

PHRSE

(Personal, Health, Relationships, Social, Economic) Education

(INCLUDING RELATIONSHIPS AND HEALTH EDUCATION STATUTORY FROM SEPTEMBER 2020)



This policy is our Personal, Social and Health Education curriculum (PSHE) Policy with our schools' approach to Relationships and Health Education which is taught as part of PSHE.

At Swansfield Primary School the intent of PHRSE is to deliver a curriculum which is accessible to all and as a result of this, children will become healthy, independent and responsible members of society. A society that in turn, understands how children develop personally and socially, giving them the confidence to tackle many of the moral, social and cultural issues that are part of growing up. Personal, Health, Relationship, Social and Economic (PHRSE) Education is a subject through which children develop the knowledge, skills and attributes they need to manage their lives; now and in the future. These skills and attributes help children to stay healthy and safe, preparing them for life and work in modern Britain. PHRSE underpins and reinforces our responsibility to teach children about our diverse society and to model respectful citizens.

Under the new guidance issued by the Department for Education, by September 2020, Relationships Education at primary school is now compulsory. We believe that, to be effective, **RSE** should always be taught within a broader PSHE education programme. RSE is an integral part of topics such as anti-bullying, keeping safe, e safety, physical and mental well-being, healthy eating, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

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We define ‘relationships and health education’ as learning which equips children to becoming empowered with the skills and knowledge necessary for them to grow and develop into “whole” people who can form and enjoy mutually respectful and responsible relationships encompassing a healthier, safer lifestyle.

We ensure that RSE fosters gender equality and **LGBT** equality by including an understanding of different families in our society, and provides regular opportunities to talk about and explore young people’s experiences. RSE is not about the promotion of sexual activity.

At Swansfield Park Primary School, we teach Personal, Health, Relationships, Social and Economic 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 [on the school website](#).

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the **SMSC** (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Aims

In line with the aims of the National Curriculum for PHSE at Swansfield Park Primary School, we aim to ensure that we:

- Provide PHRSE teaching and learning that is dynamic, relevant and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children
- Provide ongoing, truthful and honest information in a non-judgemental way
- Help children to develop and promote feelings of self-respect, self-esteem, self-confidence, sympathy and empathy
- To ensure that children are equipped with the skills, attitudes and knowledge to lead a fulfilling and responsible life



- To maintain a healthy school where children acquire the skills, attitudes and knowledge to lead a healthy lifestyle
- To use the acquire skills, attitudes and knowledge in order to lead a safe, secure and considered life.
- Provide the confidence to be participating members of society and to value themselves and others
- Develop an understanding of human growth and development
- Promote an awareness of personal safety
- Encourage and promote healthy and secure relationships
- Encourage debate and questions
- Provide the right level of information to different age groups that is understandable to them.

Objectives

- To implement the **3Cs** and golden rules to manage and encourage positive behaviour as part of the Assertive Mentoring management and rewards scheme.
- To celebrate children's successes weekly and termly.
- To plan and deliver formal PHRSE curriculum throughout school
- To plan and deliver circle time effectively
- To exploit real life opportunities to reinforce the taught skills, attitudes and knowledge.
- To appreciate the ways in which people learn to live and work together by listening, discussing and sharing
- To know that they have a responsibility to respect and learn about the wide spectrum of relationships, diverse families and health choices
- To be able to name parts of the body including the reproductive system and understand the concept of male and female
- To be aware of the changes that occur to their bodies at puberty
- To know about personal safety e.g know that individuals have rights over their own bodies and that there are differences between good and bad touches
- To develop assertiveness through simple skills and practises which will help maintain personal safety
- To develop the skills with which to make informed choices
- To host discrete health related campaigns

- To provide opportunities within the classroom and in the wider community to make informed choices and take responsibility

This policy will be used by:

- Teachers, who will look to it to guide their lesson planning, and to put boundaries around the issues they can explore with children and young people, and the range of ways that these can be explored. This is of great importance both in terms of guiding teachers and protecting them.
- Parents, who will look to see both the PHRSE curriculum content and the values the school is promoting
- Health professionals, visiting speakers and so on, who will want to know the aims, objectives and values the school's RSE promotes, agreed teaching methodologies and boundaries for their work with young people.

