



## **ENSTONE PRIMARY SCHOOL**

### **Personal, Social and Health Education AND Relationships and Sex Education Policy (combined)**

At Enstone Primary School we nurture our children as unique individuals in a safe and secure environment, to ensure they thrive and fulfil their potential.

#### **The importance of PSHE/RSE**

Our personal, social and health education (PSHE) programme alongside our relationships, sex and health education (RSE) programme promote children's personal, social and economic development, as well as their health and wellbeing. These help to give children the knowledge and understanding they need to lead confident, healthy and independent lives and to become informed, responsible citizens. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes giving them all the skills they will need to survive in the modern world. This policy covers our school's approach and attitude towards PSHE and RSE. It is available on our school website and in printed form on request.

At Enstone Primary School, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum, central to our approach and at the core of our ethos. In accordance with government guidance, the PSHE and RSE curriculum focus on developing personal attributes including love, courage, truth and respect.

As part of our PSHE curriculum, we include RSE, making sure all our children are prepared for the changes which will happen to their bodies, along with how to deal with transitions in their lives.

Our curriculum is broad and balanced, ensuring it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children.
- Prepares our children for the opportunities, responsibilities, and experiences they will face in life.
- Provides information about being healthy and safe, both emotionally and physically.
- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

The curriculum is planned in accordance with all relevant government guidance as referenced in Appendix 7. It meets the learning objectives as set out in the Relationships and Sex Education and Health Education (England) Regulations 2019.

### **Organisation/Provision**

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time/lessons from our school scheme (Jigsaw) and other appropriate resources
- Teaching PSHE through other curriculum areas
- Circle Time sessions
- Our assembly programme
- Themed weeks and school events
- Our pastoral care support and interventions when appropriate
- Visiting speakers
- Externally delivered workshops

The curriculum is delivered by all staff and is supplemented by visitors and other external agencies to give children the highest quality provision available. However, we do not allow external agencies to take over this provision as it is important that PSHE and RSHE are seen as things we can talk about at school. Furthermore, class teachers know their children and will be best placed to support additional needs, or scaffold difficult and sensitive topics which make a child feel vulnerable.

At school, we use **Jigsaw**, a health and wellbeing whole school approach scheme. This is supplemented, when appropriate, with up to date resources for more difficult issues e.g. bullying, racism, homophobia etc. Along with the scheme, we also ensure that we incorporate and respect all social, moral, spiritual and cultural issues, encouraging our children to think about their place within Britain as citizens. We include the five British Values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths/beliefs) within our teaching to establish an effective and safe school environment.

Jigsaw provides structured lessons for each year group. The scheme is adapted by teachers to suit their class needs and to ensure age appropriateness. The scheme is progressive throughout the school, showing the development in knowledge from Reception to Year 6. It also meets the needs set out in the RSHE government guidance. A full list of what is expected by the end of primary school is provided in appendices 1 and 2. There are 6 Jigsaw Puzzles designed so that the whole school can study the same learning themes at the same time, each class at its own level. The puzzles are sequential and developmental throughout each academic year:

- Being me in my world
- Celebrating difference
- Dreams and Goals

- Healthy Me
- Relationships
- Changing me

Each unit is planned with age-appropriate materials. This means lessons are differentiated for all pupils including those with EAL and SEND needs, to create an accessible curriculum for all. Activities are planned to take into consideration the needs of each individual class. Some pupils may require an individualised curriculum appropriate to their needs. *All* pupils must receive an appropriate PSHE and RSE curriculum.

### **Relationships in school**

Relationships at Enstone Primary School are based on an atmosphere of trust, care and respect for everyone. This attitude is reflected amongst our children and staff and is also expected of our visitors. Children are encouraged to develop good relationships with their peers and all staff and learn that they are responsible for their own behaviour. All staff provide good role models for children and work hard to promote a safe, happy environment. The school has an active School Council, comprised of 2 children from each year group, elected to represent the views of their peers. They are supported by our Peer Mediators who are trained to support other children resolve any conflict in the playground. The school also has an active Eco Council, comprised of 1 child from each year group, elected to further our Eco agenda and help maintain our Green Flag status.

