



**PERSONAL, SOCIAL, HEALTH and ECONOMIC (PSHE)
RELATIONSHIPS and SEX and HEALTH EDUCATION
(RSE) POLICY**

COLLEGE TOWN PRIMARY SCHOOL

Approved Date	Oct 2024
Approved At Curriculum	Oct 2024
Date of Next Review	Oct 2025
Statutory	YES- RSE NO- PSHCE
Adopted from Bracknell Forest	NO

Aims of PSHE

PSHE aims to develop the whole child encouraging him or her to develop self-esteem, respect and care for oneself, other people, property and the environment. We aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community.

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 local community. 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.

At College Town Primary School, we encourage and support children to develop skills, attitudes, values and behaviour which will 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
- Become healthy and fulfilled individuals.

Teaching and Learning Styles

In Foundation Stage pupils learn to recognise and name feelings and express positive qualities about themselves. They develop skills to manage feelings in a positive and effective way and develop confidence in sharing their views and opinions, they learn to set themselves simple goals and make choices about some aspects of their health and well-being. Pupils identify and respect differences and similarities between people, recognise how their behaviour affects other people and that bullying is wrong and know how to get help dealing with it. They will learn how to solve problems and make independent choices. This is a prime area of development and is assessed using Development Matters and the Early Learning Goals for Personal, Social, Emotional Development.

PSHE and Circle time should not be delivered in isolation but firmly embedded in all curriculum areas. The main content is delivered once a week. PSHE and Circle Time is normally delivered by class teachers using active learning methods. A range of activities are used to support the learning such as:

- Assemblies
- Circle time
- timetabled PSHE sessions
- working in pairs, trios/small groups
- whole class discussion
- using drama role play
- use of puppets
- use of stories/poems/pictures

Key Stage 1 and 2

In Key Stage 1 and 2, children are taught using the Jigsaw framework which builds on and embeds what children have already begun to learn in the Foundation Stage. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of work. Teaching strategies are varied to engage all learners and to support differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme called 'Puzzles' at the same. Each 'Puzzle' has an introductory class assembly which generates a focus for the children to work on.

There are six puzzle pieces that progress in sequence from September to July (See Appendix A). Each puzzle has six pieces (lessons) that work towards an 'end product' in order to assess the children's progress and understanding. Each piece has two learning intentions-one based on specific PSHE learning, which covers the non-statutory framework for PSHE education and the other is based on emotional literacy and social skills. This enables children to cope with everyday issues that may arise from living in today's society such as, body image, and cyber bullying and internet safety. Children in both Key Stage 1 and 2 cover the same puzzles but at their own level of learning and class teachers differentiate according to the needs of their class.

In Foundation Stage, class teachers deliver weekly PSHE, taught through high quality circle times and using follow up activities as appropriate. Ad-hoc circle times may be taught depending on needs and issues that may arise throughout the year. These lessons are following the same sequence as in Key Stage 1 and 2 so children can continue to learn, develop and build on skills they may have already encountered or developed.

Drugs Education

We will also provide a high quality drugs education which will be closely linked to the science curriculum and implemented during a weekly session. We will provide accurate information about a range of drugs, including medicines. We explore attitudes and develop skills in making decisions about drugs and how to stay safe. We will have a clear and agreed understanding among everyone in the school community about the implications and possible consequences of drug use/misuse. The topic of drugs is taught through the Jigsaw Framework using the 'Healthy Me' Puzzle Piece and allows children to understand the use of medicines. This progresses in each year group to support the differing ages and understanding of the children.

E-Safety

We also cover topics such as safety on the internet, this is closely linked to the ICT curriculum and implemented during weekly sessions. More information can be found in the ICT policy regarding this. The topics of e-safety and keeping safe online is taught through the Jigsaw Framework using the 'Being Me in My World' puzzle piece and 'Relationships' enabling children to understand how to keep themselves safe online. This progresses in each year group to support the differing ages and understanding of the children.

Assessment

Children in the Foundation Stage are currently assessed every 6 weeks against the PSED statements taken from the Early Years Curriculum (See Appendix B); these are broken down into three areas: Making relationships, Self Confidence and Self-Awareness, and Managing

Feelings and Behaviour. Teachers continually make observations about each child and these are recorded in each child's learning journey. At the end of the year teachers are asked to make a final judgement about each child in relation to the Early Learning Goals and are recorded as the following: Emerging, Expected, Exceeding. These judgements are informed by the observations made throughout the year and by the class teacher's sound knowledge of each individual child.

Children in Key Stage 1 and 2 use the Jigsaw Framework, where in each Puzzle there is a built in assessment, this allows the Class teacher the opportunity to formally assess each child. There are three level descriptors for both Year Groups; Beginning, Within and Secure. At the end of each puzzle children have the opportunity to reflect on their own learning by evaluating the progress they think they have made and then through having a conversation with the class teacher the child is able to complete the evaluation box and the teacher is able to assess the child using the online school reporting system. This allows the chance for reflection and discussion on how to progress further in the next puzzle piece.

Appendix A: Long term overview for EYFS and Key Stage 1 and 2.

