



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

Agreed at (please indicate with a \*):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_\*
- Resources Committee Meeting \_\_\_\_\_

Date: 29.6.23

*“Be the change you want to see in the world.”*  
Mahatma Gandhi

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.

Our PSHE Curriculum and policy have been informed by Department for Education guidance (See Appendix 1).

## 1. What is the vision for PSHE and RSE at Stamford Green?

It is our vision that our children:

- Understand how to keep themselves safe in both the real world and virtually too
- Explore their own identity and celebrate the differences of themselves and others
- Explore the relationships with those around them, know how to sustain friendships and build confidence in new situations
- Have a greater understanding of the world around them and the role they play in society, by exploring themes such as democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, citizenship and environmental issues
- Become aspirational in setting themselves goals for the future and overcoming challenges that they may face

## 2. Our PSHE curriculum is brought to life by our seven commitments:

### HAPPINESS

In our PSHE lessons, we will be exploring different types of relationships and how they contribute to making us feel happy. We will enable the children to develop skills to make positive relationships with the people in their lives, whilst also understanding how to manage any conflict that they may face. As part of our PSHE offer, we ensure that there is a timetabled daily slot in every classroom to listen to a story for enjoyment. Class story time is that special time when the children can listen and enjoy a story, read by their class teacher. In the Early Years and Year 1, children regularly enjoy a book from their '5 Special Books' in order to foster a love of reading and that sense of enjoyment, a familiar story can bring.

### INSPIRING

We want the children to be inspired to make a difference through their learning of our PSHE curriculum offer. We will ensure that the children understand and celebrate the differences between individuals and know how to help people who may be treated differently because of this. Our curriculum aims to inspire to children as they learn and develop their own social and emotional skills and understand how to make the world a better place. Children will learn about the role they play as global citizens and will feel inspired to 'do their bit' for society.

### LEARNING

Our offer for the PSHE curriculum is based on five key components:

- The use of the Jigsaw curriculum to enable the children to learn emotional literacy, social and life long skills, RSE and resilience in an age appropriate manner.

- The teaching of neuroscience using MindUp, allowing the children to understand how their brain works and how to regulate their emotions;
- The Golden Run – ensuring that the children are physically active on a regular basis
- Daily story time – to develop reading for enjoyment and to teach the children how reading can contribute to mental wellbeing;
- Whanau – bringing together the community of the school to discuss and explore current issues, building on social skills with others and celebrating diversity in the world.

The key learning in PSHE lessons is around the wider world that the children live in and the effect that their footprint has. Children learn about diversity and accept everyone's right to difference. Children know how to keep themselves safe and healthy, both in reality and online. Our PSHE curriculum also teaches the children that the changes that will take place in their life, including puberty. The Jigsaw curriculum is a spiral curriculum that is taught on a weekly basis and as a result, all children across the school learn the same theme or 'puzzle' at the same time, in an age appropriate way.

## TOGETHERNESS

Throughout our PSHE curriculum, children will work together as a class to share their views and develop their social and emotional skills. As part of the teaching sequence, there are regular opportunities to develop positive relationships and work collaboratively with their peers. Children in Year 1 to Year 6 take part in a weekly community group called Whanau. This is where children from different year groups come together to discuss and explore pertinent issues, such as themes introduced in our Diversity, Equality, Inclusion and Belonging assemblies. Whanau sessions are led by our year six children, developing their leadership skills. As part of our year group welcome meetings with parents/carers at the end of the summer term, in preparation for the next academic year, parents are informed about the RSE teaching that takes place. As a result, they are knowledgeable about the curriculum coverage for the 'Changing Me' puzzle, including which parts are statutory and which parts parents are free to withdraw their children from.

## VALUES

Our PSHE lessons encourage the children to demonstrate the school's twenty two values as well as the British values of democracy, rule of law, respect and tolerance, individual liberty. Our curriculum encourages the children to show compassion to others, have hope and aspirations for themselves and respect others. The curriculum teaches the children about tolerance and acceptance and to understand a sense of justice. Children will know about democracy and being democratic and will understand what is meant by individual liberty through their PSHE lessons.

## AMBITION

We want our children to be ambitious for themselves. The 'Dreams and Goals' puzzle aims to help children think about their own hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges. Children learn about experiencing and managing feelings of pride, ambition, disappointment and success. We aim that the children are ambitious for themselves and support their peers in being aspirational too. As a school, we are ambitious for our staff through regular continuing professional development and learning opportunities to deepen knowledge and skills of PSHE.

## ACHIEVEMENT

Through the experience of setting goals, the children will learn about a sense of achievement. Children will know about the resilience that is needed on the journey to meet goals and that steps to success may be required. The structure of each PSHE lesson allows the children time to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. It is our aim that children achieve age appropriate milestones which demonstrate the learning, knowledge and skills that have taken place each year.

