



Long Marston VA C of E Primary School PSHE and Relationships and Health Education Policy

Introduction

This policy outlines the learning, teaching, organisation and management of Personal, Social, Health and Economic education (PSHE) and Relationships and Health education (RHE) at Long Marston School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body.

PSHE is a non-statutory subject. However, PSHE "is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum". (DfE 2019).

We believe it is important to tailor the PSHE programme to reflect the needs of our pupils and aim to provide consistency, ensuring that pupils feel confident to share their understanding in a safe environment. We consider this to be necessary to equip pupils with a sound understanding of risk and with the knowledge and skills required to make safe and informed decisions.

All children are also to receive statutory Relationships and Health education. This will be taught within our PSHE lessons.

School have chosen **Jigsaw**, a primary school scheme of work, to support our teaching and learning in this area.

Our Aims

Through teaching PSHE and RHE, we want our children to develop self- awareness, positive self-esteem and confidence, enabling them to:

- Understand their own identity and how they fit within the class, school and global community
- Celebrate difference
- Set goals and have aspirations in order to contribute to society
- Understand healthy lifestyle choices
- Understand friendship, family and other relationships and to have worthwhile and fulfilling relationships
- Cope positively with change
- Keep themselves and others safe

We want our children to:

- Value the achievements they make, and the achievements of others
- Make informed choices about dealing with risks and meeting challenges now and in the future.
- Decide on values by which they want to live their lives.

Relationships and Health education statutory guidance:

The teaching of Relationships and Health education is statutory in primary schools. At Long Marston School, we will teach about the following areas at an age appropriate level:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe
- 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 (including puberty and the menstrual cycle)

Sex Education

The elements of the statutory Health Education guidance that include teaching and learning on puberty and the menstrual cycle will be taught through PSHE lessons during the summer term in our Changing Me topic as part of the Jigsaw scheme of work. We will also teach some discrete lessons on human reproduction including how babies are conceived and develop to birth for Year 6 only. We hope that by incorporating this element of sex education into PSHE lessons, we can reduce any potential anxiety around this area. It is vital that children are given factual information on these topics, and that any misconceptions are addressed as early as possible. All teaching and learning will be age appropriate. Teachers will use their professional judgement to tailor these lessons to ensure the best learning for their pupils. Pupils will be given every opportunity to ask questions safely and discreetly and to discuss any worries or concerns.

Below are the intended outcomes for each year group with regard to teaching puberty and human reproduction.

Class 3

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|--|-------------------------|--|---|--|
| Understand and respect the changes that they see in themselves | 3. Outside Body Changes | I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process | I recognise how I feel about these changes happening to me and know how to cope with those feelings | Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, My Life, My Changes' sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jemie Cat. |
|--|-------------------------|--|---|--|

Year 4 girls

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| Understand and respect the changes that they see in themselves | 3. Girls and Puberty | I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this | I have strategies to help me cope with the physical and emotional changes I will experience during puberty | How do I feel about puberty?' cards, Jigsaw Chime, 'Calm Me' script, A 'bag of tricks' – a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/ or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Jigsaw Jemie Cat. |
|--|----------------------|--|--|--|

Year 5

(include Year 4 piece 2)

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| © Jigsaw PSHE Ltd 3 | Can express how they feel when change happens | 2. Puberty for Girls | I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally | I understand that puberty is a natural process that happens to everybody and that it will be ok for me | Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| | Understand and respect the changes that they see in themselves | 3. Puberty for boys | I can describe how boys' and girls' bodies change during puberty | I can express how I feel about the changes that will happen to me during puberty | Tennis ball, Jigsaw Chime, 'Calm Me' script, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals, Jigsaw Jez's post box, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat. |

Year 6
(include Year 5 piece 4)

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| Understand and respect the changes that they see in other people | 4. Conception | I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby | I appreciate how amazing it is that human bodies can reproduce in these ways | Relationships Cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 9 cards, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez's post box, Jigsaw Jerrie Cat. |
|--|---------------|--|--|--|

| | | | | | |
|------------------------|--|--|--|--|---|
| © Jigsaw PSHE Ltd 3 | Can express how they feel when change happens | 2. Puberty | I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally | I can express how I feel about the changes that will happen to me during puberty | Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides: female and male body changes, Animation: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Boy worries / Girl worries cards, Teacher notes page (Boy/Girl worries), Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness), Blank paper, Jigsaw Jez's Private Post Box, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |
| | Understand and respect the changes that they see in themselves | 3. Babies: Conception to Birth Assessment Opportunity ★ | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born | I can recognise how I feel when I reflect on the development and birth of a baby | Tennis ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of a baby developing in the womb, A set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat. |

These topics are supported by Jigsaw, Year 5 with a powerpoint from the school nursing team and Year 6 will be supported with a

Parents will be informed when 'Changing Adolescent Body' and Human Reproduction topics are to be taught and provided with additional information to inform them of what is to be shared with their child. All teaching will be age appropriate. These topics will be taught through a puberty power point provided by school health and a CBBC Operation Ouch [online documentary](#), for conception and supported with Jigsaw resources as appropriate. Parents have the right to withdraw their child from some or all of the sex education delivered as part of the Relationships Education although it is our belief that it is a vital part of children's education.

Jigsaw Scheme: the mindful approach

Jigsaw is a comprehensive PSHE programme covering all the requirements of government guidance and outcomes, and more. It provides school with invaluable resources to ensure that the children are prepared for their futures, helping them to know and value who they truly are and to understand how they relate to other people in this ever-changing world. Jigsaw is regularly updating its resources to ensure it fulfils statutory requirements for Relationships and Health Education. As a school, our aim is to provide pupils with an inclusive, consistent programme which encourages growth, community and teaches them instrumental life skills, and working with the Jigsaw Scheme enables us to meet that aim.

This scheme is topic-based and each topic is developed throughout the school, allowing children to build on their understanding. The topics are as follows:

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April 2024

Autumn 1: Being Me In My World
Autumn 2: Celebrating Difference
Spring 1: Dreams and Goals
Spring 2: Healthy Me
Summer 1: Relationships
Summer 2: Changing Me

The scheme has been adapted to meet the needs of our school with regard to mixed year group classes and our policy on RHE.

Strategies for the teaching of PSHE and RHE

PSHE and RHE are delivered within a whole school approach, which will include the following:

- Discrete weekly class lessons
- Cross-curricular links within other subjects such as RE and Science
- Collective worship
- Specialist teams/external PSHE providers/speakers
- Circle time
- School events and extracurricular activities
- School council and pupil voice
- Christian values
- Mindfulness time for reflection

Equal Opportunities

In line with our Long Marston VA C of E Primary School Equal Opportunities Policy we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or different abilities.

Assessment

Assessment will be carried out in line with the Jigsaw scheme and information provided to the PSHE lead.

Monitoring and Evaluation

Monitoring and evaluation of PSHE and RHE is carried out through lesson observations, learning walks and book scrutiny on a regular basis. This is completed by the PSHE Lead and may be in conjunction with the head teacher and/or governors. Feedback is given to all members of staff and an outline is shared with staff and governors.

The implementation of this policy is the responsibility of all teaching staff, and the responsibility for monitoring and review rests with the PSHE Lead.

Policy Adopted: April 2023

Date of next review: April 2025