### **Assemblies and Whole School Celebrations**

Throughout the school year, we incorporate our PSHE and RSHE into our assemblies. On Fridays we hold a special weekly Celebration Assembly where children are rewarded for hard work, acts of love, thoughtfulness and kindness and a wide range of other achievements. Other assemblies throughout the week, support the learning and messages from the PSHE curriculum and issues which are important to the children. These include our “Values” assemblies, and “Picture News” assemblies. We try to instil British Values through taking part in a variety of celebrations and fund-raising events for charity e.g. Children in Need, Comic Relief or Sport Relief. We also have themed weeks within school, encouraging our children to take our learning out of the classroom and into the wider world e.g. Healthy Schools Week or Global Learning Week. Where possible, we include visitors from the wider community to help reinforce our messages.

### **The Curriculum and Equalities Education**

During PSHE and RSE lessons, a variety of topics are covered. These include themes that crossover into other subjects, such as healthy bodies (Science), E-safety (Computing), tolerance and respect (RE), the effect of exercise on our bodies (PE), money awareness (Maths) and many others. Where possible PSHE and RSE is made cross-curricular, tapping into other areas of the National Curriculum to develop a child’s wider understanding.

We also cover more sensitive worldwide issues such as terrorism, mental health and personal well-being. During these types of topics, disclosures are possible, and staff are trained on the safeguarding procedures they must follow in school.

When planning the curriculum, a good understanding of the backgrounds of the pupils will be taken into account e.g. faith backgrounds. These will help to construct the curriculum, but not dominate or control it. Positive relationships between school and local communities will help to shape and evolve teaching and create a constructive context for teaching within PSHE and RSE. When teaching all these subjects, the topics that are included in core content will need to be appropriately handled, whilst still ensuring that the school complies with the relevant provision of the Equality Act 2010. Teaching will reflect British Values and the law, to allow young people to clearly understand what the law allows and does not allow, and the wider legal implications of the decisions they make. Teaching will also cover all statutory elements as listed in the National Curriculum and other relevant guidance.

As part of the PSHE and RSE we have a duty to discuss all nine protected characteristics in the Equality Act 2010. These are age, disability, chosen gender, marriage/civil partnership, race, religion/belief, biological sex, sexual orientation and pregnancy/maternity. Under this provision, schools can not discriminate against pupils, staff or visitors due to these characteristics. Schools are encouraged to take positive actions, to deal with particular issues within the school environment, including ways to foster healthy relationships between peers. We weave these discussions into our Jigsaw units, teaching them as part of our wider curriculum rather than as discrete lessons. As a school we also look to use resources which are age-appropriate such as those provided by the NSPCC. Lessons will focus around mutual respect and acceptance of other people's choices, lifestyles and challenges. Pupils will be encouraged to use the correct language when referring to different types of people when the topics are discussed.

### **Mental Wellbeing**

At Enstone we acknowledge that physical health and mental wellbeing are interlinked and aim to teach pupils the importance of looking after both their physical health and mental wellbeing. Pupils are encouraged to look after themselves and self-regulate their behaviours. They are taught strategies to do this and given time to apply these strategies. Where children are struggling to do this, support from the pastoral system is offered.

As part of looking after mental wellbeing, school events take place around wellbeing, including celebrating national and world-wide events. Assemblies will also work towards promoting positive mental health. Effective teaching aims to reduce the stigma attached to health issues including mental wellbeing. Pupils will be encouraged to seek support and advice as they need it. Mental wellbeing should also be a consideration when teaching about puberty, due to increased emotional strain. Pupils will be prepared and supported through the changes they will experience.

## **Assessment and Recording**

Children are assessed both formally and informally by staff in PSHE and RSE lessons. During sessions, a variety of assessment methods will be used to create the widest picture of each child's understanding. The children are encouraged to reflect on their ideas and work, to become more independent and reflective learners. Recording of work in lessons will be in a form appropriate to the planned focus and will be shown in teacher planning. Evidence of PSHE will be in a variety of forms e.g. photographs, or written work. Wherever possible, PSHE and RSE should be a discussion based, practical and interactive lesson, encouraging children to develop their own views of the wider world through games, discussions, practical activities and songs.

