

Learning for Ourselves, Respect, We Can



RSHE (Relationship, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Article 12 – You have the right to give your opinion and for adults to listen and take it seriously. Listening Lionfish

Article 24- You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. Safety Seal

Article 29 – Your education should help you use and develop your talents and abilities. It should also help you to live peacefully, protect the environment and respect other people. Learning Lobster

Reviewer: Heidi Esser

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Reviewed and Approved on behalf of Full Governing Body by Curriculum Committee:

Next review date: July 2023

Context

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

Value Education

Our Value system is incorporated with the Jigsaw & Unicef Rights of the child assemblies to create a holistic approach.

Halstead and Taylor 2000

....suggest that values are principles and fundamental convictions, beliefs, ideas, standards. These guide our behaviour and are linked to the sort of person that we become.

Hanson and Wells 2004

.....suggest that values are the things that really matter to us, they shape how we live.

A values System is important because of:

- the perceived rise in criminal and anti-social behaviour amongst young people
- the decline in religious beliefs as a widely shared basis for teaching values
- the growing influence of advertising, television and peer pressure
- not enough emphasis in schools on personal and moral development

Our Values education will include:

Our planning is underpinned by a 3 core values which are 'I can', 'Respect' and 'Learning for ourselves'. These are embedded in our MTP for each year group. In addition to this we have the below:

- A set of values central to how adults and children conduct themselves and relate to each other
- Have explicit consideration in assemblies, in lessons and around the school of what these values mean. We will focus on one value each month these also include the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Assemblies will be based around the 'Value of the month' and linked to the Jigsaw theme and Articles from the UN Convention of children's rights.
- Parents will be informed on each newsletter of the theme, value and article for the coming half term
- Staff to be expected to model positive values and behaviour to develop a calm and reflective learning environment

- Reflection and encouragement to control responses to external events.
- Developing understanding, that is age and stage appropriate, of the protected characteristics under the Equality Act.

Links to UNICEF the rights of the child:

- You have the right to give your opinion, and for adults to listen and take it seriously (Article 12)
- You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well (Article 24)
- Your education should help you use and develop your talents and abilities. It should also help you to live peacefully, protect the environment and respect other people (Article 29)

PSHE

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

The Jigsaw Programme 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 overview of the programme can be seen on the school website.

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 children. It also supports the children's developing understanding of protected characteristics (Equality Act) in an age appropriate way.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"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."

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“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 pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Lyndhurst Infant School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’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 (This is available on our website).

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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.

What do we teach when and who teaches it?

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

At Lyndhurst Infant School we allocate at least 30 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many 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. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

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

The expected outcomes for each of these elements can be found further on in this policy.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

Parents do not have a right to withdraw their child from Relationships education.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco' (KS2) 'Health and prevention', 'Basic First Aid', 'Changing adolescent body' (KS2).

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (on our website).

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

The Early Years curriculum includes a lesson on oral health, importance of sleep and limiting screen time. Early Years children receive an oral health pack at the start of the school year.

Healthy Schools

Lyndhurst Infant School achieved the National Healthy school status. This means the following areas have been achieved:

- there is strong commitment to the philosophy and implementation of Healthy Schools throughout the school
- PSHE has a high profile in the school
- Planning for PSHE is detailed at all levels and delivery is monitored by the PSHE co-ordinator
- A range of resources is used such as the police, health professionals and Anti-racism team.
- The school provides a secure and welcoming environment
- Pupils feel secure, supported and valued through circle time and we also involve our Lyndhurst Leaders in frequent meetings with the teacher and TA in charge.
- Celebrating pupil achievement with certificates and prizes in assemblies
- Awareness and celebration of cultural and religious diversity
- The school is a no smoking site
- The school is well maintained
- Children are encouraged to bring in water bottles
- The lunchtime environment is clean, social and well organised
- The school is involved in environmental projects
- There is a well-established School Council (Lyndhurst Leaders)
- Staffrooms and toilets are decorated and furnished to a high standard
- Staff promote healthy choices and respect for others
- Parents and community partners take part in school life
- There is good communication with parents/carers

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)

At Lyndhurst Infant School in our Year 2 statutory Science Curriculum children will learn:

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 can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.

Parents do not have a right to withdraw their child from the Science curriculum.

The Reception Jigsaw unit focuses on keeping our bodies healthy and naming body parts e.g. arm, head etc. If a child uses a 'home word' for a private body part, staff will model back the correct word but these will not be explicitly taught.

The Year 1 unit includes information about which parts of our bodies are private and includes the following words: male, female, vagina (and/or vulva), penis, testicles, anus.

The Year 2 unit includes simple physical differences between boys and girls and includes the following words: male, female, public, private, vagina (and/or vulva), penis, testicles, anus.

Please note that we will NOT be teaching the functions of body parts or covering any changes that happen at puberty or in adulthood.

We use the NSPCC "[Pantosaurus](https://www.youtube.com/watch?v=-IL07JOGU5o)" resources to support our work in keeping children safe <https://www.youtube.com/watch?v=-IL07JOGU5o>

Some families may already use the correct words at home but, for those who don't, it can seem surprising that these will be covered in school. It is important for children to understand these words as a way to keep them safe. As part of the staff training for this unit, the Jigsaw company documented real world examples where serious safeguarding concerns were missed or dismissed because children couldn't precisely talk about things that had happened.

Our approach to RSE provision has been shared with Parent/carers and feedback has been responded to.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments.

Each child has a Jigsaw progress folder which stores work produced from the planning and will follow them through their journey at Lyndhurst. The progress folders and pupil voice are monitored by the PSHE lead (Heidi Esser) and Governor (Donna Felstead) each term for parity between the year groups and coverage.

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 pupils are appropriately met, and that all pupils 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 characteristic. In Year 2, as part of our "Celebrating Difference" and "Relationships" jigsaw piece, we may read picture books where children have two Mum's or Dad's, and promote disability positively.

We use teaching materials which reflect the cultural and ethnic diversity of society. We avoid stereotyping in terms of ethnicity, race, gender and ability ensuring that no child is disadvantaged.

Children with English as an Additional Language (EAL) have equal access to develop their learning and knowledge with support from our specialist EAL staff who often provide resources with mother tongue support. Activities are differentiated with scaffolding and support to make it accessible to all pupils including those with special educational needs. At Lyndhurst Infant 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.

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.

Using Visitors and Outside Agencies

At Lyndhurst Infant School we use outside agencies and visitors from the community in order to deliver aspects of PSHE such as the police, fire-fighters, RNLI, school nurse and dogs trust.

Teachers using visitors always make sure that;

- the visitor is briefed as to the nature and involvement of their visit
- there is sufficient time to prepare questions that pupils may like to ask
- there is follow up from the visit with the pupils
- the visitor is thoroughly briefed in advance of their visit and understands their involvement
- the visitor knows how many pupils are involved, their age and ability, the equipment available
- the visitor is never left alone in the classroom
- the visitor's contribution complements the teacher's contribution
- visitors are DBS checked