Intentions: one is based on specific PSHE learning and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

PSHE will be taught by class teachers. When external contributors from the community come in to complement the programme teachers will still be present, and remain responsible for the delivery of the PSHE programme.

PSHE is monitored and evaluated by the subject leader. The PSHE coordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. This will be done by looking in class 'Special Books' where PSHE is

recorded and talking to pupils. Staff meetings will offer an opportunity for CPD and to review and share experiences.

The Learning Environment

Establishing a safe, open and positive environment is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using the Jigsaw Charter.

- 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)

Each class room has a PSHE display, demonstrating current learning. Each class also has a 'worry box', which is regularly checked by staff. Pupils know they can share anything they want to privately in there.

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. It is vital that Relationships and Health education is 'accessible for all pupils' (DFE guidance) and teachers will ensure content and teaching is tailored to meet the specific needs of pupils at different developmental stages in consultation with their parents.

Safeguarding

Teaching staff need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the Safeguarding Policy is followed.

When teaching sensitive issues such as bereavement teachers will prepare any children they think might be effected by the content of the lesson in advance, and decide whether it is appropriate for them to be in the lesson.

Assessment

Our staff are eager to ensure all children are making progress with their learning. Each unit of work has a built-in assessment task which allows teachers to ensure pupils have understood the learning and offers children the chance to assess their own learning. These assessment pieces can be evidenced in the class Special Books. The cover page for each unit also states the assessment descriptors for each level.

What is RSHE?

RSHE is part of the personal, social and health education (PSHE) curriculum in our school.

Relationships Education and Health Education is statutory in all primary schools from September 2020.

The DFE recommend '…that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human lifecycle set out in the national curriculum for science – how a baby is conceived and born.' (DFE guidance).

Principles and Values

St. Luke's believes that RSHE should:

- Recognise that the wider community has much to offer and we aim to work in partnership.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- Be an entitlement for **all** young people.
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- Equip children to have respect for themselves, both in the real world and online, enabling them to make appropriate choices.
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other.
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment.

Aims

We aim to deliver RSHE in a way that provides balanced factual information, and is sensitive to the broader backgrounds, beliefs and experiences of our community. Our RSHE programme aims to prepare children for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour.
- Have the confidence and self-esteem to value themselves and others.
- Acquire the skills to judge what kind of relationship they want.
- Understand the consequences of their actions, both in the real world and online, so they know how to behave responsibly within relationships.
- Communicate effectively by developing appropriate terminology for sex and relationship issues.
- Secure an understanding of how to look after their own emotional wellbeing and the links between respecting your body and your mind.

Statutory Content

The statutory content delivered through the Jigsaw Scheme consists of:

Relationships Education

This is about the child's relationships in the context of their family, and how to build positive friendships with their friends.

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

LGBTQ issues

All of our teaching is sensitive and age appropriate in content. The DFE states in the introduction of their statutory guidance, 'we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.' As an inclusive school we value all of our pupils and families in our community and comply with the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We do not teach children about LGBTQ or heterosexual adult relationships as this would be inappropriate. Instead we focus on respect and regard between people e.g. friendships and families. Justin Welby, Archbishop of Canterbuy states in 'Valuing All God's Children':

> 'Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value. This guidance helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion.'

In Early Years and KS1 children will be taught that there are lots of different types of families and shown images of different types of families.

In Year 3 lessons about bullying will give teachers the opportunity to correct homophobic language, just as they would any language associated with racism, sexism or any other type of discrimination. Following Tower Hamlets guidance children will be given a brief description of what a lesbian is, "a woman who loves another woman" and what a gay man is, "a man who loves another man." In the Year 4 lesson 'Girlfriends and boyfriends' in the 'Relationships' unit children will be told that some people may be attracted to people of the same sex, and just like a heterosexual relationship this is for when you are much older. When marriage is taught we explain the law allows people in same sex or heterosexual partnerships to get married. In Year 6 children will learn about the Equality Act and be introduced to the word 'transgender' as part of lesson on celebrating and understanding differences. This lesson has a focus on prejudice and discrimination.

