Ashwicken Primary School

RSHE Policy

Formally adopted by the Governing Board/ Trust of:-	**Ashwicken Primary School**
On:-	**January 2025**
Chair of Governors/Trustees:-	**Murree Groom**
Last updated:-	**October 22 (biannual)**

Ashwicken Church of England Primary School
PSHE including RSHE Policy

Context
This policy has been developed through consultation with the whole school community including pupils, parents/carers, staff and school governors, and a copy, along with further information, can be accessed through the school website.

Aims and objectives
'In Church of England schools, and in all schools, we want young people to flourish and to gain every opportunity to live fulfilled lives.' Church of England Education Office.
We believe that education in PSHE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'. Our objectives are purposefully linked to SMSC (Spiritual, Moral, Social, Cultural) and British Values. We encourage a community which supports democracy and where children understand the value of democracy. We also foster an environment where we encourage mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
Our objectives in the teaching of PSHE are for all of our children:

Core theme 1: Health and Wellbeing
- To know and understand what is meant by healthy lifestyle,
- To be aware of how to keep physically and emotionally safe and to recognise sources of help with this,
- To develop self-confidence and self-esteem,
- To make informed choices regarding personal and social issues.

Core theme 2: Relationships
- To develop and maintain healthy relationships including with other members of the community,
- To be equipped with strategies that they can use when facing difficulties in relationships,
- To recognise negative relationships including forms of bullying and abuse.

Core theme 3: Living in the wider world
- To have respect for self and others,
- To be thoughtful and responsible members of their community and their school,
- To become active members of our democratic society.

At Ashwicken Primary School, we teach PSHE as a whole school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Teaching and Learning Style
We use a range of teaching and learning styles to meet the PSHE requirements of the national curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote

active citizenship and British Values. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom expectations of behaviour, and resolve any conflicts. We offer the children the opportunity to hear visiting speakers, such as local clergy, health workers and police, who we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE Curriculum Planning

At Ashwicken Primary School 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. To ensure progression and a spiral curriculum, we use the Jigsaw scheme of learning, the mindful approach to PSHE, as our chosen teaching and learning programme. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that out teachers are well supported. The Jigsaw programme is aligned to the PSHE Association Programmes of Study for PSHE and covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below shows how the teaching and learning is divided into six puzzles which are taught across the school throughout the year; deepening and broadening the learning every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My world	Includes understanding my own identity and how I fit in well in the class, school and global community.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1	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.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Includes relationships and sex education in the context of coping positively with change.

We allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes. These explicit lessons are reinforced and enhanced in many ways; assemblies and collective worship, praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to apply what is learned to everyday situations in our school community.

Children from all classes are invited to volunteer to be part of the school council. These children have to be able to work collaboratively with their peers to improve the school. This ability to take on board others views and opinions and present them in front of others is all benefitting their PSHE skills.

The Foundation Stage

We also use the Jigsaw Scheme of Learning in our reception classes and as an integral part of our work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, social, emotional and social development, and we also support British Values when we teach how to develop a child's 'understanding of the world'.

RSHE

'RSE…should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.' Valuing All God's Children.

We include the statutory Relationships and Health Education within our whole school Jigsaw PSHE programme. It is underpinned by our Christian Values and school ethos. RSHE is the learning about emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age appropriate way. It can make a significant contribution to the development of skills needed to enjoy healthy, safe and positive relationships, and understand respect, love and care. It also enables children to make responsible and informed decisions about their own health and wellbeing. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives.

Relationships education in primary schools will cover 'Families and people who care for me'. 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. 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 within the programme. This holistic approach ensures learning in reinforced through the year and across the curriculum.

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' and 'Changing adolescent body'. Although the Heathy Me puzzle (Unit) in Jigsaw covers most of the statutory health education, some outcomes are taught elsewhere in the programme. Mental health is nurtured every lesson through the Calm me time. Also, teaching children about puberty is now a statutory requirement which sits within the Health Education guidance about 'Changing adolescent body' which is taught in the 'Changing Me' Puzzle (Unit) in the Jigsaw programme.

Sex Education

Although sex education is not statutory within primary schools, it is recommended to have a sex education programme tailored to the age and physical and emotional maturity of the pupils. We believe children should understand the facts about human reproduction before they leave primary school, therefore we define sex education as understanding human reproduction including conception and how a baby is born. We intend to teach this through our PSHE lessons using the Jigsaw scheme of learning.

Right to withdraw

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships education or Health education. Parents and carers are only able to request that their child is excused from Sex education, taught outside of the national curriculum for science. At Ashwicken Primary School we will be teaching Sex education through PSHE lessons, therefore parents may request to withdraw their child from lessons that explicitly teach this. The school will inform parents of this right by letter before the lessons take place. If a parent wishes their child to be excused from Sex education, they should discuss this with the class teacher or Head teacher, who will explain the benefits of receiving this important education and any detrimental social and emotional effects that withdrawal might have on the child. If a child is excused from Sex education, they will be provided with appropriate and purposeful education during that time.

Safeguarding

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world is central to our teaching and learning of PSHE. Teachers will conduct lessons in a sensitive manner, however if a child makes a comment that is concerning, the teacher may be obligated to report this to the designated safeguarding lead who will then deal with the matter in line with our safeguarding policy.

Cross Curricular Links
We teach PSHE in a variety of ways; through discreet lessons and through topics in other subjects. For example; teaching environmental issues in Geography; internet safety in Computing; healthy eating and lifestyles in PE and DT; the human body and reproduction in Science, among many others. Also, there is a large overlap between the programme of study for religious education and the aims of PSHE.

Inclusion and Equality
'The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.' Valuing All God's Children.
We teach PSHE to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers take into account the targets set for that child which may relate to PSHE targets. For high attaining pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.
At Ashwicken School we promote respect for all and value every individual child. We respect the right of our children, their families and our staff, to hold different beliefs, religious or otherwise.

Assessment
Our teachers assess the children's learning in PSHE by making informal judgements as they observe them during lessons and by making notes of the children's comments during discussions. We have clear expectations of what the pupils will know, understand and be able to do at the end of every year. We record the achievements on an assessment grid and annually report to parents.

Resources
We base our PSHE lessons on the Jigsaw scheme of learning which is supported by video clips, presentations and worksheets. The school also has additional resources available for teaching sensitive issues.

Monitoring and review
The planning and co-ordination of the teaching of PSHE are the responsibility of the PSHE subject leader, who also; supports colleagues in their teaching, by keeping informed about developments in the subject; evaluates strengths and weaknesses in the subject, and indicates areas for improvement; uses management time to review evidence of the children's work and observe PSHE lessons across the school.
This policy will be reviewed every two years or sooner if necessary.