



# The Russell School

## PSHE and RSE Policy

|                                 |                        |
|---------------------------------|------------------------|
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## Our Vision for PSHE and RSE

At The Russell School, we hold our children at our very heart. We have a clear and cohesive vision which supports the development of exceptional relationships within our inclusive school community and creates a strong sense of belonging to our Russell School family. We help our children to recognise their worth and to value their place in the world. We consistently focus on emotional literacy, building resilience and nurturing our children's mental and physical health through our strong system of school values, our innovative curriculum and our deep understanding of the value of mindfulness.

When children leave The Russell School, they do so with the skills, knowledge and emotional understanding to be able to play an active role in today's global society. We strive to ensure that our children understand themselves, have high aspirations and a strong sense of self-belief, and realise that anything is possible if they put their mind to it.

Our children

-  develop confidence in sharing their own emotions, thoughts and opinions with others – we are a Rights Respecting School.
-  develop the knowledge, skills and attributes to keep themselves mentally and physically healthy and safe
-  develop the attitude of a responsible and independent global citizen
-  show tolerance of and respect for people of all abilities, beliefs, religions and life choices within our diverse society
-  play a positive role in contributing to the life of the school and our wider community
-  build positive and respectful relationships with other people throughout their lives

## Statutory Requirements

As a maintained primary school, The Russell School must provide PSHE (Personal, Social, Health and Economic education – non-statutory) and Relationships Education (statutory) to all children as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education; however, it is statutory that we teach the elements of sex education contained within the science curriculum.

In teaching RSE (Relationships and Sex Education), we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At The Russell School, we teach PSHE and RSE as set out in this policy.

## Definitions

PSHE education is a statutory National Curriculum subject through which children develop the knowledge, skills and attributes they need to manage their lives, both now and in the future.

PSHE education supports children to stay healthy and safe and helps to prepare them for life – and work – in modern Britain. When taught well, PSHE also helps children to achieve their academic potential.

RSE (Relationships and Sex Education) is about the emotional, social and cultural development of children, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.

## Curriculum

At The Russell School, we teach Personal, Social, Health and Economic education as a whole-school approach to underpin our children's development as people and because we believe that this also supports their capacity for learning and progress.

The Jigsaw Programme offers us a comprehensive, carefully thought-through, spiral Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on our school website. We also include the statutory Relationships and Health Education within our PSHE curriculum.

Jigsaw also contributes significantly to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

PSHE is taught weekly as a discrete subject and also forms the basis for assemblies and whole school focus on key aspects of our school vision and values. Teaching strategies are varied and are mindful of learning styles and the need for differentiation.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (or Puzzle) at the same time. This enables each Puzzle to begin with an introductory assembly or collective worship time, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece (lesson) has two Learning Intentions; one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education), and one is based on emotional literacy and social skills (covering the SEAL learning intentions – Social and Emotional Aspects of Learning). The curriculum has been developed so that Jigsaw is relevant to children living in today's world; it helps them to understand and be equipped to cope with issues like body image, cyber and homophobic bullying and internet safety. Every Piece (lesson) contributes to at least one of these aspects of a child's development. This is mapped on each Piece and balanced across each year group.

For children in Nursery and Reception, the themes link closely to Development Matters and have opportunities for child initiated and adult-led activities and for both our indoor and outdoor learning environments.

Jigsaw covers all areas of the PSHE and Relationships Education for primary aged children, detailed below:

| Term            | Puzzle Name            | Curriculum Content  |
|-----------------|------------------------|---|
| <b>Autumn 1</b> | Being Me In My World   | Understanding my place in the class, school and global communities                    |
| <b>Autumn 2</b> | Celebrating Difference | Anti-bullying and diversity work (including cyber and homophobic bullying)            |
| <b>Spring 1</b> | Dreams and Goals       | Goal setting, aspirations, working together to fundraise for charitable organisations |







|                 |               |  |
|-----------------|---------------|--|
| <b>Spring 2</b> | Healthy Me    | Drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices           |
| <b>Summer 1</b> | Relationships | Understanding friendship, family and other relationships, conflict resolution and communication skills |
| <b>Summer 2</b> | Changing Me   | Relationships and sex education in the context of change   |

Relationships and Sex Education (RSE) is taught within PSHE through the Jigsaw programme and takes place in the Summer Term. Biological aspects of RSE are taught within the science curriculum. The Russell School recognises that Relationships and Sex Education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain healthy and positive relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. Sensitivity and respect are shown to all children when teaching about personal relationships and sex education and RSE is taught in a way that ensures that there is no stigmatisation of children based on their home/personal circumstances. The areas of learning detailed below are taught within the context of family life, understanding that families can include single parent / carers families, LGBTQ+ parents /carers, families headed by grandparents, adoptive parents/carers, foster parents/carers, amongst other structures, along with reflecting sensitively that some children may have a different structure of support around them (for example looked after children or young carers).