Any questions posed by children which go beyond the agreed content for that year group will be responded to age-appropriately.

Physical health and mental wellbeing (Health Education)

The focus here is on equipping children with the knowledge to be physically and mentally healthy, and understanding that mental wellbeing is a normal part of daily life. This 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 (including menstruation in time for pupils to be prepared)

This statutory content is taught throughout the different Jigsaw puzzles.

Sex education

Statutory content of the science curriculum related to Sex Education includes:

- Naming the main external body parts (KS1)
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals

The DFE states in their guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance:

> 'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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... Meeting these objectives will require a graduated, age-appropriate programme of sex education.'

Following this advice we have adapted the Jigsaw unit 'Changing Me' to suit the needs of our pupils. More than ever, children are exposed to representations of sex and sexuality through the media/ social media and culture around them, and we wish to present a balanced and age appropriate view of this content for our pupils to help them be discerning and stay safe. We have chosen to deliver the nonstatutory but DfE advised content about conception in Year 6. This decision will be reviewed depending on cohorts, and if it was changed parents would be consulted as necessary.

This non-statutory content will be taught after consulting with parents.

Parents have the right to withdraw from the non-statutory parts of this curriculum.

We would ask you to consult with the head teacher before making this decision so you can see the resources used and how they complement the statutory science and relationships curriculum. Being a part of the 'Changing me' lessons will allow your child to receive age appropriate factual information, rather than hearing information on the playground or seeking out information online.

Please see below for the planned content of our 'Changing Me' lessons:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Nursery and Reception **Follow Jigsaw F1/F2 unit**	**My body** Draw/write/label parts of the body	**Respecting my body** Discussions during fruit/snack time of	**Growing up** Create a 'then and now' book using magazines, cut out pictures of things they	**Growth and change** Provide opportunities for children to observe the growth of the	**Fun and fears** Support children with writing down fears/ worries/looking forward to go in the box.	**Celebration** Children can express their memories and feelings about the past year.

		healthy foods that we eat/things we do to be happy. Create pictures and write about all the things we need to do to keep healthy Provide a fruit tasting opportunity and talk about likes/dislikes	needed as a baby and then things they like and can do now. Cut and stick pictures/draw and write about how they have changed, or record special events in their life	plants over the coming weeks. Perhaps keep a diary of Changes. Discuss moving into Y1	Have pictures, uniform of big school available for children to explore, set the role play area up as a school. Provide opportunities for children to explore/mix with Year 1 if possible. Get children to write a letter to their new teacher. Talk about what they are good at, any worries they may have, what they are looking forward to, etc.	Put the memory box somewhere in the room and allow children to draw, write about favourite things/happy memories that they can put in the box
Year 1 **Follow Year 1 Jigsaw unit**	**Life cycles** I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK	**Changing me** I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not	**My changing body** I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates	**Boys' and girls' bodies** I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina I respect my body and understand which parts are private *The words **penis, testicles** and **vagina** are taught in this lesson.*	**Learning and growing** I understand that every time I learn something new I change a little bit I enjoy learning new things	**Coping with changes** I can tell you about changes that have happened in my life I know some ways to cope with changes
Year 2 **Follow Year 2 Jigsaw unit**	**Life cycles in nature** I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this	**Growing from young to old** I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me	**The changing me** I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent	**Boys' and Girls' bodies** I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don't like about being a boy/girl *The words **penis, testicles, vagina, vulva and anus** are taught in this lesson.*	**Assertiveness** I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help	**Looking ahead** I can identify what I am looking forward to when I am in Year 3 I can start to think about changes I will make when I am in Year 3 and know how to go about this