Skills are progressive throughout the school, showing the development in knowledge from Reception to 6. Children will be assessed against the statements provided to class teachers for each unit, with an overall judgement being made each half term for where the child should be put (working towards, working at or working beyond). Children will also be able to use self-assessment strategies to assess their own progress which can inform the teacher's judgement.

## **Relationships and Sex Education (RSE)**

Enstone recognises that, as a school, we have a legal responsibility under the Relationships and Sex Education and Health Education (England) Regulations 2019, to provide comprehensive and inclusive relationships, sex and health education to pupils. Relationships education is defined as education to teach pupils the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. It should also include learning about the emotional, social and physical aspects of growing up, enabling pupils to become fully functioning well rounded young adults. It is important that as part of this education, children know the correct names for the parts of their bodies, as well as the different functions of their bodies, and feel reassured that it is natural to be curious about their bodies. The knowledge they will gain as part of this education will support their wellbeing and attainment in the future and prepare them for the RSE curriculum at secondary school.

The aim of RSE is to prepare children for the wider world, allowing them to discuss in a safe environment a variety of sensitive topics including puberty, attraction, bereavement, sickness, personal safety and life transitions. For Primary children, the focus is on relationships and health education.

At Enstone, lessons are planned to use a variety of resources, ensuring that they cover the aspects required in the 2019 guidance. We consider RSE to be part of the wider school curriculum which should be taught to all year groups in an age appropriate manner, with parents kept informed of changes to the curriculum as they arise. We endeavour to make all children feel safe within our RSE sessions, encouraging them to ask questions when

they feel they need to. RSE is taught as part of a variety of subjects e.g. Computing, PSHE, RE and Science.

As part of RSE, children may ask difficult questions. It is important that all questions are handled respectfully, to avoid children accessing alternative sources for answers, e.g. the internet, which may leave them uninformed or open to inappropriate sources of information. Avoiding questions also builds unnecessary barriers between learner and teacher. It can sometimes also give the children the impression that they have done something wrong by asking a question. Questions should be seen as a positive thing during PSHE and RSE lessons. Adults will exercise their professional judgement when answering questions, seeking advice where they are unsure and directing any potential safeguarding concerns which may arise due to difficult questions to the correct individuals (the Designated Safeguarding Leads - DSLs). Adults will also exercise their judgement as to whether a question is appropriate to answer as a whole year group, or on a one to one basis. If a question is asked which isn't necessarily suitable for the entire class, the question will still be acknowledged, but answered privately. Where questions raise concerns, these will be logged on a 'Note of Concern' form and one of the DSLs informed. We aim, through tackling questions which may be particularly difficult for children to ask, to remove the stigma surrounding some areas of PSHE and RSE. All questions will be answered honestly, openly, scientifically and factually, avoiding personal beliefs.

Parents will be given every opportunity to understand the purpose and content of PSHE. It is important for parents to understand the importance of RSE on their child's wellbeing and the role it plays in keeping them safe. As part of the RSE curriculum, Year 5 and 6 children may take part in RSE lessons run by external visitors. These may include sessions where they learn about the changes that will affect their bodies during puberty as well as how to look after their bodies. Some sessions will be run with mixed genders and others as single gender, at the discretion of the class teacher. Parents are always kept informed prior to these sessions. They are also invited to get in contact and ask questions ahead of the talks to help ease any concerns.

As part of the RSE curriculum, Years 5 and 6 in particular will have lessons covering emotional and physical development, tailored to their age and physical/emotional maturity. These will ensure both boys and girls are prepared for the changes that adolescence will bring, drawing on all statutory knowledge which has been taught prior to this time. Girls should be specifically taught about menstruation, to help them through a potentially confusing and alarming time. It is important to recognise that menstruation is happening to younger and younger pupils. Pupils should be taught the key facts about the menstrual cycle, including the average length, range of products available and the implications for emotional and physical health. Boys must also be taught the facts surrounding menstruation to continue to remove the stigma attached to a healthy biological function.

