



# **PSHE and RSE Policy**

## **Ryton-on-Dunsmore, Provost Williams**

### **CE Academy**

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In our school our Christian vision shapes all we do:

### **'Let your light shine'**

Our vision for our community is for everyone, children and adults, to flourish and shine brightly as the best and fullest version of their unique selves. We aim high and do not let circumstances limit us. In the Old Testament, we see that God created all human beings in his image as unique, loved individuals. It was God's plan for all of creation, including human beings, to flourish. God's desire is for us all to be amazing – loved, valued, represented, celebrated, and fulfilled.

**Genesis 1:27:** "So, God created human beings, making them to be like himself." **Psalm 139:13-14:** "For you created my inmost being; you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful."

In our community, we express this through our motto: **'Let your light shine.'** To us, this means being ambitious and determined, proud of who we are and what we can be, pushing boundaries, trying new things, making a difference, being brave, and continuing to learn. It means celebrating diversity and difference, treasuring the uniqueness of everyone. We are committed to the full flourishing of everyone – body, mind, and spirit.

John 10:10: "I came so they can have real and eternal life, more and better life than they ever dreamed of."

The work of our school is to equip everyone to discover and love their unique self, to express it boldly and confidently through their treasured gifts, and to find their place in making God's world a better place.

### **Matthew 5:16**

"Let your light shine before others, that they may see your good deeds and glorify your father in heaven."

### **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.

As a Church of England primary school, Ryton-on-Dunsmore, Provost Williams CE Academy upholds the vision for the education of every child and their family in our community. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.

### **PSHE**

At Ryton-on-Dunsmore, Provost Williams CE Academy, we equip our pupils with the knowledge and skills to become healthy, independent and responsible members of society as well as developing the "whole child" intellectually, morally, socially and spiritually. It is our

intention for pupils to use this knowledge to make informed decisions about their well-being, health and relationships and to build their self-efficacy. In PSHE pupils have the opportunity to put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and real-life scenarios.

Our ambitious, high quality and progressive curriculum starts in the Early Years and develops children's substantive knowledge alongside disciplinary knowledge. Careful sequencing of PSHE units ensures clear progression so that children are building on their prior knowledge, skills and experiences in an age-appropriate way.

Equality and Protected Characteristics are threaded throughout our whole school curriculum, but the PSHE curriculum is one of the multi-faceted ways that we teach this aspect. Through teaching, modelling and challenging we demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

British Values are actively promoted throughout the PSHE curriculum to ensure young people leave school prepared for life in modern Britain. Children are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in the UK are subject to its law.

At Ryton-on-Dunsmore we use the Jigsaw Programme which offers a comprehensive, carefully thought-through scheme of work which ensures consistency and progression to children's learning. This scheme is enhanced with contextual information linked to our local area, prevalent ACES (Adverse Childhood Experiences) and safeguarding aspects to ensure we are compliant with Keeping Children Safe in Education. The overview of the programme can be seen on the school website.

### **Statutory RSE 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 and Sex Education compulsory for all pupils receiving secondary 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 and Relationships and Sex Education compulsory in all secondary schools, 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. At secondary,

teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"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**

Here, at Ryton-on-Dunsmore, Provost Williams CE Academy, we value PSHE as a way to support students' 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, Sex and Health Education within our whole-school PSHE programme. 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and, therefore, our school, meets the statutory RSE and Health Education requirements. This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

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 our students' needs. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of [www.jigsawpshe.com](http://www.jigsawpshe.com)) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).

### **What do we teach when and who teaches it?**

#### **Whole-school approach**

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE 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.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and

		what would I like to do for work and to contribute to society
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Ryton-on-Dunsmore, Provost Williams CE Academy, we allocate at least 1 hour 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 and collective worship,
- Provost Williams Personal Qualities
- praise and reward system
- through relationships child to child, adult to child and adult to adult across the school.
- We aim to 'live' what is learnt and apply it to everyday situations in the school community.

### **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 way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that 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 well-being', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that 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).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### **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'.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

"The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships... Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

RSE should provide clear progression from what is taught in primary school in Relationships

Education. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.” DfE Guidance page 25.

### **Parents’ right to request their child be withdrawn from Sex Education**

At Ryton-on-Dunsmore, 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 inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

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

Full information of coverage in each year group can be found in Appendix 2. “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

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

Parents do not have the right to withdraw their children from the Science curriculum.

Parents do have the right to withdraw their children from the non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will promote all children receiving sex education, as recommended by the DfE, from a trained and knowledgeable teacher. This ensures children are not misinformed by their peers.

### **Monitoring and Evaluation**

As with all areas of the curriculum, the school monitor and evaluate the teaching and learning in both PSHE and RSE and make changes where needed, they also support staff with the teaching and use of the jigsaw materials.

### **Inclusion and SEND**

At Ryton-on-Dunsmore, Provost Williams CE Academy, we pride ourselves on our inclusive policy and on how we make provision for all pupils needs.

### **Equality**

This policy will inform the school’s Equalities Policy. 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.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all

pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

At Ryton-on-Dunsmore, Provost Williams CE Academy, we promote respect for all and value every individual student. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education.