



**Crompton**  
Primary School

# **Relationships and Health Education (incorporating Personal and Social Education) Policy January 2023**

**Written by: SLT**

**Date: January 2022**

**Consultation with parents February 2021**

**Presented to staff: March 2021**

**Reviewed January 2023 (not changed)**

**Ratified by Governors: 02.03.2023**

## Our Values and Vision

### The World Around Us.

As a school we understand the ever changing world our children live in:-

- It's a world where our children not only need academic qualifications, but emotional literacy to help them lead well rounded and full lives long after leaving school.
- It's a world where our children need to understand that making mistakes is part of life and helps us learn and develop. To know that they have the power to make a positive impact on their own lives and the world for the better.
- It's a world where our children need to be able to reach their full potential and we know that the foundation to this is an early development of vocabulary and communication skills.
- It's an ever-changing world where our children need to be secure with who they are and can celebrate the differences of people in modern Britain today.

### Vision

Our vision is to create a culture of '**Learning without limits**' at Crompton Primary to prepare all of our children for the World around us. In order to do this we aim to:

#### **INCLUDE, INSPIRE, INNOVATE**

#### Include

Inclusion is at the very core of our vision and values at Crompton Primary. Our aim is to break down all barriers to learning for every child and provide the tools that our children will need to navigate school life and beyond. We focus on a strong inclusion programme supported by high quality teaching and interventions delivered by skilled staff. It is our aim to ensure that every child feels safe, secure and well, both mentally and physically. The delivery of a strong curriculum, pastoral and SEN support and the effective use of additional funding alongside working in partnership with parents and carers will give our children the best foundations.

We believe that by teaching about, and celebrating the diversity of life, race, religion, sex, sexual orientation, transgender and class we will prepare our children for life as citizens in Modern Britain. We aim to allow every child the chance to excel, to reach their own individual potential, by removing all barriers for all children, ensuring challenge at all levels and ensuring no child is disadvantaged by what we do.

#### Inspire

We strive to inspire our children to be their strongest, highest and healthiest selves, improving the life chances and outcomes for all whilst understanding that this may mean something different for each child. We want to see all our children making progress in their learning and we do this by inspiring and celebrating success and giving children aspirations for a better future. Each year our curriculum will be reviewed to ensure that it contains the most appropriate inspirational teaching, subject matter and resources, training our staff to the highest level to guarantee the best outcomes and positive impact for children, inspiring a love of learning and engendering a sense of confidence and resilience.

## **Innovate**

Our aim is to become a flagship school in Oldham by using innovative approaches to teaching and learning, developing our core offer for technology, inclusion, mental health and wellbeing and maintaining our communication friendly status in both Early Years and Primary phases of school. We want to be a school that collaborates with others and continue with an outward looking ethos to share best practices with other schools across Oldham and beyond.

## **Introduction**

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The National Curriculum Framework (2014) states specifically that 'all schools should make provision for PSHE, drawing on good practice.'

## **Children and Social Work Act 2017:**

This act placed a duty on the Secretary of State for Education to make the new subject of Relationships Education compulsory for Primary Schools. It also provided the power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. Subsequently, regulations and statutory guidance have been published which make Health Education the only mandatory aspect of PSHE.

## **What is Relationships Education and Health Education?**

The Statutory Guidance (2019) for Relationships Education and Health Education for Primary School has the following headings:

### Relationships

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

### Health

- 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

## **Aims and Objectives**

We aim 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.

At Crompton Primary School we use “Jigsaw” to deliver our Personal, Social, Relationship and Health Education. Jigsaw is a commercially produced scheme that completely fulfils the statutory guidance (2020), in addition to covering aspects that are not mandatory.

### 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

### Jigsaw Content

Each half term, a “Puzzle” is completed by all children, from Nursery up and including Year 6. The theme for the puzzle is the same for all children, with the content delivered progressively, at an age appropriate level. Jigsaw covers all areas of PSRHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Relationship Education and puberty in the context of looking at change

### Delivery and Inclusion

Each “puzzle” is launched during an assembly and then the content is delivered in class, usually by the class teacher, in such a way that all children, regardless of their ability, can participate. Learning opportunities are matched to the individual needs of children, including those with SEND. This may be done by differentiation of task or through the support provided during lessons.

