



## **PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education statutory from September 2020, and our position on Sex Education )**

<b>Name of school</b>	<b>The Ryde</b>
<b>Date of policy</b>	<b>March 2023</b>
<b>Member of staff responsible</b>	Jessica Hall
<b>Review date</b>	<b>March 2025</b>

### **Intent**

### **Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- 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.

### **PSHE**

At The Ryde, we teach Personal, Social, Health Education 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 us 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 in Appendix 1. Snapshot overview-map.

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.

## **Statutory Relationships 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

“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.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at The Ryde 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.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

WHAT DO WE TEACH WHEN AND WHO TEACHES IT?

WHOLE-SCHOOL APPROACH

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At The Ryde we allocate 1 lesson per week to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, Class Councils, School Council, Eco Committee, Use of the Words of Wisdom, Secrets of Success, Friday Club, through relationships child to child, adult to child and adult to adult across the school. We aim to promote positive attitudes for behaviour and learning in all interactions across the whole school community.

Children keep a book of their reflections and work from these lessons. These books are read and acknowledged by staff. Follow up conversations or sessions may be planned to address issues that have arisen.

## Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

Whilst 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

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

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', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the Appendix 1: mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst 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).

## 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)

Schools are to determine the content of sex education at primary school. Sex education 'should 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 The Ryde, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as an age appropriate curriculum that provides children with accurate and reliable information, skills and attitudes to help them make healthy decisions about sex and relationships. This will include:

- understanding that sexual intercourse can lead to conception
- understanding how a baby develops from conception to birth
- the growing responsibilities as a teenager (age of consent)
- understanding that being physically attracted to someone changes the nature of the relationship.

We intend to teach this through the PSHE programme. The table below shows the Relationships and Health Education, and Sex Education learning for each year group.

Year Group		Learning Intentions
FS 1/2	Piece 3 Growing Up	
1	Healthy Me Piece 1  Piece 2  Piece 3  Piece 4	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I understand that medicines can help me if I feel poorly and I know how to use them safely

	Piece 5 Piece 6	I know how to keep safe when crossing the road, and about people who can help me stay safe I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy
1	Relationships Piece 1 Piece 2 Piece 3 Piece 4 Piece 5 Piece 6	I can identify members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as person and a friend I can tell you why I appreciate someone who is special to me
1	Changing Me Piece 1 Piece 2 Piece 3 Piece 4 Piece 5 Piece 6	I am starting to understand the life cycles of animals and humans. I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva. I understand that every time I learn something new I change a little bit I can tell you about the changes that have happened in my life
2	Healthy Me Piece 1 Piece 2 Piece 3 Piece 4 Piece 5 Piece 6	I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy I can decide which foods to eat to give my body energy I can make some healthy snacks and explain why they are good for my body.
2	Relationships Piece 1 Piece 2 Piece 3	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I can identify some of the things that cause conflict with my friends I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret

	<p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I recognize and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationships</p>
2	<p>Changing Me</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3</p> <p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I can recognise the physical differences between boys and girls and use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I understand there are different types of touch and can tell which ones I like and which ones I don't like.</p> <p>I can identify what I am looking forward to in Year 3</p>
3	<p>Healthy Me</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3</p> <p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I understand how exercise affects my body and know how my heart and lungs are such important organs</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly</p> <p>I understand how complex my body is and how important it is to take care of it</p>
3	<p>Relationships</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3</p> <p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and and put into practice some of the skills of friendship eg. Taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe</p> <p>I can explain how some of the actions and work of people around the world and work of people around the world help and influence my life</p> <p>I understand how my needs are shared by children around the world and can identify how our lives may be different</p> <p>I know how to express my appreciation to my friends and family</p>
3	<p>Changing Me</p> <p>Piece 1</p> <p>Piece 2</p>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>I understand how babies grow in the mother's uterus</p> <p>I understand what a baby needs to live and grow.</p>

	<p>Piece 3 Part 1</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>I can identify what I am looking forward to when I am in Year 4</p>
4	<p>Healthy Me</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3</p> <p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I can recognise how different friendship groups are formed, how I fit into them and the friends I value most.</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role and understand the roles I take on in different situations.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p>
4	<p>Relationships</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3</p> <p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I can identify the web of relationships that I am apart of, starting from those closest to me and including those more distant.</p> <p>I can identify someone that I love and express why they are special to me.</p> <p>I can tell you about someone I know that I know longer see.</p> <p>I can explain different points of view on an animal rights issue.</p> <p>I understand how people feel when they love a special pet.</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p>
4	<p>Changing Me</p> <p>Piece 1</p> <p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I understand that some of my personal characteristics come from my birth parents and this happens because I was made from the joining of their egg and sperm.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learn to accept.</p> <p>I can identify what I am looking forward to in Year 5.</p>
5	<p>Healthy Me</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3</p>	<p>I know the health risks of smoking and can tell you about how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p>

	<p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I know and can put into practice basic emergency procedures (including recovery position) and know how to get help in emergency situations.</p> <p>I understand how the media and celebrity culture promotes certain body types.</p> <p>I can describe the different roles that food can play in people's lives and can explain how people can develop eating problems relating to body image pressures.</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p>
5	<p>Relationships</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3 and 4</p> <p>Piece 5 and 6</p>	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</p> <p>I understand how to stay safe when using technology to communicate with my friends.</p>
5	<p>Changing Me</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3</p> <p>Piece 6</p>	<p>I am aware of my own self image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can identify what I am looking forward to when I am in Year 6.</p>
6	<p>Healthy Me</p> <p>Piece 1</p> <p>Piece 2</p> <p>Piece 3</p> <p>Piece 4</p> <p>Piece 5</p> <p>Piece 6</p>	<p>I know the impact of food on the body, creating energy, giving comfort and altering mood.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and the heart.</p> <p>I can evaluate when alcohol is being used responsibly, anti socially or being misused.</p> <p>I know and can put into practice basic emergency aid procedures and know how to get help in emergency situations.</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>I can recognise when I feel stressed and the triggers that cause this and alcohol misuse.</p>

6	Relationships Piece 1  Piece 2  Piece 3  Piece 4  Piece 5  Piece 6	I can identify the most significant people to be in my life so far. I know some of the feelings we can have when someone dies or leaves. I understand that there are different stages of grief and there are different types of loss that cause people to grief. I can recognise when people are trying to gain power or control. I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening. I can use technology positively and safely to communicate with my friends and family.
6	Changing Me Piece 1  Piece 2 Piece 3  Year 5 Piece 4  Year 5 Piece 4  Piece 4  Year 5 Piece 5  Piece 5  Piece 6	I am aware of my own self image and how my body image fits into that. I can describe how boys' and girls' bodies change during puberty. I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I can describe how a baby develops from conception through the nine months of pregnancy and how it is born. I can identify what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities (age of consent) I understand how being physically attracted to someone changes the nature of the relationship. I can identify what I am looking forward to and what worries me about the transition to secondary school.

“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

At The Ryde 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, and therefore will inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this in Year 6. The Jigsaw pieces that this refer to are:

Year 5 Piece 4 Taught in Year 6

Year 6 Piece 4 Taught in Year 6

Year 5 Piece 5 Taught in Year 6

Year 6 Piece 5 Taught in Year 6

The school will inform parents of this right by letter before these parts of the Changing Me Puzzle are taught

### **Monitoring and Review**

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

### **Equality**

#### **This policy will inform the school's Equalities Plan.**

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people. Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Schools have a legal duty to promote equality (Equality Act 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states 'Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment'.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: Appendix 2 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

### **Policy Review**

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		