Legal Requirements

Whilst PHSE is still a non-statutory subject the strand Relationship and Health Education is.

At Swansfield Park Primary School 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 broad, balanced, curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme. 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.

Statutory Requirements: (taken from the Department for Education, 2019)

Relationships and Health Education

"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."

"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.”

This is statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

As we want to support all young people to be happy, healthy and safe – we aim to equip them for adult life and to be able to make a positive contribution to society. At Swansfield Park Primary, we are required to teach relationships education and have committed to retain our current choice to continue to teach age-appropriate health education alongside relationships education.

Every child is entitled to receive Relationships Education where the well-being of the learner is paramount. It is our intention that all children have the opportunity to experience a programme of Relationships and Health Education at a level which is appropriate for their age and physical development with differentiated provision if required. We firmly believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities and responsibilities of adult life, building healthy relationships and staying safe.

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’.

At Swansfield Park Primary the Relationships Puzzle, in Jigsaw covers most of the statutory Relationships Education, however some of the outcomes are also taught in the Celebrating Difference Puzzle. This 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.



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 mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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'.

At Swansfeld Park Primary the Healthy Me Puzzle, in Jigsaw covers most of the statutory Health Education, however some of the outcomes are taught elsewhere, 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.

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'.

Key Principles

Teaching and Learning

We have identified the fundamental knowledge, skills, attitudes and values that we want our children to acquire throughout the PHRSE curriculum. In accordance with our Teaching and Learning Policy the PHRSE curriculum will ensure that all children are challenged and able to access the curriculum at their own level. Through this they will become independent learners who are responsible for their own success. At Swansfield Park Primary PHRSE is taught each week in order to teach the PHRSE knowledge and skills in a developmental and age-appropriate way. RSE is taught within the Personal, Social and Health Education (PSHE) curriculum.

Children are taught through a variety of appropriate teaching methods such as direct teaching of specific knowledge, drama, role play, circle time and group work. For sensitive discussion work children could be taught in small, single sex groups.

Our PHRSE curriculum is structured in a way which we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, educate pupils about healthy relationships and to help children from all backgrounds build positive and safe relationships, to help them thrive in modern Britain.

We believe that PHRSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, which is delivered at Swansfield Park Primary through teaching about different types of families, including those with same-sex parents.

Teaching Methodologies

The knowledge, skills and attitudes will be developed through formal PHRSE teaching, circle time, cross curricular links, discrete topics and informal learning opportunities. Through careful medium term planning and the appropriate resources from Jigsaw, these explicit lessons are reinforced and enhanced in many ways.

In line with our Teaching and Learning policy we will provide the opportunity for children to work individually, in groups or as a whole class using a variety of teaching methods to address the preferred learning styles e.g. visual, auditory.



Pupils with SEND

As far as its appropriate, pupils with special educational needs should follow the same PHRSE programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

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
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
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 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

Curriculum Design and Planning

Swansfield Park Primary is well aware that the primary role in children's relationships and health education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Make available online, via the school's website, this policy;
- Answer any questions that parents may have about the RSE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. We have committed to a retain parents' right to withdraw their child from sex education within RSE (other than sex education in the National Curriculum as part of science) however currently our RSE scheme does not cover sex education. There is no right to withdraw from Relationships Education at primary, as we believe the contents of these areas– such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents' right to withdraw

If a parent wishes their child to be withdrawn from the sex education elements of RSE they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Puberty lessons are planned and delivered during the summer term of year 5, parents are given written notification of this work and can then decide whether to withdraw their child from these lessons.

