



**Personal, Social and Health Education (PSHE) and Relationship and Sex Education
(RSE) Policy**

Date Agreed: March 2023

Date reviewed: September 2024

Introduction

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools. PSHE continues to be compulsory in independent settings.

At Leen Mills Primary School we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information - it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

As a school, we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

We want our children to 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.

Confidentiality, Safeguarding and Child Protection

It is inevitable that effective RSHE which allows for open discussion to take place, which may lead pupils to share their worries and concerns with staff (verbally and/or

non-verbally). We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil's disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to the Designated Safeguarding Lead (DSL) or their Deputy without delay. The DSL or their Deputy will deal with these disclosures or concerns in line with the school's policies and procedures.

Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) and their deputies in our school are Karen Goldson (Headteacher), Hayley Owen (Assistant Headteacher & SENCo), Nicola Davis (Assistant headteacher), Jo Moules (Nurture lead) and Lisa Stone (Nurture lead).

The nominated Governor with responsibility for RSHE is Zip Kruse.

Parental Rights to Withdraw

At Leen Mills Primary School, we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to the class teacher. They will be invited to discuss their concerns but if they still wish to withdraw their child(ren) we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

Managing Difficult Questions

It is inevitable that controversial issues may occur as part of RSHE, such as divorce, rape, abortion, pornography etc. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed.

Curriculum Design

The RSHE curriculum at Leen Mills Primary School, will be taught through:

- A spiral curriculum
- PSHE/RSHE lessons

- Links with other curriculum areas such as - PE, Citizenship, Science, Religious Education etc

The programme will be delivered to all our pupils by class teachers:

- through a spiral curriculum
- lessons are delivered in mixed-ability groups, through an adaptive teaching approach
- The year will begin a 'group agreement' - where everybody feels able to discuss openly and honestly without fear of embarrassment or judgement.
- In year 6, staff will you remind pupils who can offer confidential support such as sexual health services.

Across key stages 1 and 2, pupils will be supported with developing the following skills:

- Communication - speaking and listening, including how to manage changing friendships, relationships, and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

At Leen Mills we include the statutory Relationships and Health Education within our whole school PSHE Programme. It is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Curriculum Content

Through an effective and creative curriculum and by the end of primary school, our pupils should know about:

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

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 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 Relationships and Sex Education in the context of looking at change |

The six Puzzles (units) 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 (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills

The enhancements mean that Jigsaw 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.

Physical Health and Mental Wellbeing

Our pupils will be taught about the characteristics of good physical health and mental wellbeing and of the benefits and importance of daily exercise, good nutrition, and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same

way as physical health. Within our curriculum and by the end of primary school, pupils should know about:

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Further details of our RSHE curriculum plans can be found by visiting:
www.leenmillsprimary.co.uk

Breaches / Complaints:

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this RSHE Policy alongside the other following school policies:

| Policy | How it may link |
|--|--|
| Whole school Safeguarding Policy Safeguarding - What do you do if you have a concern. | Includes information about child protection procedures and contextualised safeguarding |
| Child-on-Child sexual Harassment Policy | Includes details about how to recognise, report and respond to all forms of child-on-child abuse |
| British Values Policy | Includes details of how the school embeds British Values into the curriculum. |
| Positive Relationships and Behaviour Policy | Includes details about the school's behaviour approach. |

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|-----------------------|---|
| Anti-Bullying Policy | Includes information about bullying behaviours and vulnerable groups |
| E Safety Policy | Includes information about children's online behaviour and details about online bullying / cyberbullying |
| Equality Policy | Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics |
| Complaints Procedures | Includes information about how to make a complaint if you are not satisfied with the school's response |

Further information and support can be found through the following links:

- Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/relationships-and-sex-education-rse-and-health-education)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/keeping-children-safe-in-education)

Monitoring, Evaluation and Review

To ensure our RSHE programme is effective, is meeting the needs of our pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Each year group uses a Jigsaw Journal floor book to record children's learning.

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Date approved by the Governing Body: September 2024

Date to be reviewed: October 2025