

# Willow Tree Primary School

## Personal, Social and Health Education, including Relationship, Health and Sex Education

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**Working together for a brighter future**

# Willow Tree Primary School – Personal, Social and Health Education, including Relationship, Health and Sex Education

## Introduction

Willow Tree Primary School is located in Salford. It is a two-form entry primary school with approximately 480 pupils of mixed ability. The school has a number of faiths and ethnic groups represented in the school community, although is predominantly of white British origin.

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.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

## Rationale

We strongly believe that positive behaviour and effective discipline are essential to enable children to learn and teachers to teach.

Our staff team have a shared understanding of what constitutes 'good behaviour' and the factors in school that support this. We strive to create a supportive and caring school environment where the rights and responsibilities of each person within our community are understood, valued and upheld.

This policy aims to ensure that every member of our school community feels happy, safe and secure. We want to create a community where everyone feels valued and respected and a place where they will be treated fairly and in a consistent way.

We hope to promote good relationships, so that people can work together with the common purpose of helping each other to achieve.

## Ethos and Values

## Willow Tree Primary School – Personal, Social and Health Education, including Relationship, Health and Sex Education

At Willow Tree Primary 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 evaluated 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.

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 children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

The RSHE curriculum reflects the values of our school and will be taught in the context of relationships. In addition, RSHE will promote children's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

Every pupil should receive their full entitlement to RSHE regardless of their gender, race, ethnicity, faith or sexual orientation (see Right to Withdraw for exceptions).

### **Definition:**

RSHE is "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" as defined by the Sex and Relationship Education Guidance.

## Aims

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. 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 differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Our PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Gives children an understanding of the importance of a stable family life with loving relationships, respect and care and to prepare pupils to cope with the physical and emotional challenges of growing up.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.

### **Objectives/Pupil learning intentions:**

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

## Implementation

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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
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Willow Tree, class teacher will allocate one hour to PSHE each week 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, 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.

### **Relationships Education**

The DfE statutory guidance states that "Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'".

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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.

### **Health Education**

The DfE statutory guidance states that “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’”.

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 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.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### **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)

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

We believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as understanding human reproduction.

### **Working With Parents and the right to withdraw**

The school will work in partnership with parents, informing and consulting them annually on the content of Sex and Relationship Programmes. Parents will be invited to an information session to look at materials used and ask any questions or raise concerns before 'Changing Me' is delivered in Summer 1.

Willow Tree will also ensure we:

- Inform parents about the schools PSHE including RSHE policy and curriculum via email and letters
- Answer questions that parents may have about PSHE including RSHE
- Take seriously any issue that parents raise about this policy or the arrangements of RSHE

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 Willow Tree, 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) – This lesson will be taught in Year 5
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

### **Monitoring, Assessing and Reviewing**

The PSHE policy will be reviewed on an annual basis by the Governing Body and the Head Teacher. This committee reports its findings and recommendations to the full governing

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body, as necessary, if the policy needs modification. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

To ensure the school's policy is appropriately set for the age and maturity of the pupils the school is committed to:

- Involving parents and carers, including parent/carer consultations and surveys
- Giving staff appropriate training and support
- Ensuring pupil's view is listened to

Thoughtful consideration will be given to any comments from parents about the PSHE programme, and a written record of all these comments will be kept.

### **Relationship with Other Policies**

This policy complements the vision and mission statement of the whole school. It complements the PSHE curriculum followed in school and has strong links with the anti-bullying policy tackling issues around homophobic bullying in school.

If any safeguarding disclosure occurs during a RSHE lesson or concerns are raised, teachers will follow the school's procedure for Safeguarding. Children have rights under the Children's Act of 1989 and can therefore expect to be treated sensitively when seeking information and advice. However, staff should not give guarantees of confidentiality where the safety and welfare of a child is at risk.