



Long Marston VA C of E Primary School PSHE and Relationships and Health Education Policy

Vision and Values

Rooted in God's love, we rejoice to learn and respond to challenge

At Long Marston School our PSHE policy including Relationships and Health Education (RHE) is strengthened by our vision that we are **rooted in God's love**. We believe that, created in God's image, everyone is equal, and that our school is a place where everyone is able to flourish in a loving and hospitable environment.

At Long Marston School we believe that children will **rejoice to learn** and **respond to challenge** as a result of feeling safe and cared for and being part of a positive, secure environment. Our policy helps us to maintain that environment.

Our Values

Our Vision is underpinned by our Values. We believe these values provide our children with a moral vocabulary, giving them the skills and attitudes that they need to prepare them for 'life in all its fullness' (John 10.10). Children learn about acceptable ways to treat one another through our values of **friendship, forgiveness, respect, compassion** and **truthfulness**. These are shared with children through Collective Worship, PSHE lessons, RE lessons and daily interactions and discussions.

Introduction

This policy outlines the learning, teaching, organisation and management of Personal, Social, Health and Economic education (PSHE) and Relationships and Health education (RHE) at Long Marston School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.

PSHE is a non-statutory subject. However, PSHE "is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum". (DfE 2019).

We believe it is important to tailor the PSHE programme to reflect the needs of our pupils and aim to provide consistency, ensuring that pupils feel confident to share their understanding in a safe environment. We consider this to be necessary to equip pupils with a sound understanding of risk and with the knowledge and skills required to make safe and informed decisions.

All children are also to receive statutory Relationships and Health education. This will be taught within our PSHE lessons.

School have chosen **Jigsaw**, a primary school scheme of work, to support our teaching and learning in this area.

Intent

Through teaching PSHE and RHE, we want our children to develop self- awareness, positive self-esteem and confidence, enabling them to:

- Understand their own identity and how they fit within the class, school and global community
- Celebrate difference
- Set goals and have aspirations in order to contribute to society
- Understand healthy lifestyle choices
- Understand friendship, family and other relationships and to have worthwhile and fulfilling relationships
- Cope positively with change
- Keep themselves and others safe

We want our children to:

- Value the achievements they make, and the achievements of others
- Make informed choices about dealing with risks and meeting challenges now and in the future.
- Decide on values by which they want to live their lives.

Relationships and Health education statutory guidance:

The teaching of Relationships and Health education is statutory in primary schools. At Long Marston School, we will teach about the following areas at an age appropriate level:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe
- 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 (including puberty and the menstrual cycle)
- Respect regardless of gender

Sex Education

The elements of the statutory Health Education guidance that include teaching and learning on puberty and the menstrual cycle will be taught through PSHE lessons during the summer term in our Changing Me topic as part of the Jigsaw scheme of work. We will also teach some discrete lessons on human reproduction including how babies are conceived and develop to birth for Year 6 only. We hope that by incorporating this element of sex education into PSHE lessons, we can reduce any potential anxiety around this area. It is vital that children are given factual information on these topics, and that any misconceptions are addressed as early as possible. All teaching and learning will be age appropriate. Teachers will use their professional judgement to tailor these lessons to ensure the best learning for their pupils. Pupils will be given every opportunity to ask questions safely and discreetly and to discuss any worries or concerns.

Below are the intended outcomes for each year group with regard to teaching puberty and human reproduction.

Year 5	Year 6
Puberty for girls- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. Puberty for boys- I can describe how boys' and girls' bodies change during puberty.	Puberty- I can understand how girl's and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

Parents will be informed when 'Changing Adolescent Body' and Human Reproduction topics are to be taught and provided with additional information to inform them of what is to be shared with their child. All teaching will be age appropriate. These topics will be taught through a puberty power point provided by school health and a channel 4 DVD for conception and supported with Jigsaw resources as appropriate. Parents have the right to withdraw their child from some or all of the sex education delivered as part of the Relationships Education. This should be discussed with the Headteacher.

Jigsaw Scheme: the mindful approach

Jigsaw is a comprehensive PSHE programme covering all the requirements of government guidance and outcomes, and more. It provides school with invaluable resources to ensure that the children are prepared for their futures, helping them to know and value who they truly are and to understand how they relate to other people in this ever-changing world. Jigsaw is regularly updating its resources to ensure it fulfils statutory requirements for Relationships and Health Education. As a school, our aim is to provide pupils with an inclusive, consistent programme which encourages growth, community and teaches them instrumental life skills, and working with the Jigsaw Scheme enables us to meet that aim.

This scheme is topic-based and each topic is developed throughout the school, allowing children to build on their understanding. The topics are as follows:

- Autumn 1: Being Me In My World
- Autumn 2: Celebrating Difference
- Spring 1: Dreams and Goals
- Spring 2: Healthy Me
- Summer 1: Relationships
- Summer 2: Changing Me

The scheme has been adapted to meet the needs of our school with regard to mixed year group classes and our policy on RHE.

Strategies for the teaching of PSHE and RHE

PSHE and RHE are delivered within a whole school approach, which will include the following:

- Discrete weekly class lessons
- Cross-curricular links within other subjects such as RE and Science
- Collective worship
- Specialist teams/external PSHE providers/speakers
- Circle time
- School events and extracurricular activities
- School council and pupil voice

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- Christian values
- Mindfulness time for reflection

Equal Opportunities

In line with our Long Marston VA C of E Primary School Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or different abilities.

Assessment

Assessment will be carried out in line with the Jigsaw scheme and information provided to the PSHE lead.

Monitoring and Evaluation

Monitoring and evaluation of PSHE and RHE is carried out through lesson observations, learning walks and book scrutiny on a regular basis. This is completed by the PSHE Lead and may be in conjunction with the head teacher and/or governors. Feedback is given to all members of staff and an outline is shared with staff and governors.

The implementation of this policy is the responsibility of all teaching staff, and the responsibility for monitoring and review rests with the PSHE Lead.

Policy Adopted: April 2021

Date of next review: April 2024