



Thorns Community



Infant School

**Park Hill Thorns Primary Federation
Personal, Social and Health Education (PSHE) and
Relationship and Health Education
Policy**

*Successful confident learners.
Responsible compassionate individuals.*

Reviewed: April 2024

Agreed by Governors:

Next review: April 2025

At The Park Hill Thorns Primary Federation, we are committed to developing the whole child. Personal, Social and Health Education (PSHE) and Relationship and Health Education gives pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives; establish and maintain positive relationships and become informed, active, responsible citizens. We will meet the new government requirements to teach relationships education and continue with our choice to teach age-appropriate sex education.

Our decisions about the content of our PSHE and RHE has been guided by: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019); Character Education Framework Guidance (Nov 2019). It also encompasses our work within SEAL (Social and Emotional Aspects of Learning), the Warwickshire Taking Care protective behaviour planning; Jigsaw PSHE scheme and other opportunities in the general life of the school. For more information on our Online safety curriculum please see the Online safety policy. We also follow a Learning Skills curriculum which is a spiral curriculum.. Each year, children build up their understanding of working with others, digital citizenship and metacognition skills as well as practicing oracy and thinking skills by taking part in Philosophy for Children (P4C) sessions [and Voice 21 Oracy skills](#). These all enable children to think more deeply about the skills they need to be successful learners and to practice and improve them.

Aims

PSHE and Relationships Health Education enables the children to:

- Have healthy bodies and lifestyles, including knowing how to keep safe, understand changes in puberty, developing understanding of drugs and alcohol education;
- Have healthy minds, including emotional wellbeing, resilience, mental health
- Achieve economic wellbeing and develop their financial capability
- Receive age appropriate careers education, prepare for work and make a positive contribution to society
- Recognise different types of relationships
- Know how to recognise, understand and build healthy relationships including online
- Know how relationships may affect health and wellbeing, including mental health
- Understand and discuss physical development and changes to their own bodies

Planning

Opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development. Provision for PSHE and RHE will be through a combination of:

- timetabled PSHE lessons in KS1 and KS2
- weekly Learning Skills sessions throughout the Federation
- explicit opportunities in other curriculum subjects

- assemblies including circle time assemblies
- whole school and suspended timetable activities (such as themed days)
- involving pupils in the life of the school and wider community (such as ~~Young Leaders~~, Learning Council, Online Safety Committee, Eco Council, ~~-~~Fund Raising Events, Peer Mentoring, and classroom roles.

When planning, we consider which components of PSHE and Citizenship are appropriate for the particular activities. These links are detailed on the class teacher's medium term planning. Teachers also take opportunities to promote PSHE whenever they arise. Teaching PSHE when and where appropriate will involve the children, motivate them and give them ownership of their academic, personal and social development.

Teaching approaches and learning styles

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy.

A range of teaching strategies is needed to provide the breadth of effective learning opportunities in the Framework for all pupils. These include an emphasis on active learning enquiry, discussion and participation in PSHE activities.

Access and Inclusion

All children have equal access to the PSHE and citizenship curriculum, including Sex and Relationship and Drug Education, regardless of their ability, ethnic group, gender or social background. Delivery will be adapted appropriately by class teachers, where it is safe and reasonable to do so.

Children who may have special needs will be supported by the class teacher, with the possible involvement of the Special Needs Coordinator (SENCO). For a very small number of children larger adaptations to content may be needed to ensure that they receive necessary information in a way that is appropriate to their developmental stage. Our teaching of relationship education will ~~take into account~~consider and cater for the needs of children with disabilities; the differences between boys and girls in their experiences and questions around SRE and will not assume that all children will grow into heterosexual relationships.

Adults in our school are entitled to support from: whole school planning; support from colleagues including the subject leader; INSET within and out of school; and by the provision of support materials and resources. In addition to this, our use of the Warwickshire Taking Care and Jigsaw scheme gives staff access to support from county advisors and experts.

Resources including visitors

Some resources are provided through ~~online providers~~, ~~for example~~ SWGfL digital literacy resources and the Learning Skills planning which are stored on the Staff area of the curriculum server. Further resources including ~~SEAL planning~~, Taking Care resources, and specific safety resources are stored in the Community room at Thorns and in the staffroom at Park Hill. A number of visitors are used to support the teaching of PSHE including Warwickshire Road Safety Team, St John's Ambulance, School Nursing service (COMPASS), the Police and Fire Brigade.

Recording, Assessment and Reporting

Reference should be made to the Federation's 'Assessment for Learning Policy'.