## **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSE policy, and that the policy, as determined and agreed by our Governing Body, is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. Along with the Governing Body the Headteacher will support the design of a programme of study which ensures that the central aims of this RSE policy are covered, and which meet the needs of pupils in their individual school. In doing this the Governing Body and Headteacher will have regard to guidance on teaching styles, appropriate curriculum content and the age and maturity of the pupils. The Headteacher may liaise with external agencies regarding the school RSE programme and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework and that of the school safeguarding policies.

## **Morals and Morality**

Morals and morality are essential dimensions of sexuality and relationships. The programme will respect individual differences, including those inspired by cultural, religious, ethnic and family backgrounds, and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies. Other values include promoting respect for each individual, positive self-esteem, self-respect and care for others. Pupils will be encouraged to consider the implications of these core values within the context of their relationships and sexuality.

## **Sensitive issues**

Avoiding sensitive or controversial issues does not make them go away and leaves children and young people confused and at risk. This policy also covers other issues which may be included in the school's support and guidance for young people and staff if this should be appropriate.

- **Contraception**

Teachers may not give personal, individual advice on contraception to those under 16 years for whom sexual intercourse is unlawful. Teachers must advise pupils to seek advice from parents, their general practitioner or the School Nurse Team. Different types of contraceptive methods will be dealt with together with information about agencies offering help and advice.

- **Abortion**

It is accepted that abortion is an emotive issue and accordingly any teaching must present a carefully balanced view which respects a range of religious beliefs, and which considers the law relating to abortion.

- **Aspects of sexual behaviour raised outside the sex education programme**  
 The teaching of apparently unrelated topics may occasionally lead to a discussion of aspects of sexual behaviour. Provided that such a discussion is relatively limited and set within the context of the other subject concerned, it will not necessarily form part of the school's RSE programme. In such cases, particularly since they may involve pupils whose parents have withdrawn them from sex education, teachers will need to balance the need to give proper attention to relevant issues with the need to respect pupils' and parents' views and sensibilities. The Governing Body expects that teachers will draw upon their professional judgement and common sense to deal effectively with such occurrences and that they will be conversant with this policy document and act accordingly.
- **HIV/AIDS/Sexually Transmitted Diseases**  
 The publicity in public health campaigns and strong media attention has put AIDS into the language of even very young children. For their own safety and wider awareness, students in all age groups need to know the difference between HIV and AIDS, modes of transmission, basic hygiene and risky behaviours (for young children, for example, picking up discarded needles or any skin piercing, for older students sharing needles and specific sexual behaviour). All need to learn that there are no risky groups, only risky behaviours, and that there is no danger from persons with AIDS in any normal social contact.
- **Sexual Orientation**  
 Our school recognises that within society there are a range of views with regard to sexual orientation. Regardless of this, prejudice, victimisation and the use of homosexual slang as a form of abuse are contrary to our schools' values and will be actively discouraged. Explicit and implicit homophobia in schools has a negative impact on the attendance and attainment of LGBT young people and schools will take a whole school approach to addressing prejudicial behaviour and attitudes. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation. In our primary school this aspect is explored with reference to long-term committed relationships, and friendships and a broader focus on the emotional aspects of sexuality, with positive discussion about the feelings we experience during relationships.
- **Gender Identity**  
 Gender identity is a way to describe how you feel about your gender. Gender identity can correlate with assigned sex at birth or can differ from it. Ensuring all pupils feel safe and supported to be themselves is vital for learning. Our school believes that it is our role to support children who are anxious about their gender

identity and to ensure a zero tolerance of any kind of bullying related to this area, as with any other.

- **Consent**

RSE lays the foundations for developing empathy and understanding between girls and boys, young men and young women. Pupils should be encouraged to consider the importance of equality and respect within friendships and relationships, and to develop positive, non-violent behaviour. While men and women can be both victims and perpetrators, evidence shows that girls are disproportionately likely to experience pressure, coercion or violence from boys and men. All pupils should learn to recognise physical, sexual and emotional violence and how to get help if they need it. RSE must provide a clear message that violence and exploitation are always wrong, that everyone is responsible for their own behaviour and that no one is ever responsible for the violence or abuse they experience.

