



St Michael's

C.E. Primary School

PSHE and RSHE Policy

This policy is embedded in our school's mission statement of:

'Courage to Flourish in the Love of God.'

Subject Policy	PSHE and RSHE
Date	November 2023
Review Date	November 2024

Our Vision:

Courage to Flourish in the Love of God

‘I have come that [you] may have life, and have it to the full’ (John 10:10)

[Therefore],

‘Be strong and courageous... the Lord your God will be with you wherever you go.’ (Joshua 1:9)

These biblical texts underpin our vision summary, ‘Courage to flourish in the love of God’. Jesus’ words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God’s words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of ‘life in all its fullness’ for everyone.

To support our vision, we have the overarching Christian Values:

<u>Value</u>	<u>Biblical texts that underpin our values</u>
Courage	Philippians 4:13 ‘I can do all things through him who strengthens me.’
Hope	John 1:5 ‘The light shines in the darkness, and the darkness has not overcome it.’
Love and Forgiveness	1 Corinthians 13:4-8 ‘Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth.’ 1 John 1:9 ‘If we confess our sins, he is faithful and just and will forgive us’
Trust	Proverbs 3:5-6

	‘Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.’
Community	Hebrews 10:24 ‘Let us be concerned for one another, to help one another to show love and to do good.’
Thankfulness	1 Thessalonians 5:18 ‘Be thankful in all circumstances, for this is God’s will for you’

This is also underpinned by the three school rules:

- **Ready**
- **Respectful**
- **Responsible**

Our Aim

Our curriculum intent at St Michael’s is to provide a broad, exciting and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, in order to achieve their full potential.

Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects.

The impact of this broad, exciting and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others.

Aims of the National Curriculum

A PSHE curriculum promotes:

- 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.

A RSE curriculum aims to:

- Teach children about the building blocks and characteristics of positive and respectful relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

- Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) including how to ask for help and advice if they feel unsafe
- Teach children how to stay safe online and know that people sometimes behave differently online

Our pupils can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support our pupils to develop resilience, to know how and when to ask for help, and to know where to access support.

Rationale

The purpose of teaching PSHE in school is to equip them with the knowledge and skills to embrace the opportunities, responsibilities and experiences of later life. It also promotes their spiritual, moral, cultural, mental and physical development.

Sex Education Curriculum

We believe that in order to further the aims and objectives outlined above, it is necessary to provide children with sex education lessons in addition to the lessons that are mandatory under the national curriculum for Science. Our sex education programme includes one lesson in Year 6 covering: conception to birth and respect and consent. This lesson builds on prior knowledge from puberty lessons in Year 5 and 6.

Parents will be notified in writing before these lessons take place so that they can notify the school that they would like to withdraw their child from this specific lesson. There will also be the opportunity for parents of children in Year 5 and 6 to view the teaching materials that will be used to teach puberty and sex education.

Planning and Delivery of Programme

- The programme will be taught by class teachers with supporting staff to ensure that both pupils and staff are protected;
- The discrete puberty programme taught in Year 5 and 6 will take place in selected single sex groups by trained, confident staff;
- Pupils will be taught about the changes related to their own and the opposite sex, how to manage the changes and where to get help at home and school;
- Girls will be made aware of who can provide support, where menstruation provision is kept and where the appropriate disposal bins are situated; and
- Resources we use are appropriate for each year group and enhance the learning.

Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form which can be collected from the office and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

The Curriculum

Relationships, Sex and Health Education (RSHE) is a fundamental part of our Personal, Social, Health and Economic Education (PSHE) curriculum for pupils in our school. It is embedded in our PSHE curriculum, and our aim is to equip children with the skills and understanding to become healthy, secure, independent and responsible members of society. Our school uses JIGSAW PSHE. To cater to the needs of the individual classes, one lesson per half term will be utilised for the teacher to focus their PSHE lesson based on the needs of their class. Teaching staff will adapt the Jigsaw lessons to make them appropriate for their class. Using a wide range of resources and modifying lesson plans will ensure our pupils' needs are catered for

The Overview

At St Michael's we allocate one-hour curriculum time to PSHE a week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. On top of this children will have the chance to discuss any issues that arise in circle time in the class during Collective Worship time. Children can also use their class reflection area and the prayer corner. Class teachers deliver the weekly lessons to their own classes.

