



Chellaston Infant School
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PSHE AND RSE POLICY
 Rachel Leyland and Laura Howe
 July 2022

AGREED BY GOVERNORS: JULY 2022
TO BE REVIEWED: JULY 2023

Date	Change made where?	Change description	Approved by Governors	Next review
July 5 th 2021	Parents' rights to withdraw	Extra information included in this section – explaining why explicit body part names are taught in KS1.		July 2022
July 12 th 2021	A new link is included for parents within the statutory guidance section.	A short guide for parents from the Department for Education is included.		July 2022
January 31 st 2022	Jigsaw content table	Extra information included within the table to reflect parent feedback for more detail required during consultation process.		July 2022

MISSION STATEMENT

At Chellaston Infant School we believe that everyone will reach their full potential in a safe, fun and happy environment which promotes independence, self-worth and excellence. Everyone is a learner whose values are respected.

Come In Succeed

AIMS

The aims of Personal, Social and Health Education (PSHE) and Relationship and Sex Education (RSE) at Chellaston Infant school are to:

- Ensure that pupils develop effective relationships, assume greater personal responsibility and manage their personal safety.
- Help pupils consider how they can make an active contribution to their communities.
- Provide a framework in which sensitive discussions can take place.
- Ensure pupils understand the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

STATUTORY REQUIREMENTS

PSHE

PSHE is a non-statutory subject. However, we use our PSHE curriculum to deliver statutory aspects of the RSE curriculum.

- We must teach **relationships education** under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). The following link is a short guide for parents. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf
- We must teach **health education** under the same statutory guidance.

RSE

At Chellaston Infant School we teach RSE through our comprehensive PSHE curriculum which is detailed below. We follow the statutory guidance highlighted above.

RSE DEFINITION

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, our bodies, healthy lifestyles, diversity and personal identity. RSE is not about the promotion of sexual activity.

POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – L.Howe and R.Leyland collated all relevant information including national and local guidance.
2. Pupil consultation – we investigated what exactly pupils want from their PSHE/RSE curriculum.
3. Staff Consultation – all school staff were given the opportunity to look at the policy and make recommendations.
4. Parent/Stakeholder consultation – parents and any interested parties were invited to share their thoughts via email or telephone.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

OUR CURRICULUM

At Chellaston Infant School PSHE (which includes Relationships and Sex Education) is taught weekly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw 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 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. Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills.

The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them to understand and be equipped to deal with mental health, bullying and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

For children in Foundation Stage 2 (FS2), the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels that will be that session's focus.

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Puzzle Name	Foundation Stage 2	Year 1	Year 2
Being Me in My World Autumn 1	Self-identity. Understanding feelings. Being in a classroom. Being gentle. Rights and Responsibilities.	Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning Charter.	Hopes and fears for the years. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices. Recognising feelings.
Celebrating Difference Autumn 2	Identifying talents. Being special. Families. Where we live. Making friends. Standing up for yourself.	Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone.	Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends.
Dreams and Goals Spring 1	Challenges. Perseverance. Goal-setting. Overcoming obstacles. Seeking help. Jobs. Achieving goals.	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement with a partner. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success.	Achieving realistic goals. Perseverance Learning strengths Learning with others Group- co-operation. Contributing to and sharing success.
Healthy Me Spring 2	Exercising bodies. Physical Activity. Healthy Food. Sleep. Keeping Clean. Safety.	Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe. Medicine safety/safety with household items. Road safety. Linking health and happiness.	Motivation Healthier choices Relaxation Healthy eating and nutrition. Healthier snacks and sharing food.
Relationships Summer 1	Family life. Friendships. Breaking Friendships. Falling out. Dealing with bullying. Being a good friend.	Belonging to a family. Making friends/being a good friend. Physical contact preferences. People who help us. Qualities as a friend and person. Self-acknowledgement Being a good friend to myself. Celebrating special relationships.	Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.
Changing Me Summer 2	Bodies. Respecting my body. Growing up. Growth and change. Fun and Fears. Celebrations.	Life cycles – animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology) Linking growing and learning. Coping with change. Transition.	Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology). Assertiveness. Preparing for transition.

Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through topic teaching. We also aim to cover aspects of PSHE through special theme days and weeks e.g. during Healthy Living Week.

Learning and Teaching

Jigsaw is written as a universal core curriculum provision for all pupils. Inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject.

Parental and Community Involvement

Our school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. Our school works closely with parents in establishing open communication.

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme. We recognise that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children to make responsible and informed decisions about their health and well-being. Sensitivity and respect will be shown to all children when teaching about personal relationships and sex education and RSE is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within a framework of respect for others. We are educating our children to live in the real world with all of its contradictions. Our focus is building healthy attitudes and positive relationships in an environment where difference is celebrated and everyone is valued for who they are.

Jigsaw RSE content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
Foundation Stage 2	Piece My Body	name parts of the body.
Year 1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that makes boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
Year 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

ROLES AND RESPONSIBILITIES

The governing board:

- The governing board will approve the PSHE/RSE policy and hold the head teacher to account for its implementation.

The headteacher/deputy headteacher:

- The headteacher and deputy headteacher are responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw pupils from (non-statutory) components of RSE.

The staff are responsible for:

- Delivering PSHE/RSE in a sensitive way.
- Modelling positive attitudes to PSHE/RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.

PARENTS' RIGHTS TO WITHDRAW

Parents do not have the right to withdraw their children from relationships education or the programme of study set out for Science in the National Curriculum. This is because we are only teaching the statutory curriculum for RSHE and the Science Curriculum at Key Stage One.

During Key Stage 1, correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.

Please contact Mrs Leyland or Mrs Galley if you would like to discuss this element of the curriculum.

TRAINING

Staff are trained on the delivery of PSHE/RSE as part of their ongoing continued professional development.

MONITORING ARRANGEMENTS

The delivery of PSHE/RSE is monitored by R.Leyland (Deputy Headteacher) and L.Howe (Healthy Living Lead teacher). Monitoring arrangements include lesson observations, learning walks, pupil work reviews, pupil discussions/questionnaires and staff discussions/questionnaires.

Pupils' development in PSHE/RSE is monitored by class teachers as part of our internal assessments systems.

POLICY REVIEW

This policy will be reviewed every year as a minimum. It is next due for review in July 2022.

If you have a question or suggestion about improving this policy, these should be addressed to Rachel Leyland via telephone 01332 700298 or email r.leyland@chellastoni.derby.sch.uk