



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

*Let your light shine brightly before others.*

Matthew 5:16



## Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

## Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

# **RSHE POLICY**

## **1. Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing bodies set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **2. Roles and responsibilities**

### **2.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **2.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions

- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **2.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

### **3.1 PSHE**

Here, at Grange View First 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 spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs.

### **3.2 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'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle 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.

### **3.3 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'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw 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 (unit).

### 3.4 Sex Education

The DfE Guidance 2019 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'.

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'.

### 3.5 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
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## **4. Organisation and planning**

### **4.1 Our Intent: Why our curriculum looks like this:**

At Grange View First School, the RHSE curriculum covers subject knowledge, skills and understanding in Relationships, sex and Health education which will prepare children to become healthy and responsible members of society currently and in their future lives.

It will support them with the development of their social and personal skills and tackle many of the moral, social and cultural issues that are part of growing up. We provide children with opportunities to learn about their rights and responsibilities and appreciate being a member of a diverse society. We encourage our children to be open and honest about their feelings and emotions, to create a secure environment within which mental health can be supported and discussed. Effective communication will be encouraged for all the children by ensuring all views are listened to and respected.

All of the children at Grange View First School will be supported in developing their self-worth by playing a role in contributing to school and the wider community. We strive for all our children to leave Grange View having a secure sense of self, how to be safe and how to care for others.

### **Sex and Relationship Education**

Sex education is taught in the context of healthy growing bodies, relationships, RE and the statutory requirements of the science national curriculum.

### **4.2 Planning and skills progression:**

#### **Planning:**

The planning of RHSE follows a yearly overview covering all areas of RHSE for each year group. It covers all of the required expectations and is regularly monitored by the subject leader.

#### **Skills progression:**

Skills progression from Early Years to Year 4 has been developed to ensure all areas of RHSE are covered and to ensure clear progress throughout the year groups. This will also give staff the confidence to teach RHSE and know what needs to be achieved by the end of each year.

### **4.3 Pedagogical Choices:**

- Making the lessons relevant to real life in the world we live in
- Allowing children plenty opportunities for discussion
- Ensuring all children feel respected and valued when sharing their views



#### 4.4 Subject Spotlights:

At Grange View we like to give every subject it's chance to shine. We celebrate our uniqueness during Anti-bullying week for PSHE and learn the importance of treating others with respect regardless of any differences. We also focus on Cn Children's Mental Health week to ensure children know what Mental Health is and what to do if they are suffering. In addition to this, we also celebrate Internet Safety Day which is part of the PSHE curriculum. Children learn how to be safe online and what to do if they have concerns.

#### 4.5 Assessment:

Prior to each unit of the JIGSAW units, children are asked to 'draw or write' about their knowledge of the subject. It will then be repeated at the end of the topic to show progress of their knowledge and identify any misconceptions or gaps. PSHE is mostly orally taught with practical activities, where teachers observe and listen to the children to check their understanding throughout.

#### 4.6 Resources:

Here are some of the resources we currently have available to help with the teaching of RHSE.

- We follow the Jigsaw scheme which has planning and resources available.
- PSHE Association – resources and support with planning
- Operation Encompass workshops – support to help with the teaching of Healthy relationships

#### 4.7 Early Years starting Points:

PSHE is taught through Personal, Social and Emotional development which is a Prime area as it is fundamental throughout their time in the Early Years. It is intertwined into all aspects of play and throughout all adult led activities. Children in Nursery and Reception are supported to be independent by selecting their own resources and taking responsibility of their self-help E.G putting their coats on. Children are supported in their play, to play alongside others and begin to interact with them. They are supported to take turns, solve conflict and identify their feelings. They are then encouraged to think about and be aware of the feelings of others. Children's confidence is developed which will develop their resilience to keep trying when something is difficult. Children are also taught basic personal hygiene such as washing hands after the toilet and brushing their teeth.

See our EYFS policy for information on how our early years curriculum is delivered.

#### 4.8 Personal Development

PSHE teaches children many important life skills and how to keep themselves safe as a child and in later life. Children learn tolerance and respect to help with living in a diverse society and the importance of equality. We support children in making positive choices to be part of British Society and to treat others fairly. We teach children important life skills beyond the curriculum to allow children to succeed in later life. PSHE

also develops spirituality as it provides many 'ows' 'wows' and 'nows' moments allowing children to reflect on their own lives and experiences. Parents and carers are involved in the curriculum by sharing the skills progression so they can identify what their children will be learning. They are also invited to discuss this if they have any concerns or queries.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **5.1 SEND provision:**

- Using PSHE floor books to allow children to show their learning without the pressure of writing
- A vast majority of learning takes place in mixed ability pairs, to ensure that support and challenge is available and peer support is encouraged.
- Practical tasks are used throughout the curriculum to support and engage the slower graspers.
- Pre teaching of key vocabulary with pupils with specific needs.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Evidence in floor books
- Pupil voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 3 years by the PSHE lead.  
At every review, the policy will be shared with Committee 2 for approval.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RE policy

## **8. Parents' right to request their child be excused from Sex Education**

At Grange View First School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education"  
DfE Guidance p. 17

Our Science curriculum requires children to know how mammals reproduce, so we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Laskey to discuss this.

## **9. What is it like to be a pupil at Grange View studying PSHE on a daily basis?**

At Grange View First School, PSHE is thought-provoking, engaging and encourages all children to be articulate and involved. Children see the connections PSHE has to their current and future lives and how they can contribute successfully to society.