



Crockerne C of E Primary School

The Good Samaritan

Helps me to be..

**'To be the best me that I can be'**

Luke 10:25 - 37

<b>Name of Policy:</b>	<b>PSHE</b> Including Sex & Relationship Education and Drugs Education
<b>Date:</b>	<b>January 2024</b>
<b>Chair of Governors Signature:</b>	
<b>Head Teacher Signature:</b>	<b>E Bray</b>

**Ethos statement:**

At Crockerne Church of England School we aim to provide a happy, stimulating and secure environment, reflecting the school's Christian ethos where each pupil is given the challenge and opportunity to develop his/her full potential while enjoying learning and life.

We endeavour to provide an environment and ethos in which children and adults can grow and develop in spirituality and where positive attitudes and consistency provide children with good role

models, and similarly, older children are expected to demonstrate good behaviour and support to younger children. All children are valued equally whatever their stage of development, and are entitled to maximum success. The ethos encourages safe, sensible behaviour incorporating good manners, consideration, courtesy and respect for others whilst encouraging imagination, inspiration and reflection.

## **Introduction:**

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 Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.**

The Department for Education state that... "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. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise."

At Crockerne CEVC Primary School we have chosen to use the **JIGSAW** scheme of work to deliver Relationship, Sex and Health education.

## **1. Aims & Objectives**

- We want our children to:
  - be positive and proactive members of their local and world community
  - have a clear understanding of right and wrong
  - understand what is safe
  - have the confidence to find help if they feel unsafe
  - make the correct choices to have a happy and healthy life and accept the consequences of their choices
  - develop an ability to communicate with friends, families and other relationships (both on and off-line).
  - cope positively with the physical and emotional change they experience as they grow.
  - be able to explore and challenge issues relates to living in a democratic society.
  - to treat others as they would wish to be treated themselves
  
- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
  
- They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

## 2. Curriculum & Organisation

- Jigsaw covers all areas of PSHE, including the statutory requirements of Health Education and Relationship Education (and the non-statutory areas of Sex Education), with different aspects taught in 6 topics throughout the year. Each year group work on the same theme each term and will work through lesson plans at a level that is age specific.
- Each Piece (lesson) 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.
- Jigsaw also 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.
- Each puzzle, each term, starts with an introductory assembly, generating a whole school focus for adults (representatives from each phase) and children alike.
- Where there are mixed year groups, teachers can plan their own two year cycle using the resources from the 2 years scheme of work.
- External contributors from the community e.g. Life Education Van, health promotion specialists, school nurses and community police, make a valuable contribution to the Jigsaw PSHE programme.

The Jigsaw Programme for all years:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes puberty, Sex and Relationship Education in the context of looking at change

### 2a. Health, Relationship and Sex Education (RSE)

- **Health Education**  
Puberty education is now a component of Health Education that sits within the 'Changing Me' Jigsaw unit.

- **Definition of Relationship and Sex Education**

‘RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

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 and young people to make responsible and informed decisions about their health and well-being.

- **Statutory aspects of RSE**

### **Relationship Education:**

From September 2020, the DfE has stated that Relationships Education is statutory. This consists of multiple outcomes that pupils should know ‘by the end of primary school.

### **LGBT Relationships:**

Relationships Education *can* include LGBT relationships, but schools need to consider 4 important aspects of the DfE guidance:

1. “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.
2. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010...under which sexual orientation and gender reassignment are amongst the protected characteristics’
3. We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum
4. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure this content is fully integrated into their programmes of study for this area...rather than delivered as a standalone unit or lesson” This means primary schools need to consider their approach to LGBT relations.

At Crockerne CE Primary School, we have decided to not avoid talking about LGBT matters as they arise in school and that by following the Jigsaw scheme of work, we will be raising awareness of LGBT in the community. Only a very small number of the lessons in the entire scheme have any focus upon LGBTQ issues. Jigsaw’s philosophy is about inclusion and valuing all children

Any reference to adult relationships, whether LGBT or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people e.g. friendships and families.

LGBT is not mentioned specifically in lessons for children aged 4-7. However, in lessons that explore differences in families. In Relationships for ages 5-6, a lesson uses cartoon characters from Planet Zarg to suggest there are many different sorts of families.

