Original Date Written	Latest review	Date for Review
September 2017	September 2026	September 2027

Marlborough St Mary's CE Primary School

Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE) Policy

Together we believe, learn and achieve

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Personal, Social and Health Education and Relationships and Sex Education Policy

Rationale

Personal, social and health education (PSHE) helps to give pupils the knowledge, skills and understanding they need to live confident, healthy, independent lives and to become informed, active, responsible citizens.

Relationships and Sex Education (RSE) can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. The primary topics within RSE were made statutory for all schools from September 2020. Marlborough St Mary's CE Primary School has taken on board the new government guidance and sees RSE as lifelong learning about sex, sexuality, emotions, relationships and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

This policy has been developed in consultation with the school's governing body, which includes parent/carer representatives and school staff. The school aims to work in partnership with parents and carers and this policy will be made available on the school website.

Aims and objectives

Children need the self-awareness, confidence and positive self-esteem to:

- develop a sense of well-being and esteem
- play an active role as a member of a global democratic society;
- develop independence and responsibility;
- to promote healthy friendships which are inclusive to all;
- show a respect for diversity and the differences between people, their values and opinions;
- have worthwhile and fulfilling relationships at home, school and in the wider community;
- develop skills such as communication, enquiry and participation
- keep themselves and others safe, including when using the internet;
- stay as healthy as possible;
- protect themselves and feel empowered to say 'no' along with asking for support and help;
- prepare pupils for puberty and adulthood.

Broad Outline Programme

PSHE and RSE are taking place all the time in school. It is reflected in the ethos of the school, the nature of relationships, particularly the provision of positive role models, the displays in school and the outside environment of the school. However, there will be particular instances when PSHE is taught:

- in the classroom as a discrete subject, using the Jigsaw programme;
- in the classroom as part of the broader curriculum;
- in assemblies;

- on school visits;
- by visitors to school;
- through curriculum enrichment (e.g. raising money for charity or taking part in a local community venture);
- through involvement in the School Council.

Teaching and Learning

PSHE and RSE has a curriculum in which skills, knowledge and values are revisited and developed to provide continuity and progression. It will be taught in a way that engages pupils in a variety of activities appropriate to their age, ability and previous experience.

At Marlborough St Mary's we use the Jigsaw programme, which is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time. This enables each puzzle to start with an introductory collective or class worship generating a whole school focus for adults and children alike.

There are six puzzles in Jigsaw that are designed to progress in sequence from September to July. Each puzzle has six pieces (lessons) which work towards an end product, for example, the School Learning Charter or The Garden of Dreams and Goals.

The Jigsaw programme is shown below:

Term	Puzzle Name	Content
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 diversity work
Spring 1	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of looking at change

PSHE and RSE lessons are delivered by the class teacher in a dedicated teaching slot and also in other subject areas through cross-curricular links. They are underpinned by our school values of fairness, respect, friendship, love, perseverance and courage and links are made where possible to the Jigsaw topics.

Teaching and Learning in Relationships and Sex Education

At Marlborough St Mary's we believe that the class teacher is the best person to implement most of the relationships and sex programme. They will ensure they use a range of teaching methods including establishing ground rules, using distancing techniques, being able to deal with

spontaneous issues, using appropriate materials and encouraging reflection. Teachers will seek help and advice from the PSHE coordinator if they are unsure on any aspects of the curriculum.

Pupils with special educational needs and learning difficulties are included and where appropriate the contents of the scheme of work will be modified to meet individual needs.

There may be times when visitors, such as the school nurse, are approached to support the relationships and sex programme. When this occurs, the class teachers will liaise with the visitor on the content of the lesson.

Before any sex education part of RSE takes place, a communication will be sent out to inform parents and carers of the topics to be taught and offering them the chance to find out more about the content. Resources, such as DVDs and worksheets, can be made available to parents to view prior to the lessons being taught.

The PSHE coordinator is responsible for ensuring that the school has an effective scheme of work and that staff feel confident and secure in their teaching of relationships and sex education.