- **Online and social media**

Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RSE should encourage pupils to think about what they want others to know and see about them, whether on or offline. Teachers should address the core issues of safety, privacy, peer influence and personal responsibility. 'Sexting' and other self-made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility. 'Sexting' is a term referring to sexual content and images sent by mobile phones. Specific work about 'sexting' should be addressed in RSE as soon as it is identified as a potential issue. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. It should build on earlier learning about relationships, body image, consent and gender, which emphasises discussions about the importance of loving and respectful relationships.

### **Visiting speakers**

Visiting speakers may be used to help enhance the RSE programme. Where they are used, they will be required to conform to this policy statement and to follow the school's Confidentiality Policy and Safeguarding (Child Protection) Policy.

### **Confidentiality Policy**

Teachers are required to adhere to the school's statement on confidentiality as set out in employee contracts of employment. Pupils should be reassured that their best interests will be maintained; however, teachers cannot offer or guarantee absolute confidentiality. If confidentiality has to be broken, the pupil should be informed first and then

supported, as appropriate. It is only in the most exceptional circumstances that the school should be in the position of having to handle information without parental knowledge. Pupils should be encouraged to talk to their parents and given support to do so. If there is evidence of abuse, or cause for concern about the welfare and wellbeing of a pupil, normal safeguarding procedures will be adhered to. In addition, staff will ensure that pupils are informed of other sources of help, for example, the school nurse, counsellor, GP or local young person's advice service.

### **Right to Withdraw**

Under the RSE and Health Education guidance 2020, RSE education is statutory, meaning that in primary school, children cannot be withdrawn from any aspect of relationship or health education, as this is seen as vital to developing them as well-rounded human beings. Children cannot be withdrawn from any aspect of RSE which falls within the National Curriculum. This includes any topic which falls in both the RSE Curriculum as well as the Science curriculum e.g. puberty, changes to human bodies as you age, the biological naming of body parts and reproduction, Children can also not be withdrawn from any aspect of RSE which falls within other National Curriculum subjects e.g. E-Safety.

Parents **do** have a right to withdraw their children from RSE taught outside of these parameters. If a withdrawal is requested, consultation with the head teacher would be required, whereby the nature and purpose of the curriculum would be clarified. Parents also have the responsibility to provide an alternative RSE curriculum if they do withdraw their child from lessons which fall outside of the statutory RSE curriculum.

A withdrawal form may be found in Appendix 8 and should be completed by any parent requesting a withdrawal of their child from lessons which fall outside of the statutory RSE curriculum.

**Date Adopted:** July 2024

**Review Date:** July 2027

**Signature of Chair of Governors:**



**Signature of Headteacher:**



## **APPENDIX 1**

### **Relationships Education – statutory guidance**

#### **By the end of primary school:**

##### **Families and people who care for me**

###### **Pupils should know**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

##### **Caring friendships**

###### **Pupils should know**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## **Respectful relationships**

### **Pupils should know**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
  - practical steps they can take in a range of different contexts to improve or support respectful relationships.
  - the conventions of courtesy and manners.
  - the importance of self-respect and how this links to their own happiness.
  - that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- \* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
  - what a stereotype is, and how stereotypes can be unfair, negative or destructive.
  - the importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

### **Pupils should know**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Being safe**

### **Pupils should know**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## **APPENDIX 2**

### **Physical Health and Wellbeing – statutory guidance**

#### **By the end of primary school:**

##### **Mental wellbeing**

##### **Pupils should know:**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

## **Internet safety and harms**

### **Pupils should know:**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

## **Physical health and fitness**

### **Pupils should know:**

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

## **Healthy eating**

### **Pupils should know:**

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

## **Drugs, alcohol and tobacco**

### **Pupils should know:**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## **Health and prevention**

### **Pupils should know:**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

## **Basic first aid**

### **Pupils should know:**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **Changing adolescent body**

### **Pupils should know:**

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

## APPENDIX 3

### Intended learning outcomes (basis for summative assessment) from JIGSAW

#### Key Stage 1

Year 1	
<b>Being me in my world</b>	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>
<b>Healthy Me</b>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy</p>
<b>Dreams and Goals</b>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>
<b>Celebrating difference</b>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>
<b>Relationships</b>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>
<b>Changing Me</b>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>

