



Millbrook Junior School
Dream, Believe, Aspire, Achieve



Millbrook Junior School

Personal, Social and Health Education including Relationship and Sex Education Policy

This policy was approved by the Governors on 5th October 2023

Paul Davies

Chair of Governors

Introduction

PSHE

At Millbrook Junior School, Personal, Social, Health Education is taught as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing 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.

RSE

Relationship and Sex Education is lifelong learning about physical, moral and emotional development. At Millbrook Junior School, RSE will reflect the values of the PSHE programme. It is about the understanding of the importance of loving and caring relationships so it will be taught in the context of relationships. In addition, RSE promotes self-esteem, staying safe, respecting and understanding others, emotional health and well-being. RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. Research demonstrates that good, comprehensive RSE does not make young people more likely to become sexually active at a younger age.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

Secretary of State Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019

Aims and Objectives for PSHE and RSE

The aim of PSHE and RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their behaviour as they grow.

This takes place with consideration of the qualities of relationships within families.

The aims PSHE and RSE at Millbrook Junior School are;

- To build their capacity for learning
- To equip them for life
- To provide the knowledge and information to which all children are entitled
- To clarify/reinforce existing knowledge
- To help children develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle and mental wellbeing
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood
- To build skills to develop caring and respectful relationships

Every child is entitled to receive PSHE and RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of PSHE and RSE at a level which is appropriate for their age and physical development with differentiated provision if required. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Teaching PSHE and RSE

To ensure progression and a spiral curriculum, we use Jigsaw, which is a mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The 'Jigsaw 3-11 and Statutory Relationships and Health Education' document, see appendix, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

The following table shows the learning themes taught across the school; the learning deepens and broadens every year.

Term	Puzzle name	Content
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Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices including sleep, nutrition, rest and exercise
Spring 2:	Dreams and Goals	Includes goal-setting, aspirations, working together and contributing to society
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationship and Sex Education in the context of looking at and coping with change

Teaching the Statutory requirements for Relationship and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The 'Relationships' Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the 'Celebrating Difference' Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education in primary schools is expected to cover:

- 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

The 'Healthy Me' Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the 'Changing Me Puzzle' (unit). Again, the mapping document in the appendix transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

The Teaching of Sex Education

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.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

We aim to 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'.

At Millbrook Junior School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

Therefore, we inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw 'Changing Me' Puzzle (unit)

Year 4, Lesson 2 (Having a baby)
Year 5, Lesson 4 (Conception)
Year 6, Lesson 3 (Conception, birth)

However, we teach the following as part of the National Curriculum Science Orders parents do not have the right to withdraw their child/children from this content:

National Curriculum Science: Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Parental consultation

Details of the School's provision for RSE are available on website but further details can be requested.

We inform parents when aspects of the relationship and sex programme are taught and provide opportunities for parents to view the resources being used.

Parents have the right to withdraw their children from those aspects of sex education, not included in the National Curriculum Science Orders, (alternative work would be set).

However, this rarely happens, by working in partnership parents usually recognise the importance of this aspect of their child's education.

Specific Issues

Child Protection / Confidentiality

Teachers are aware that effective PSHE and Relationship and Sex Education, may lead to disclosure of a child protection or safeguarding issue.

The staff member will inform the Designated Safeguarding Lead in line with the school's policy for child protection if an issue is disclosed.

A member of staff cannot promise confidentiality if concerns exist.

Dealing with difficult questions

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This is set out at the start of all PSHE lessons. Jigsaw suggests using an anonymous question box as a distancing technique during the RSE 'Changing Me' unit.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision is made to meet the individual child's needs.

Use of visitors

“Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019

When appropriate, visitors such as the school nurse may be involved in the delivery of RSE, particularly in Key Stage 2.

Children with special needs

Teaching and resources are differentiated as appropriate to address the needs of these children in order for them to have full access to the content of PSHE and RSE.

Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, governing body and teacher with responsibility for PSHE and RSE.

The school will assess the effectiveness of the aims, content and methods in promoting students’ learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents.

The effectiveness of the PSHE and RSE programme will be evaluated by assessing children’s learning and implementing change if required.