The specific RSE content is taught through the "Changing Me" puzzle of learning in each year group, from Reception to Year 6. The resources include picture cards, resource sheets and animations of the female and male reproductive systems which provide a visual resource to enable pupils to understand how the body changes and develops during puberty. Whilst the core RSE content is delivered through the Changing Me puzzle essential



work is done in previous puzzles to build children's self-esteem, to enhance sense of self in regard to body image, how to develop caring and healthy relationships and how to develop assertiveness skills in keeping themselves values, safe and respected. This work underpins the explicit RSE content and is part of the holistic approach to RSE teaching and learning.

Teachers, whom children are familiar with, deliver specific puberty lessons (present scheduled for year 5) using Power Points and will adopt areas from the Jigsaw programme to ensure consistency of delivery.

These lessons are taught using a range of teaching methods with an emphasis on active engagement of pupils giving them opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills.

We aim to give our pupils a comprehensive, balanced and relevant body of factual information to inform their present and future risk assessment, decision-making and management; with teachers frequently acting as facilitators.

During Key Stages 1 and 2, learners gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. Relationships and Health Education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of learners as they move through the primary phase. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

In the early primary school years, education about relationships needs to focus on friendship, bullying and the building of self-esteem.

Equality

At Swansfield Park Primary we promote respect for all and value every individual child. We also respect the right of our children, 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 Relationships and Health Education.

For further explanation as to how we approach LGBT relationships in the PHRSE programme please see the section '*Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?*' in our Jigsaw Programme.



Working with Parents, Carers and External Agencies

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support by making available the content, teaching materials and methods that are being used here at Swansfield Park. Parents have the option to view materials and texts that are currently in place.

Parents were consulted on the draft RSE Policy in June 2020. Due to the COVID19 pandemic our preplanned drop in sessions were unable to take place and therefore information about our new approach to RSE were shared through the school newsletter. This was our way of promoting RSE in our curriculum and give/allow parents the opportunity to engage with RSE materials (RSE age – appropriate texts and The Jigsaw scheme of work).

The draft RSE policy was also shared with parents.

Parents were able to respond, ask questions or express their opinions through the Google Docs Questionnaire that was sent out to them, via email. The general feel for feedback was very positive and parents were happy with the Jigsaw approach and felt that it offered the skills and knowledge their child needs to develop healthy and happy relationships. They felt that the RSE policy was appropriate for their child and they also liked the idea of using picture books to introduce children to different types of relationships.

Parent Responses to illustrate their support on our approach to RSE

“The policy looks well thought out and implemented within school. It is great you are sharing it with parents and consulting it us on it. And for me a very interesting read of progression of a spiral curriculum. I will continue to discuss with Child A and Child B what they learn about this at school.”

“I think given the diverse range of families, how families can be formed, birth families, step parents, children who live with grandparents, children who are adopted etc.... I think it’s really important for all our children to understand and respect how families are formed. Also about risks, and keeping themselves safe. Child A and Child B are already used to the ‘Pantsasaurus’ from NSPCC about private parts, I’d hope this is something that is incorporated in school, as primary aged children respond really well to the song, and it’s a fun way of learning about what private parts are, and what they have to do if an adult does something that’s not right.”



“I have spoken to Child A and he knows he can talk to me about anything regarding these lessons, I feel he is ready now.”

“I think it is important for children to learn about this from an early age, to allow them the vocabulary and lack of stigma/embarrassment to ask questions and discuss parents and teachers.”

“Important learning that needs to be commenced at this stage in school career to facilitate awareness of relationships and positive, healthy interactions. I fully support this.”

Safe and Effective Practise / Confidentiality

At Swansfield Park Primary School we believe that because Relationship and Health education works within pupils’ real life experiences, it is essential to establish a safe learning environment.