<b>Year 2</b>	
<b>Being me in my world</b>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>
<b>Healthy Me</b>	<p>I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>
<b>Dreams and Goals</b>	<p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complimented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>
<b>Celebrating difference</b>	<p>I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.</p>
<b>Relationships</b>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>
<b>Changing Me</b>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/girl and getting older and recognise that other people might feel differently to me.</p>

## Key Stage 2

<b>Year 3</b>	
<b>Being me in my world</b>	<p>I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn.</p> <p>I can explain why it is important to feel valued.</p>
<b>Healthy Me</b>	<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 and healthy including who to go to for help.</p> <p>I can express how being anxious/ scared and unwell feels.</p>
<b>Dreams and Goals</b>	<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others.</p> <p>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>
<b>Celebrating difference</b>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>
<b>Relationships</b>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>
<b>Changing Me</b>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

<b>Year 4</b>	
<b>Being me in my world</b>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>
<b>Healthy Me</b>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>
<b>Dreams and Goals</b>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and have a positive attitude.</p>
<b>Celebrating Difference</b>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>
<b>Relationships</b>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>
<b>Changing Me</b>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestion about how I might manage my feelings when changes happen.</p>

<b>Year 5</b>	
<b>Being me in my world</b>	<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>
<b>Healthy Me</b>	<p>I can explain different roles that food and substances can play in people's lives.</p> <p>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body</p>
<b>Dreams and Goals</b>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>
<b>Celebrating difference</b>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>
<b>Relationships</b>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>
<b>Changing me</b>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>

<b>Year 6</b>	
<b>Being me in my world</b>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>
<b>Healthy Me</b>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>
<b>Dreams and Goals</b>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>
<b>Celebrating Difference</b>	<p>can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
<b>Relationships</b>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>I can offer strategies to help me manage these feelings and situations.</p>
<b>Changing me</b>	<p>I understand how a baby is conceived.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager.</p>

#### APPENDIX 4: PSHE/RSE WHOLE SCHOOL COVERAGE MAP

	Autumn term	Spring term	Summer term
<b>Glyme Class (R/Y1)</b>	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness Internet safety computing unit Footsteps Road Safety Training	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness
<b>Windrush Class (Y2/3)</b>	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness Internet safety computing unit	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness
<b>Evenlode Class (Y4/5/6)</b>	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness Internet safety computing unit Peer Mediator training (Y6 only) Junior Citizen (Y6 only)	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness Injury Minimisation Programme (Y6 only)	<b>JIGSAW PSHE &amp; RSE Curriculum</b> Mindfulness Sex Education/Puberty talks with School Nurse (Y5 and 6)
<b>ALL Daily or weekly</b>	Values assemblies Wellbeing assemblies Picture News assemblies Celebration assemblies Daily aerobics or Daily mile Make Me Smile Project Whole School Healthy Food Policy		

<b>ALL annually or bi-annually</b>	CEOPS training with PCSO Fire Safety training with Oxfordshire Fire Service Healthy Lifestyles week
<b>Opportunities for leadership</b>	Play Leaders and Sports Leaders School Council Eco Council House Captains and Vice Captains Prefects Mindfulness Monitors Playground Pals

## *Democracy*

- PSHE curriculum
- Children involved in Democratic processes, e.g. School Council and Eco Warriors are democratically elected by peers, pupil voice represented in deciding rewards and incentives etc.
- School Council membership
- Eco Council membership
- Democracy linked lessons and assemblies, e.g.