In materials for 7-11-year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language the children may be using. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, they can get married. Teachers are not expected to go beyond this definition and give more detail.

- **Non Statutory aspects of RSE**

Sex Education is NOT statutory. The DfE state that:

“Sex Education is not compulsory in primary schools” although, “the Department continues to recommend...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils

This means schools need to:

- 1) Decide what is meant by Sex Education
- 2) If they are going to deliver it at all, how it will be delivered and when”

At Crockerne CEVC Primary School, we have decided to teach the sex-education content of the Jigsaw programme in term 6 in the Changes unit (for Years 4-6) and to supplement this with Channel 4s Living and Growing resources in Years 5 and 6.

### Jigsaw SRE Content

Specific SRE learning intentions for each year group in the ‘Changing Me’ Puzzle. Objectives shown are the non-statutory sex-education strands.

Y5	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life
Y6	Conception to birth	The story of pregnancy and birth

### Living and Growing (Channel 4) Programme of Study

Year 5 and Year 6	Unit 4 – Changes Unit 5 – How babies are made Unit 7 – Girl Talk Unit 8 – Boy Talk
Year 6 only	Unit 6 – How babies are born Unit 9 – Let’s talk about sex (sex in the media)

Due to our status as a Church of England school All RSE will be set in a context that is consistent with the school’s Christian ethos and values.

### Withdrawal from SRE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school. All parts of the Science, Health and Relationship Curriculum are statutory. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child.

## 2b. Drugs Education

This policy uses the definition that a drug is: ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). The term ‘Drugs’ includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Jigsaw Drug and Alcohol Education learning intentions for each year group in the ‘Healthy Me’ Puzzle.

Year Group	Healthy Me
2	Medicine Safety
3	What Do I Know About Drugs?
4	Smoking – effects of and choices
	Alcohol – effects of and choices
5	Smoking – specific body effects
	Alcohol – specific body effects
6	Drugs – Types, uses and effects
	Alcohol – responsible use and misuse

## 3. Moral Development

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. At Crockerne Church of England Primary School we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

At the heart of the Church’s moral teaching lies the understanding that we love because we are first loved by God. We are called to reflect God’s love or us in our relationships with others and, since His love is unconditional and freely given, we have been given the freedom to respond to His love or reflect Him. How we understand and use this gift of freedom is crucial to our moral development.

## 4. Social Development

This enables pupils to become conscientious participants in their family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of

belonging to a group or society along with the demands, obligations and cooperation such membership requires.

## 5. Cultural Development

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

## 6. Responsibilities for PSHE within the school

As well as fulfilling their legal obligations; through book scrutiny, planning scrutiny, pupil conferencing and lesson walkthroughs, **head teacher and subject lead** will make sure that:

- all pupils make progress in achieving the learning objectives of the PSHE curriculum
- the subject is well led and effectively managed and that standards and achievement in PSHE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching PSHE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- clear information is provided for parents on the PSHE curriculum and the right to withdraw
- PSHE is resourced, staffed and timetabled so that the school can fulfil its legal obligations
- Staff have the opportunities to discuss the Jigsaw scheme of work and share experiences

## 7. The Learning Environment

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 enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## 8. Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities

that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

### **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and RSE should be taught in a way to ensure that there is no stigmatization of children based on their home/personal circumstances.

If a question is too explicit, feels too old for a pupil, is inappropriate for a whole class, it will be acknowledged and attended to later on an individual basis. This will ensure that the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience of inappropriate information.

We utilise the expertise of trained learning mentor who is able to spend time with individual or groups of children who, for many different reasons, require support to express or deal with their emotions in a positive way. Our learning mentor will liaise with the Head teacher and class teachers to ensure that the child's needs are being supported effectively.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **9. Safeguarding**

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding policy and procedure is followed.

## **10. British Values**

The Department of Education statement about British Values reads: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of

democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Jigsaw offers many opportunities for spiritual, moral, social and cultural development as well as contributing to the British Values agenda. Through direct teaching of information and through the experimental learning.

## **11.Links to other policies and curriculum areas**

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- RE curriculum
- Equal Opportunities Policy
- Child Protection Policy
- Behaviour policy
- Spirituality Policy
- RE Policy
- Collective Worship Policy