Key objectives of the [statutory Relationships Education](#) curriculum are outlined below:





### **Families and people who care for me**

Children should know:

-  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**

Children should know:

-  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 physically or verbally aggressive behaviour 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**

Children should know:

- 🌳 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 granting in relationships with friends, peers and adults

## **Online relationships**

Children should know:

- 🌳 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 online, including when we are anonymous
- 🌳 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**

Children should know:

- 🌳 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 and others
- 🌳 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

Key objectives of the [statutory science curriculum](#) are outlined below:

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage One (Year One and Year Two), children learn:

- 🌳 To identify, name, draw and label the basic parts of the human body, using anatomically accurate terminology, and say which part of the body is to do with each sense
- 🌳 To notice that animals, including humans, have offspring which grow into adults
- 🌳 To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- 🌳 To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage Two (Year Three to Year Six), children learn:

- 🌳 To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- 🌳 To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- 🌳 To describe the simple functions of the basic parts of the digestive system in humans
- 🌳 To identify the different types of teeth in humans and their simple functions
- 🌳 To describe the life process of reproduction in some plants and animals, including humans
- 🌳 To describe the changes, as humans develop from birth to old age
- 🌳 To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- 🌳 To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- 🌳 To describe the way nutrients and water are transported within animals, including humans
- 🌳 To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Key aspects of the [non-statutory, non-science sex education curriculum](#) are outlined below:

- 🌳 Preparing boys and girls for the changes that puberty and adolescence bring
- 🌳 Providing children with an understanding of reproduction and sexual development
- 🌳 Ensuring that children understand the importance of health and hygiene
- 🌳 How a baby is conceived and born

These aims complement those of the science curriculum for Key Stage One and Key Stage Two. Children are always taught in an age appropriate way.

If children ask questions outside of the scope of this policy, teachers will respond in an appropriate manner with honesty and sensitivity so that children are fully informed and do not seek answers online.

If staff are faced with a question that they do not feel comfortable answering within the classroom setting, techniques such as distancing, the use of a question box or creating a time to talk to a child individually will be used.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

The information below details specific RSE Learning Intentions for each year group within the 'Changing Me' Puzzle

| Year Group    | Piece Number                       | Curriculum Content  |
|---------------|------------------------------------|---|
| <b>Year 1</b> | Piece 4<br>Boys' and Girls' Bodies | Identify the parts of the body that make boys different to girls and use the correct anatomical names for these: penis, testicles, vagina<br>Respect my body and understand which parts are private |

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|---------------|---|---|
| <b>Year 2</b> | Piece 4<br>Boys' and Girls' Bodies      | Recognise the physical differences between boys and girls, use the correct anatomical names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private<br>Tell you what I like/don't like about being a boy/girl  |
| <b>Year 3</b> | Piece 1<br>How Babies Grow              | 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<br>Express how I feel when I see babies or baby animals   |
|               | Piece 2<br>Babies                       | Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow<br>Express how I might feel if I had a new baby in my family  |
|               | Piece 3<br>Outside Body Changes         | Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies<br>Identify how boys' and girls' bodies change on the outside during this growing up process<br>Recognise how I feel about these changes happening to me and know how to cope with those feelings |
|               | Piece 4<br>Inside Body Changes          | Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies<br>Identify how boys' and girls' bodies change on the inside during this growing up process<br>Recognise how I feel about these changes happening to me and know how to cope with these feelings  |
| <b>Year 4</b> | Piece 2<br>Having A Baby                | Correctly label the internal and external parts of male and female bodies that are necessary for making a baby<br>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult  |
|               | Piece 3<br>Girls and Puberty            | 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<br>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty                    |
| <b>Year 5</b> | Piece 2<br>Puberty for Girls            | Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally<br>Understand that puberty is a natural process that happens to everybody and that it will be OK for me   |
|               | Piece 3<br>Puberty for Boys and Girls   | Describe how boys' and girls' bodies change during puberty<br>Express how I feel about the changes that will happen to me during puberty  |
|               | Piece 4<br>Conception                   | Understand that sexual intercourse can lead to conception and that is how babies are usually made<br>Understand that sometimes people need IVF to help them have a baby<br>Appreciate how amazing it is that human bodies can reproduce in these ways   |
| <b>Year 6</b> | Piece 2<br>Puberty                      | Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally<br>Express how I feel about the changes that will happen to me during puberty  |
|               | Piece 3<br>Girl Talk/Boy Talk           | Ask the questions I need answered about changes during puberty<br>Reflect on how I feel about asking the questions and about the answers I receive  |
|               | Piece 4<br>Babies – Conception to Birth | Describe how a baby develops from conception through the nine months of pregnancy, and how it is born<br>Recognise how I feel when I reflect on the development and birth of a baby   |