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Children will be involved in self-assessment. All year groups have set end points for PSHE and for the Learning Skills curriculum and teachers can make assessments against these. The Jigsaw PSHE scheme also contains suggested assessment activities.

Relationships Education

What is relationships education?

"Sex and relationship education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline."

Sex and Relationships Education for the 21st Century

Relationships Education in our school aims for pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships;
- name parts of the body appropriately and describe how their bodies work;
- protect themselves and ask for help and support (including understanding what healthy relationships are);
- be prepared for puberty.

Relationships Education Provision

In line with national recommendations, SRE at Park Hill Thorns will be delivered through the PSHE, Science, and Taking Care frameworks.

Lessons are taught predominantly by the pupil's class teacher or regular PSHE teacher. Every year group beginning in Reception follows the Warwickshire Taking Care and Jigsaw "Changing Me" materials and this is taught annually. The Year 5 and 6 curriculums contribute more significantly to a child's knowledge and understanding of puberty. Relationship education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant.

A planned, progressive programme of SRE *gradually and appropriately* begins to prepare our children for adult life. It teaches the skills they need to fully manage the natural physical and emotional changes that will happen to them as they grow and mature into healthy, confident and responsible adults.

Relationships Education and Science Curriculum

Relationships education will be taught alongside the current Science curriculum as teachers seek to make links between different aspects of learning. Parents do not have the right to withdraw their child/children from Science lessons.

Keeping Parents/Carers Informed

Before children embark upon their Relationships Education programme, parents/carers ~~are given an opportunity to attend a meeting showing~~ will be given further information about the topics the child will be covering. They are informed of their right to withdraw their child from two of Relationship Education lessons. We believe that high quality Relationships Education involves a partnership between school and home and that it seeks to build on children's views and experiences.

Parents/carers Right to Withdraw

Parents have the right to request that their child be withdrawn from two sex education lessons taught in Year 6 as this is not part of statutory RSE. Parents are asked to make an appointment to meet with the Executive Head teacher to discuss this and the Federation staff will document this process to ensure a record is kept. This process is the same for pupils with SEND. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from other Relationships Education or Health Education including lessons around puberty.

□ Materials are available to parents/carers who wish to supplement the school Relationships Education programme or who wish to deliver Relationships Education to their children at home.

Monitoring and Review of the PSHE and Relationships Education policy

This policy will be reviewed every year as part of the school's on-going policy review cycle It will be approved by the Federation Governing Body.

Appendix 1: Overview of Jigsaw Changing Me units which will cover Relationships Education

Jigsaw knowledge and skills progression: Changing Me 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change 	<ul style="list-style-type: none"> Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> What is a life cycle? How will you change as you grow up? Who is the tallest / smallest in your class? Which parts of your body are private? Who is allowed to see your private body parts? What should you do if you don't like the way someone is touching you? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is the best part about being your age?
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p>Key Vocabulary Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know that life cycles exist in nature Know that aging is a natural process including old-age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies Know the correct names for private body parts Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable 	<ul style="list-style-type: none"> Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> What is a life cycle? How have you changed since you were a baby? How will you change over the next year / 5 years / 20 years? What changes can you / can't you control? Which parts are your private parts? Who is allowed to see them? What would you do if someone was touching you and you didn't like it? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is your favourite part of Jigsaw lessons?
<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>			
<p>Key Vocabulary Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up? Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes? Do you have any questions about the changes that are going to happen to you as you grow up?
<p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>			
<p>Key Vocabulary</p> <p>Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions 	<ul style="list-style-type: none"> Can appreciate their own uniqueness and that of others Can express how they feel about having children when they are grown up Can express any concerns they have about puberty Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> Which of your characteristics did you get from your birth parents? Do you have any questions about the changes that happen to a girl when they grow up? Do you have any questions about how babies are made? How do you feel about the changes that will happen to you as you grow?
<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>			
<p>Key Vocabulary</p> <p>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body-image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you? Do you have any worries about puberty? Do you have any questions about puberty? Do you have any questions that you'd like to ask me about how babies are conceived? What do you think it will be like when you are a teenager? What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now? What do you enjoy about being your age now?
<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>			
<p>Key Vocabulary Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>			
CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class 	<ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Recognise how they feel when they reflect on the development and birth of a baby Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to Can celebrate what they like about their own and others' self-image and body-image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school 	<ul style="list-style-type: none"> Can we talk about the changes that will happen to your body over the next few years? How do you feel about these changes? What does mutual respect mean? Why is that important in a relationship? What are you excited about in secondary school? What are you worried about in secondary school? What can we do with these worries?
<p>In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>			
<p>Key Vocabulary Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>			

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