### Equal Opportunities

We ensure that all children have an equal opportunity to develop their potential regardless of age, gender, nationality, sexual orientation, religious and/or cultural background and personal circumstances, in line with the school’s Single Equality Policy. We seek to promote tolerance and understanding of different views and beliefs.

### **Jigsaw RSE Content**

The grid below shows a brief summary of how we will deliver the “Changing Me” Puzzle (unit) in Jigsaw with respect to what is taught/when, relating to puberty. After careful consideration and consultation with SLT and staff it was decided that we would not teach anything beyond the statutory content of puberty so we have adapted the work in the Jigsaw scheme to reflect this. The puberty work we will cover, fulfils the requirements that sit under the ‘Changing Adolescent Body’ strand of statutory Health Education, and parents **cannot** withdraw their children from this.

<b>Year Group</b>	<b>Puzzle Piece title</b>	<b>Content</b>
FS1/2	Growing Up	How we have changed since we were babies
1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys’ and Girls’ Bodies	Appreciating the parts of the body that make us different and using the correct names for them.
2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys’ and Girls’	Differences between boys and girls – how do we feel about them? Which parts of me are private.
3	Outside body changes	How our bodies change as we grow up – outside changes and how we feel about them.
	Inside body changes	How our bodies change as we grow up – inside changes and how we feel about them

4	The human body	The correct names for internal and external parts of male and female bodies that change as we go through puberty.
	Girls and Puberty	How a girl's body changes as she goes through puberty
5 and 6	Puberty for Girls	The physical and emotional changes associated with puberty for girls, and the importance of looking after yourself physically and emotionally (taught in single sex groups to both girls and boys).
	Puberty for Boys	The physical and emotional changes associated with puberty for boys, and the importance of looking after yourself physically and emotionally (taught in single sex groups to both girls and boys).
	Girl Talk/Boy Talk	A chance to ask questions and reflect (single sex groups).

NB – There are 2 puzzle pieces related to puberty for Y5 and Y6, and an additional Q&A session – in order to facilitate single sex groupings for these sessions, Y5 & Y6 will work together for these puzzle pieces only.

### **Rationale**

We believe that knowledge empowers and protects children as long as it is age-appropriate. At primary school Sex Education is not statutory, whereas education about puberty is. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. Puberty is introduced gently in Y3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried. This is then built on further in Y4, 5 and 6 with the focus being on outside body changes, inside body changes and how we feel about them.

### **Safeguarding**

Teachers 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.

### **Assessment**

*Teachers will make summative assessments at the end of each puzzle based on the level descriptors - Working towards, Working at, Working beyond. This information will be recorded on the school tracking system, Educater*

### **Monitoring and evaluation**

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSE- and certain aspects of Health Education, eg Drugs, Alcohol and Tobacco, are varied. However, while personal views are respected, all RSE and Drug, Alcohol and Tobacco Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

During both formal and informal RSE and Drug, Alcohol and Tobacco Education, arising from pupils' questions, teachers ensure that the age and maturity of the pupil(s) concerned is taken into consideration. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

## **Involving parents and carers**

Crompton Primary School believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Parents and carers will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- \* Involvement in policy development
- \* Involvement in curriculum development
- \* Parents'/carers' evenings
- \* Information leaflets/displays

## **Pupil Consultation:**

The Subject Leader will consult with pupil's regularly about their experience of PSRHE lessons. This may take the form of "pupil voice" interviews with a small number of children from each class, discussion with the School Council etc.

## **Links to other policies and curriculum areas**

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Equality Information and Objectives
- Child Protection and Safeguarding Policy

### **Policy Review**

Pupils, staff and governors are involved in the review process. Parents and carers will be informed about the policy through the school website and a consultation process. This policy will be reviewed regularly and, where appropriate, amended annually if necessary.