|  |                       |  |
|--|-----------------------|--|
|  | Piece 5<br>Attraction | Understand how being physically attracted to someone changes the nature of the relationship<br>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this |
|--|-----------------------|--|

## Learning and Teaching

A range of teaching strategies are used to ensure that learning is purposeful, active and exciting. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All children work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Lessons involve a high level of interaction where each child has planned opportunities for learning which will give them scope to work to their full potential. Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject.

Learning opportunities across other subjects through our project led curriculum are being developed and specific events and activities are to be planned into the school year to enrich learning. Teachers choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship. As a school we believe it is crucial to develop our PSHE ethos across all aspects of school life.

Our RSE programme is delivered in an age appropriate and sensitive manner by class teachers. Teaching takes place in mixed gender groups, although some content may be covered in single sex groups where necessary.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching both PSHE and RSE. Clear ground rules are established in partnership with the class and then reinforced at the start of each relevant lesson.

## Roles and Responsibilities

### **The Governing Body**



The Governing Body approves the PSHE and RSE policy and holds the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE. The Headteacher ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher also monitors this policy on a regular basis and reports to Governors on its effectiveness.

### **Teaching Staff**

Staff are responsible for:

-  Delivering PSHE and RSE in a sensitive way
-  Modelling positive attitudes to PSHE and RSE



- 🌳 Responding to the needs of individual children
- 🌳 Responding appropriately to children whose parents / carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- 🌳 Monitoring progress

Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' and carers' wishes, before questions are answered.

### **Children**

Children are expected to engage fully in PSHE and RSE and, when discussing issues related to these curriculum areas, treat others with respect and sensitivity.

### **Parents / Carers**

The school is well aware that the primary role in children's PSHE and RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents and carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- 🌳 Will carry out our statutory duty to consult with parents /carers and governors on the contents of this policy. Our next consultation is due in 2026.
- 🌳 Inform parents/carers about the school's PSHE and RSE policy and practice; this includes informing parents / carers by letter or email before beginning to teach a unit of RSE
- 🌳 Answer any questions that parents /carers may have about the PSHE and RSE curriculum for their child
- 🌳 Take seriously any issue that parents/carers raise with teachers or Governors about this policy or the arrangements for PSHE or RSE in the school
- 🌳 Acknowledge parents /carers have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents and carers, they recognise the importance of this aspect of their child's education
- 🌳 Keep a register of any pupils who are removed from lessons and distributed to all teachers involved

### **Parents' / Carers' Right to Withdraw**

The Russell School firmly believes that it is vital to have the support of parents, carers and the wider community for all aspects of all school life and for the Jigsaw PSHE programme.

Parents and carers are given the opportunity to find out about and discuss the Jigsaw PSHE programme through awareness sessions and evenings, information leaflets/ displays, the school website and the school newsletter.

As with all aspects of the statutory curriculum, parents / carers do not have the right to withdraw their children from Relationships Education. Parents /carers do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal must be discussed with the Headteacher. The Headteacher will explore the concern of the parents /carers and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. The Headteacher will talk with the parents / carers about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent /carers still wishes to withdraw the child, requests for withdrawal

should be put in writing and addressed to the Headteacher (See Appendix 1 for request form.). Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to children who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

### **Assessment and Monitoring**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children are encouraged to talk about and reflect on their own experiences.

Every child, in Key Stage One and Key Stage Two, records their PSHE work in their Learning Journal. As well as being a record of their learning, it is also used as an assessment tool. For the early years, evidence of learning is also in the children's Learning Journals.

The PSHE and RSE curriculum, learning and teaching are monitored by the PSHE Subject Leader, governors and the Senior Leadership Team through a series of planning scrutinies, learning walks and pupil interviews.