Appendix B: Foundation Stage Development Matters for PSED

Appendix C: National Curriculum guidance for PSHE (Key Stage 1 and 2)

Appendix D: RSE Policy

College Town Primary School: P.S.H.E Long Term overview EYFS, Key Stage 1 and 2

Appendix A:

Term	Topics to be covered following the Jigsaw Scheme
Autumn 1	Being me in my world
Autumn 2	Celebrating Differences
Spring 1	Dreams and Goals
Spring 2	Relationships
Summer 1	Healthy Me-(link with Healthy lifestyles and Walk to school Week)
Summer 2	Changing Me

Appendix B: Foundation Stage - Development Matters Personal, Social and Emotional Development

Area of Learning	30 – 50 Months Development Matters	40 – 60+ Months Development Matters	Em	Dev	Sec	ELG's	NC
Making relationships	<p>Can play in a group, extending and elaborating play ideas e.g. building up a role-play activity with other children</p> <ul style="list-style-type: none"> Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. 				<p>Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	
Self-confidence and self-awareness	<ul style="list-style-type: none"> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> Confident to speak to others about own needs, wants interests and options. Can describe self in positive terms about abilities 				<p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	

Managing feelings and behaviour	<ul style="list-style-type: none"> ▪ Aware of own feelings, and knows that some actions and words can hurt others' feelings. ▪ Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. ▪ Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. ▪ Can usually adapt behaviour to different events, social situation and changes in routine. 	<ul style="list-style-type: none"> ▪ Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they upset them. ▪ Awareness of the boundaries set, and of behavioural expectations in the setting. ▪ Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 				Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	
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Appendix C:

National Curriculum guidance for PSHE (Key Stage 1 and 2):

Personal, social, health and economic education

Personal, social, health and economic (PSHE) education 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.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Sex and relationship education

Sex and relationship education (SRE) is an important part of PSHE education and is statutory as of September 2019 in all schools.

The link to the statutory guidance can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/595828/170301_Policy_statement_PSHEv2.pdf

Relationships and Sex Education (RSE) and Health Education Policy

At College Town Primary School, Relationship and Sex Education (RSE) will be taught as part of our PSHE and Science programme in a sensitive way, with regard for children's age and understanding. We will promote the importance of developing and understanding healthy, respectful relationships focusing on family and friendships in all contexts, including online. Through the direct teaching of both PSHE, using the Jigsaw scheme of work and the national curriculum objectives all of the statutory topics can be covered during a pupil's education at College Town Primary.

Definition of RSE:

RSE Guidance (DfES 2000) provides the following definitions:

"It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching."

RSE has been broken up in the following topics and needs to be covered by the end of primary school:

Relationships Education

Families and people who care for me	<p>Pupils should know-</p> <ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability.• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p>

	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others

	<p>online including when we are anonymous.</p> <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

At College Town Primary we will focus on teaching the characteristics of good physical health and mental wellbeing. We will teach children that mental wellbeing is part of everyday life, the same as physical health. Through explicit teaching pupils would have covered all of the following topics prior to the end of Primary School.

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

	<ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

	<ul style="list-style-type: none"> • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.

Key Stage 1

By the end of Key Stage 1, pupils will have had opportunities to gain knowledge and skills necessary to build and maintain healthy relationships. They will have considered the effect of their behaviour on other people and identify and respect differences between people. They will also have discussed different ways in which family and friends care for one another. They will be able to explain ways of keeping clean and they will be able to name the main external parts of the human body, including the sexual organs: penis and vagina. They will also be able to explain that people grow from young to old.

Key Stage 2

By the end of the Key Stage 2, pupils will have had the opportunity to express their views and respect those of others. They will have practiced skills in making judgements and decisions, and will be able to list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They will also have considered different types of relationship (for example, marriage or friendships), and discussed ways in which people can maintain good relationships (for example, listening, supporting, caring). Children will also learn about the impact of technology and social media and how this can impact on relationships and how to stay safe online.

We intend that skills and knowledge attained in College Town Primary school will form the basis of future learning. We intend that RSE will enable children to grow up healthily and confidently, knowing about the emotional and physical effects of a changing and growing body so that they may be able to protect themselves and ask for help and support if needed. Our main focus will be to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

We believe RSE taught through a broad and balanced curriculum will help children develop:

- turn taking skills
- treating others with kindness, consideration and respect
- the importance of honesty and truthfulness, permission seeking and giving
- understanding and establishing personal space and boundaries
- Assertiveness
- Friendship skills

Withdrawal from RSE lessons

Parents/carers have the right to withdraw their children from all or part of the Sex and Relationships Education provided at school except for those parts included in statutory National Curriculum Science (see below). Those parents/carers wishing to exercise this right are invited in to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

National Curriculum Science (2014)

By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the human body
- Recognise similarities and differences between themselves and others and treat others with sensitivity
- Identify and share their feelings with others
- Recognise safe and unsafe situations • identify and be able to talk with someone they trust
- Recognise that their feelings and actions have an impact on others
- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

Pupils will know and understand:

- That animals, including humans, grow and reproduce
- That humans and animals can produce offspring and these grow into adults
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are similar and different from others and that they have some control over their actions and bodies
- Why families are special for caring and sharing

Pupils will have considered:

- Why families are special
- The similarities and differences between people which help to make them unique
- How their feelings and actions have an impact on other people

By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying

- Respect other people's viewpoints and beliefs, for example their parents and carers
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- Discuss moral questions
- Listen to, and support their friends and manage friendship problems
- Recognise and challenge stereotypes, for example in relation to gender recognise the pressure of unwanted physical contact, and know ways of resisting it.

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction
- About the main stages of the human life cycle
- Some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines.
- The many relationships in which they are all involved
- Where individual families and groups can find help
- How the media impacts on forming attitudes
- About keeping themselves safe when involved with risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feelings of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need for trust and love in established relationships. (*relates to RSE)

Dealing with Difficult Questions

Both formal and informal RSE topics arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later in order to find an appropriate time for responding. College Town Primary School believes that individual teachers must use their skill and discretion in this area and refer to their school Designated Safeguarding Lead (DSL) if they are concerned.

Teachers will endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs. This may involve referring the child back to their

parent/carer, school health advisor/school nurse or young person's health drop-in service for an answer, or seeking advice from the specific school's PSHE Co-ordinator.

College Town Primary School believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of RSE.