



## **The Winchcombe School**

**PSHE (Personal, Social, Health Education)  
Policy (including Relationships and Health  
Education statutory from September 2020,  
and our position on Sex Education)**

**We are committed to the safety and  
wellbeing of all our children**



## THE WINCHCOMBE SCHOOL POLICY DOCUMENT

TITLE: PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education)	STATUS: Statutory
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### **Introduction**

At The Winchcombe School it is our ambition to ensure that all children acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. In our PSHE curriculum, we aim to equip children with a secure understanding of risk and the ability to make safe and informed decisions, to be healthy and to aspire for their futures. Children are empowered to learn now and improve their life chances later as we help them to develop personal awareness, tolerance and belief. This enables them to observe their own emotions and feelings, regulate them and make conscious decisions about their learning, behaviour and lives.

### **Aims:**

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- To enable pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- To enable pupils to 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.
- 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.

### **Objectives:**

Our PSHE curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **PSHE Curriculum**

At The Winchcombe School our PHSE curriculum is taught through the Jigsaw scheme. Jigsaw is a whole school approach which enables children to learn about the same theme throughout the year whilst celebrating the cultural diversity of the Winchcombe Community. Through our PSHE teaching we connect PSHE Education, emotional literacy, social skills and spiritual development. It is strongly underpinned by our school values and is threaded through subjects. We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. In addition, 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.

### **Relationship and Sex Education (Relationships, Sex and Health Education)**

Effective Relationships and Sex Education 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 wellbeing. At The Winchcombe School we ensure that RSE is taught as a whole-class with children's class teacher; however, we will split into same-sex groupings when appropriate for children to ask questions.

#### **Aims:**

- To help children understand the difference between safe and abusive relationships
- To equip children with the skills to get help if they need it.
- To teach them about the importance of a healthy lifestyle and positive mental health
- To raise awareness about online and off-line safety.
- To promote pupil well-being

At The Winchcombe School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle. Parents have the right to withdraw their children from the human reproduction elements of the 'Changing Me' unit which will be taught in Term 6. However, it is statutory that children must complete the Relationships lessons.

**Should parents wish to withdraw their children they should arrange a meeting with the headteacher to discuss this.**

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy

- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

### **Female Genital Mutilation (FGM)**

Staff are made aware of the possibility of FGM and are alert to signs that girls may be at risk.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Child Protection Team. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

### **The role of the PSHE Subject Lead**

- prepare a policy and scheme of work, evaluating and reviewing as necessary
- co-ordinate and lead the implementation of the policy throughout the school
- monitor and support the teaching of PSHE throughout the school
- monitor and maintain the condition and availability of resources within the school
- keep up to date with developments and use appropriately
- liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement

### **The role of the Headteacher and Governing body**

It is the responsibility of the Governing board to ensure that a robust policy is in place and to delegate to the Head teacher the responsibility to ensure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSE is well led, effectively managed and well planned;
- the quality of RSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The

headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

### **Monitoring and Review**

Parents and carers have the right to see sample materials used within the teaching of RSE (Channel 4 Living and Growing: Alternative DVD) and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

### **Equalities**

At all times we ensure that teaching is accessible to all children and foster good relationships between pupils. Topics around prejudice, equality, stereotypes and bullying are addressed through the Jigsaw programme.

LINKED POLICIES: Child Protection Policy, Special Educational Needs Policy

DATE: February 2021

REVIEW DATE: February 2023

SIGNED:



Rachel Redgwell  
Chair of Governors

Date: 08.02.2021

## **Appendix A**

### Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase:

Autumn 1: Being Me in My World: Includes understanding my place in the class, school and global community as well as devising Learning Charters

Autumn 2: Celebrating Difference: Includes anti-bullying (cyber and homophobic bullying included) and diversity work

Spring 1: Dreams and Goals: Includes goal-setting, aspirations and resilience building

Spring 2: Healthy Me: Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)

Summer 1: Relationships: Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Summer 2: Changing Me: Includes Sex and Relationship Education in the context of looking at and managing change

## **Appendix B**

### Jigsaw Sex Education Content

<b>Year Group</b>	<b>Piece Number and Name</b>	<b>Learning Objectives</b>
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina Respect my body and understand which parts are private
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
3	Piece 1 How Babies Grow  Piece 2 Babies  Piece 3 Outside Body Changes	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how I feel when I see babies or baby animals Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family Understand that boys' and girls' bodies need to change so that when they grow up their bodies

	<p>Piece 4 Inside Body Changes</p>	<p>can make babies Identify how boys' and girls' bodies change on the outside during this growing p process Recognise how I feel about these changes happening to me and know how to cope with these feelings Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	<p>Piece 2 Having A Baby</p> <p>Piece 3 Girls and Puberty</p>	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby Understand that having a baby is a personal choice and express how I feel about having children when I am an adult 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 Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
5	<p>Piece 2 Puberty for Girls</p> <p>Piece 3 Puberty for Boys and Girls</p>	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me</p>



	Piece 4 Conception	<p>during puberty</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>Understand that sometimes people need IVF to help them have a Baby</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	<p>Piece 2 Puberty</p> <p>Piece 3 Girl Talk/Boy Talk</p> <p>Piece 4 Babies – Conception to Birth</p> <p>Piece 5 Attraction</p>	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>Express how I feel about the changes that will happen to me during puberty</p> <p>Ask the questions I need answered about changes during puberty</p> <p>Reflect on how I feel about asking the questions and about the answers I receive</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>Recognise how I feel when I reflect on the development and birth of a baby</p> <p>Understand how being physically attracted to someone changes the nature of the relationship</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>