Year 3 ***Inside body changes removed***	Spare session for assessment of children's prior understanding. Suggestion: boys' and girls' bodies	**How babies grow** I understand that in animals and humans lots of changes happen and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals	**Babies** **FOCUS OF THIS LESSON HAS BEEN CHANGED TO:** I can explain how I might feel about a new baby, I can discuss how to nurture a new baby *We don't avoid mentioning the uterus, but this does not need to be the focus of the lesson* I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family *Prepare for questions about how the baby gets inside the uterus. Responses should be age appropriate and pre prepared e.g grows from an egg that was already inside the mother.*	**Outside body changes** I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings *Children will be taught the body changes that puberty will bring including growing breasts, pubic hair and the penis and testicles growing larger. Girls should be told about periods, with the Jigsaw resources used with discretion This a light touch introduction to puberty.*	**Family stereotypes** I can start to recognise stereotypical ideas I might have about parenting and family roles I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	**Looking ahead** I can identify what I am looking forward to when I am in Year 4 I can start to think about changes I will make when I am in Year 4 and know how to go about this

Year 4 ***Having a baby removed***	***Instead of the session on Having a baby teach a lesson on keeping healthy, body image, mental health or recap puberty.*** ***During 'Girls and Puberty' lesson as the content is adapted there will be time to also discuss boys and puberty. There should be a focus on menstruation.***	**Unique me** I understand that some of my personal characteristics have come from my birth parents and people who look after me I appreciate that I am a truly unique human Being *Unique Me may prompt questions about how the sperm and egg meet. An answer should be prepared which does not go beyond the agreed content for this year.*	**Girls and puberty** I can describe how a girl's body changes and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty *Resources to be used with discretion – no content on conception*	**Circles of change** I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me	**Accepting change** I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	**Looking ahead** I can identify what I am looking forward to when I am in Year 5 I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this
Year 5 ***Conception, Girls and Puberty, Boys and Puberty sessions removed***	**Self and body image** I am aware of my own selfimage and how my body image fits into that I know how to develop my own self esteem	**Self and body image can be split over 2 lessons**	PSHE Association Lesson 1: We are learning about the physical changes that happen during puberty. **We will be able to:** identify some of the external and internal changes that happen to bodies during puberty. explain what happens during menstruation (periods).	PSHE Association Lesson 2: We are learning about how to manage feelings and hygiene during puberty We will be able to: describe ways of managing physical changes during puberty, including how and why it is important to keep clean. describe how emotions and relationships may change during puberty. explain how and when to get help and support in relation to puberty	**Looking ahead** I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring	**Looking ahead to year 6** I can identify what I am looking forward to when I am in Year 6 I can start to think about changes I will make when I am in Year 6 and know how to go about this
Year 6 **CONCEPTION TO BE TAUGHT** **Removed, but can teach if time:** **Babies – conception to birth** I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I	**My selfimage** I am aware of my own selfimage and how my body image fits into that I know how to develop my own self esteem *This covers mental health, ICT and social media.*	**Puberty** I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally II can express how I feel about the changes that will happen to me during puberty TO INCLUDE	**Having a Baby (Year 4)** I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice **OR Conception (Year 5)**	**Boyfriends and girlfriends** understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not	**Real self and ideal self** be aware of the importance of a positive selfesteem and what I can do to develop it express how I feel about my self-image and know how to challenge negative 'body-talk'	**The year ahead** I can identify what I am looking forward to and what worries me about the transition to secondary school I know how to prepare myself emotionally for starting secondary school

recognise how I feel				feel pressured into doing		
when I reflect on the development and birth of a baby		**Year 3 lesson on Inside Body Changes** I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways *Involvement of Tower Hamlets Healthy Lives team?*	something I don't want to *This unit looks at sexting and lets children practise how they will say no.*	*This focusses on body image and mental health*	

All staff will have CPD annually to prepare them before teaching the content of the Changing Me lessons to ensure everyone is confident and secure with what they are teaching. Resources will be agreed on and the subject leader will be able to ensure there is a graduated, age appropriate approach.

Difficult questions

All staff will be prepared for questions and will not give information beyond the content agreed after parent consultation for that year group. For lessons where difficult questions are expected to arise teachers will have a question box. Pupils will post their questions and teachers will have time to prepare and consult over the answers they give.

Date of review:

Head teacher signature……..

Governor signature……

Date …….