## *Tolerance*

- PSHE/RSE curriculum
- Geography topics
- R.E. curriculum – follows the locally agreed syllabus and includes study of all major faiths
- Reflection opportunities in assemblies
- Visits to places of worship
- Assembly speakers from different religions and cultures
- Equalities Policy and Plan
- Accessibility Plan
- Peer mediators promote resolution behaviours and tolerance
- Inclusive ethos

### APPENDIX 5

## *British Values at Enstone Primary School*

## *Responsibility and Liberty*

- Lessons on health and wellbeing as part of PSHE and PE curriculum
- School and class rules
- School values
- Pupils' roles and responsibilities in school, e.g. prefects, play leaders, sports leaders, peer mediators.
- Visits from Fire Brigade and Police Officers
- Eco Schools "Green Flag Award"
- Home / school agreements
- Wide range of fundraising: local (e.g. food bank), national (e.g. Children in Need) and global (e.g. Oxfam Unwrapped, Comic Relief, Water Aid)
- Junior Citizen training
- IMPS (Injury Minimisation course)
- E- safety training
- Cycling proficiency training
- Personal safety/road safety training

## *Rule of Law*

- PSHE curriculum
- School Good Behaviour and Anti-Bullying policies
- Pupils have regular opportunities to reflect on the need for rules and laws, e.g. during assemblies and PSHE lessons
- Whole school behaviour challenges
- Pupil questionnaires relating to behaviour and safety
- Parent / carers questionnaires relating to behaviour and safety
- Police visits – talk to Y5/6 on age of criminal responsibility and to all pupils on internet safety and rules (CEOPS training)
- Class contracts and charters
- Home/School Agreement

## *Mutual Respect*

- PHSE, RSE and RE curriculum
- GLP learning through whole school assemblies and across curriculum topics.
- Positive relationships encouraged and modelled
- Inclusive ethos
- E-safety training
- School Council
- Eco Council
- Partnership Sports link with local schools and participation in competitions and tournaments
- Intra-school events and competitions
- Inter-house events and competitions

## **APPENDIX 6**

### **Intent, Implementation and Impact**

#### **INTENT**

Enstone Primary School is committed to providing a high-quality educational experience for all pupils. Our curriculum determines and underpins the whole ethos of our school.

At Enstone Primary School, our personal, social and health education (PSHE) curriculum brings together citizenship with personal well-being, whilst promoting fundamental British Values.

Although PSHE is taught through discreet lessons, it also underpins all activities, assemblies, educational visits and extra-curricular clubs. It is intended that we will offer a cohesive whole-school approach which enables our children to become healthy, independent and responsible members of society.

#### **IMPLEMENTATION**

PSHE is taught across the school continuously during lessons, assemblies, school clubs, school events and break times. Our PSHE and RSE curriculum promotes the spiritual, moral, cultural, mental and physical development of our children and aims to teach them the knowledge, understanding and skills they need to manage their lives now and in the future.

We take advantage of the opportunities to teach our children to:

- explore, clarify and if necessary, challenge their own and others' values, attitudes, beliefs, rights and responsibilities
- learn the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives
- take opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem and empathy.

The Scheme of Work used to deliver PSHE (incorporating British Values) and RSE is **Jigsaw**.

#### **IMPACT**

Children demonstrate and apply the British values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. They demonstrate a healthy outlook towards school, and this is evident in the good behaviour seen across the school. As a result of this, most children achieve age-related expectations (or beyond) across the wider curriculum. Teachers assess pupils' progress using the Jigsaw model and resources, and pupil voice is also used to measure children's understanding. The impact of our PSHE programme can also be seen in the children's social interactions, after-school club attendance, School Council, Eco Council and other ways that children take on responsibilities within our school and the wider community.

## APPENDIX 7

### A list of relevant government guidance

Relationships Education, Relationships and Sex Education and Health Education (Statutory guidance)
Keeping Children Safe in Education KCSIE (Statutory guidance)
Behaviour and Discipline in schools (advice for schools)
Equality Act 2010
SEND Code of Practice: 0-25 years (Statutory guidance)
Alternative provision (Statutory guidance)
Mental health and behaviour in schools (Advice for schools)
Preventing and tackling bullying (Advice for schools)
Sexual violence and sexual harassment between children in schools (Advice for schools)
The Equality and Human Rights Commission advice and guidance
Promoting Fundamental British Values (guidance)

## APPENDIX 8

### Withdrawal from RSE (non-statutory content) request form for parents

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher signature	