We will ensure and create a safe and supportive learning environment by:

- Establishing ground rules for PHRSE lessons - adhered to by teacher and children.
- Role modelling and teaching our high expectations of behaviour for learning
- Sharing the need for confidentiality with staff and pupils and being clear about procedures should pupils indicate that they are vulnerable or “at risk” through our Confidentiality and Safeguarding Policies.

Where pupils indicate that they may be vulnerable and at risk, they will be supported by staff following our Safeguarding Policies and informing the Designated Safeguarding Leads.

Safeguarding / Child Protection

Teachers are aware that effective PHRSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a safeguarding disclosure. Staff have received training on how to deal with disclosures appropriately. Staff who receive information about children and their families will share that information only within a professional context and with the Designated Safeguarding Leads, who will take appropriate action.

Resources

Our aim for the year, that was outlined in the annual subject bidding for in regards to resources, was for all classrooms to be equipped with their own set of age appropriate PHRSE texts and visual supporting aids. These texts are now freely accessible to all children, in their classrooms.

From September 2020, staff now have unlimited access to the Online Jigsaw Portal, which has pre planned lessons, appropriate age materials and recourses on.

Resources will be audited, checked and updated annually, according to the Jigsaw programme. Areas of need are monitored, and equipment purchased in line with need using the school's subject bidding process.

Monitoring and Evaluation and Funding

Monitoring

We ensure that we will monitor the children's grasp of social concepts, skills and their relationships with others and intervene when appropriate.

The delivery of PHRSE will be monitored by the subject leader through lesson observations, learning walks, feedback from staff, children and parents.

Pupils' personal development in PHRSE is monitored by class teachers as part of an ongoing informal assessment, taken place throughout each lesson.

Funding

A bidding proforma accompanied by an action plan is submitted annually to the Finance and Development Committee for necessary funding. All resources and training costs will be addressed through this funding mechanism.

Roles and Responsibilities

The governing body will approve the PHRSE policy, and hold the PHRSE subject leader to account for its implementation. The subject leader is responsible for ensuring that PHRSE is taught consistently across the school, auditing, monitoring and action planning with regard to PHRSE: this includes the development and evaluation of the RSE scheme of work, resourcing and liaising with external agencies. The head teacher is responsible for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

- Delivering PHRSE in a sensitive way
- Modelling positive attitudes towards PHRSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PHRSE.
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

Pupils

Pupils are expected to fully engage in PHRSE lessons and, when discussing issues, treat others with respect and sensitivity.

Staff Training and Support

Staff training needs are assessed through the annual subject audit and the performance management process. Staff will either be sent on individual courses in which case dissemination of information must be effective; or whole school training will be organised. All training is subject to a pre and post evaluation.

RSE policy review

As part of effective PHRSE provision, this policy should be reviewed on a three yearly basis to ensure that it continues to meet the needs of children, staff and parents and that it is in line with current Department for Education advice and guidance.



This policy has been formally adopted by the governing body.

VERSION HISTORY

VERSION	DATE	DESCRIPTION
Initially adopted	25 April 2015	Adapted into Swansfield Park First School
This Review	27 May 2016	Adapted into Swansfield Park Primary School
Review	25 September 2017	Work by Head and Gill Finch (NCC)
Review	12 October 2018	Minor date amendments
Review	July 2022	New version with Jigsaw
This Review	September 2022	Update to new acronym PHSRE

ACRONYMS

RSE	Relationship & Sex Education
LGBT	Lesbian, Gay, Bisexual, And Transgender
SMSC	Spiritual, Moral, Social and Cultural development
3Cs	Curious, Caring, Courageous



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APPROVAL AND AUTHORISATION				
	NAME	JOB TITLE	SIGNATURE	DATE
Approved	Jenny Smith	Head Teacher	<i>J E Smith</i>	September 2022
Approved	Angela Jefferies	Chair of Governors	<i>A Jefferies</i>	September 2022
DATE OF NEXT REVIEW			Autumn 2025	

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