The Curriculum

Jigsaw is a whole-school approach to PSHE and therefore each year group will work on the same unit of work at the same time throughout the year, but in an age-appropriate way.

Whole School Approach

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
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

At St Michael's, we have decided, following staff consultation, to use Birmingham City Council Resources to supplement some Jigsaw units for some year groups. This only applies to the Summer 2 'Changing Me' unit. We have supplemented 'How babies grow' in Year 3 and 'Having a baby' and 'Girls and puberty' in Year 4 as we feel the units outlined below will be more beneficial and age-appropriate to our children. Our Year 4 pupils will cover puberty and reproduction the following academic year (Year 5) in their Science and PSHE curriculum. Details of these changes are outlined below:

Year 3	Healthy Me	Community support with mental health and well-being. The importance of recognising our feelings as unique and individual to us. To recognise that some feelings are harder to cope with than others and to develop coping strategies to support our mental health
Year 4	Secrets and Surprises	This includes knowing how the body gives signals when we are in danger. The importance of personal space and unwanted contact is also discussed.
Year 4	The Online Community	This is taken from the Year 3 unit, and it includes how to stay safe online

Resources for JIGSAW are saved on the Staff Common and are readily available to school staff.

Assessment and Recording

Evidence of pupils' work will be kept in their Jigsaw Journal. Teachers will carry out ongoing assessments throughout the year and the children self-assess their work.

Monitoring

Roles and Responsibilities

The Governing Board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE.

PSHE Subject Champion

The Subject Champion is responsible for monitoring the teaching of PSHE across the school and staff/ pupil voice.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Pupils will be informed that as with any other safeguarding issue, confidentiality cannot always be assured, and the school will follow the usual procedures for keeping children safe and protected from harm (please refer to our school's Safeguarding Policy).

Answering Difficult Questions

If a pupil asks a difficult question during a whole class session, staff will be expected to answer honestly and factually.

- Where possible, pupils will be encouraged to use the question box approach which can be used as a distancing technique to prevent over exposure of concepts outside of the learning objectives. The class teacher is responsible for dealing with all content within 24 hours of lesson delivery;
- Pupils' questions will be answered according to their level of maturity and understanding, with support from parents;
- The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles;
- Teachers will focus heavily on the importance of healthy relationships; and
- Responses to questions answered need to follow the school's policy. Any concerns raised should be discussed with a senior leader or DSL, depending on the concern.

Parents

St Michael's has established a strong working partnership with parents through consultation and Q&A support via zoom. The school recognises that parents are key educators and maintain a vital role in providing education about relationships and growing up, and therefore aims to support parents in this role. On an annual basis parents will be specifically informed about the discrete lessons on sex education and provided with the opportunity to view resources and discuss the teaching content before any delivery takes place.

Parents will be consulted when this Relationships Education, Relationships and Sex Education and Health Education Policy is reviewed. Details of the specific lessons and teaching materials can be made available on request. Parents can raise questions on this policy in writing, by phone or by making an appointment with Mrs Roberts.

Equal Opportunities/Inclusivity

The school's Relationships, Sex and Health Education Policy and programme will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn, in accordance with any protected characteristics as defined by the Equality Act 2010.

Provision for Menstruation

School staff will be available to support pupils and have all the necessary resources.

Sanitary disposal units are situated in the disabled toilet.

Other related documents & policies

- Education Act 2002
- Keeping Children Safe in Education 2019
- Working Together to Safeguard Children 2018
- Equality Act 2010
- Science Curriculum KS1 & KS2
- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- OFSTED School Inspection Handbook 2019
- Relationship & Health Education Statutory Guidance 2019 (DfE)
- United Nations Convention on the Rights of the Child