### 3. By the end of Year 6 at Stamford Green...

<b>Behaviours</b>	The children will demonstrate the behaviour of respect to each other and celebrate their similarities and differences, values and cultures. They will know what behaviour is expected of them and will understand what constitutes anti-social behaviour. When help or further support is needed, both in keeping themselves safe and when encountering and dealing with conflict, children know who to seek for help and support and how to resolve.
<b>Attitudes</b>	The children will demonstrate positive attitudes to each other and know how to form relationships with others. Children will recognise what constitutes a positive and healthy relationship and will recognise unhealthy relationships. Children will understand the importance of challenging stereotypes and be confident with their own self-identity. The PSHE curriculum will encourage the children to want to make a difference to society and have high aspirations for themselves and others.
<b>Skills</b>	The children will have the skills to negotiate the different relationships that they will have throughout their lives. Children will feel confident to speak out and ask for help if necessary and will demonstrate the skills to keep themselves safe, including when they are online. Children will develop the skills to resolve conflict and be able to support others.
<b>Knowledge</b>	The children will understand the importance of keeping themselves healthy. They will know what constitutes a healthy lifestyle and keeping themselves active through taking part in the Golden Run. Through studying mindfulness and using elements of the Mindup curriculum, the children will demonstrate the understanding and knowledge about how their brain works and will be able to recognise and deal with a range of emotions. They will develop and learn coping strategies.
<b>Experiences</b>	Our five key components for our PSHE curriculum, enable the children to have experienced an in-depth approach to their area of the curriculum. In addition to learning about the wider world and the role they play in it, children will have experienced coming together as a school community to discuss important issues. Our Golden Run ensures that the children are active on a regular basis and work together to achieve goals, such as our termly initiatives.
<b>Technology</b>	Technology continues to evolve and it is of the utmost importance that the children know how to behave safely when they are online. Children need to recognise potential dangers and the importance of 'live real, play virtual'. The children will understand that everything that they see online is not always true or representative and they understand the social media effect. Children will understand the impact of a digital footprint and consider their future.
<b>Sustained</b>	The PSHE curriculum will ensure that the children will be encouraged to use the skills and attitudes to keep themselves safe, particularly as they get older and have more responsibility. Children will develop high aspirations for themselves; will set achievable goals and will begin to consider potential careers for the future.

### 4. Subject Organisation

- a) 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 learning.
- b) The Jigsaw scheme of work is taught across the school from Nursery to Year 6 on a weekly basis. This ensures progression throughout the school. The scheme of work's update policy ensures that we are always using the most up to date teaching materials and that teachers

are well supported. Please see the PSHE and RSE Compendium for further details about what is being taught in each year group.

- c) The Jigsaw scheme of work significantly contributes 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.

## **5. Sex Education**

- a) 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.
- b) 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'.
- c) We believe that children should know and understand the facts about human reproduction before they leave primary school so this will be taught in conjunction with the statutory science curriculum in Year 5, where the children are taught about the life process of reproduction in some plants and animals and describe the changes as humans develop to old age.
- d) We define Sex Education as human reproduction, conception and birth.
- e) Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE programme in the 'Changing Me' puzzle unit. As we define Sex Education as human reproduction, conception and birth, we inform parents/carers of their right to request their child be withdrawn from PSHE lessons that explicitly teach conception and birth. Parents/carers can request to withdraw their child from the following lessons:
  - i) Year 5, Lesson 4: Conception
  - ii) Year 6 Lesson 3: Conception to birth
- f) The school will inform parents/carers of what is taught for each Changing Me puzzle and their right to request withdrawal of the two lessons above during the Open Morning and follow up email for new year group meetings in July, where parents/carers have the opportunity to meet their child's new teacher. In addition, parents and carers will be informed about the weekly PSHE learning in the Weekly Information that is emailed out to parents/carers each Monday.

## **6. Equalities Plan**

- a) 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 characteristics. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".
- b) 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.

- c) School is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents/carers who are separated, some may live with a mum and a dad. Some may have other family arrangements and some will have LGBTQ parents/carers or other family members. Any child who lives in a family that is different from the stereotypical household of mum, dad and children should not be made to feel less accepted, or that their family is any less loving. Therefore, curriculum resources ensure that all family types are pictured and .
- d) For more information about how all children are included and valued, please see the article ['What does Jigsaw teach about LGBTQ relationships?'](#)

## **7. Gender Identity**

- a) The Jigsaw scheme of work works hard on ensuring age-appropriateness throughout the programme. The issue of gender identity is rarely treated as an explicit focus as the programme does it best to create an inclusive ethos. There is one lesson in Year 6 where the term 'transgender' is used explicitly.
- b) At no point does the Jigsaw scheme of work say there are only two genders but equally it doesn't suggest there are more; neither in the primary programme, does it refer to gender fluidity.
- c) There are explicit lessons that help children understand what stereotyping is, why it can be damaging and how to avoid doing this, always encouraging children to be who they are and celebrate their own identity and to treat others in the same way.
- d) Please see ['How does Jigsaw approach gender identity?'](#) for further information.

## **8. Feedback and Assessment**

- a) For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

## **9. Inclusion**

- a) Learning opportunities will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning. They will listen to, and participate in, a variety of experiences in a positive and constructive manner.
- b) We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child.
- c) For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.

## **10. Monitoring and Evaluation**

- a) The work of the PSHE and RSE Subject Leaders involve ensuring that the curriculum is well planned, being informed about current developments in this area and providing a strategic lead and direction for the subject in the school. The RSE leader will ensure that all parents are informed of the RSE teaching in each year group.