The table below shows specific RSE learning objectives for each year group in the 'Changing Me' Puzzle (this will be taught in the second half of the Summer term across the school).

Year Group	Piece Number and Name	WALTs/Learning Objectives 'Pupils will be able to….'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina Respect my body and understand why parts are private
2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private Tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	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 Express how I feel when I see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during

		this growing up process Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having a baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby Understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that mensuration (having periods) is a natural part of that Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be ok for me
	Piece 3 Puberty for Boys and Girls	Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally Express how I feel about the changes that will happen to me during puberty

	Piece 3 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby
	Piece 4 Boyfriends and Girlfriends	Understand how being physically attracted to someone changes the nature of the relationship I understand that respect for one another is essential in a boyfriend/girlfriend relationship.

Pupils will be taught knowledge, skills and understanding through opportunities to:

- take and share responsibility;
- reflect through mindfulness techniques;
- value themselves and others;
- be an active partner in their own learning;
- meet and talk with people;
- develop relationships through work and play, both in school and in the local community;
- consider social and moral dilemmas they come across in everyday life;
- prepare for changes - physical, emotional and social.

Assessment, Recording and Reporting

Assessment will be based upon the clear expectations of what the children will know, understand and be able to do. Children will be encouraged to talk about and reflect on their own experiences. Each class will compile a class floor book of evidence of lessons from the Jigsaw pieces. A termly assessment will be carried out by the class teacher. As well as the class floor book being a record of their learning it will also be used as an assessment tool. In EYFS, the children's evidence of learning will be kept on Class Dojo. Comments for individual pupils for PSHE and RSE can be made in the annual progress reports made to parents.

Parents and the Local Community

At Marlborough St Mary's we aim for PSHE and RSE to complement the personal and social development of children provided in the home and the local community. A high priority is working with parents and is a vital part of the whole school approach. Parents are encouraged to become involved in the life of the school and are kept fully informed of the school's policies.

Marlborough St Mary's invites a wide range of representatives, including the School Nurse, local businesses, the Police, local religious and community-based figures and Wiltshire Air Ambulance, to talk to the children about topics planned and agreed in advance.

Right of Withdrawal from RSE

Parents have the right to withdraw their children from those aspects of relationships and sex

education not included in the National Curriculum however, this rarely happens and by working in partnership most parents recognise the importance of this aspect of their child's education.

Confidentiality

Teachers may be party to sensitive information about pupils, some of this perhaps relating to illegal activity. All staff need to be clear about the rules of confidentiality and reporting. They should always ensure they follow the schools Child Protection and Safeguarding Procedures when necessary (See Marlborough St Mary's CE Primary School Child Protection Policy).

Equality of Opportunity

PSHE and RSE includes the study of culture, ethnic diversity, physical differences, difference of experience and society today. Through such study, children can acquire understanding of and respect for other people and their values. In PSHE and RSE children should learn that open mindedness and the questioning of assumptions are valuable attributes. The nature of PSHE and RSE lends itself to study by children with a range of different abilities; children can work on the same content at different rates and levels.

Monitoring and Review

The PSHE Subject Leader provides support and advice to other members of staff, monitors quality of teaching and is responsible for evaluating and reviewing the programme and provision for PSHE and RSE across the school. This leader will monitor the assessments and annotations to planning carried out as part of the Jigsaw programme. They will also engage children in talking about their learning in PSHE and RSE to look at recorded work. Teachers are asked to have at least three pieces of recorded work per unit in the class floor book. This could be an annotated photo or some written or drawn work.

Staff development is encouraged by providing opportunities for staff to update and extend their knowledge and expertise in PSHE and RSE. All staff have received training on the Jigsaw programme to enhance their PSHE and RSE knowledge in line with the new statutory guidelines for 2020.

Policy Links

PSHE and RSE is linked closely to other cross-curricular policies including:

- Health and Safety;
- Behaviour Policy and Anti-bullying;
- Teaching and Learning;
- Single Equalities;
- Child Protection and Safeguarding;
- Drug Education and Incident;
- No Smoking;
- E-Safety