

# FAITH PRIMARY ACADEMY Liverpool

## **RHSE Policy**





## RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY

Faith Primary school is a joint Catholic and Church of England school. Guided by our Christian ethos we are here to serve the community, helping the children and all involved in the school to reach their full potential in a safe and happy environment.

**“Loving and Learning in the Light of the Lord.”**

### Intent

At Faith Primary School our intention is to promote pupil’s personal, social, spiritual and health education, as well as their emotional development and well-being. This enables them to learn life skills to assist their personal, spiritual and physical growth. We explore the changes that everyone undergoes to deal with today’s society and give pupils an understanding of the rights and responsibilities that are part of being an outstanding citizen. We provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and 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 communities. 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. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Relationships, Sex and Health Education using *Jigsaw* and the Diocesan advised scheme, *Journey in Love* (See RSE policy). Please see below the table outlining the learning to take place during each academic year and from which scheme it will be taught:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Being me in my World</b> <i>My place in class, school and the global community. Devising Learning Charters.</i>	<b>Celebrating Difference</b> <i>Anti-bullying (cyber and homophobic bullying included) and diversity.</i>	<b>Dreams and Goals</b> <i>Goal-setting, aspirations and resilience building.</i>	<b>Healthy Me</b> <i>Drugs and alcohol education, self-esteem and confidence, healthy lifestyle choices on and off-line.</i>	<b>Relationships</b> <i>Understanding friendship, family and other relationships, conflict resolution and communication skills</i>	<b>Changing Me</b> <i>We are made in the likeness of God and, as a consequence, gender and sexuality are God’s gift, reflect God’s beauty and share in the divine creativity</i>
<i>Jigsaw</i>	<i>Jigsaw</i>	<i>Jigsaw</i>	<i>Jigsaw</i>	<i>Jigsaw</i>	<i>Journey in Love</i>

### Aims of Relationship, Sex and Health Education (RSHE)

- To encourage pupils’ growth in self-respect, acknowledging we are all created in the image and likeness of God
- To have a sense of purpose and self-worth.
- To help pupils develop an understanding that love is the central basis of relationships
- To help pupils to understand the nature of relationships and to encourage them to reflect on their own relationships and respect differences between people.

- To help pupils to form healthy relationships, in which they are able to communicate effectively and work collaboratively.
- To develop pupils' confidence in talking, listening and thinking about feelings and relationships.
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- To help pupils acquire the skills necessary to develop and sustain relationships
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- To offer sex education in the wider context of relationships.
- To ensure that pupils protect themselves and ask for help and support when needed.
- To ensure that pupils are prepared for puberty.
- To help pupils to develop a healthier, safer lifestyle.
- To ensure that pupils respond appropriately to challenge and are active partners in their own learning.
- To support children with their emotional literacy and become competent in regulating their emotions
- To help children identify what is "good mental health", what can impact this negatively and what strategies can be used to maintain it.
- To prepare pupils to play an active role as citizens within their local and wider community and to understand the Catholic vision of what it means to be citizens of the Kingdom/reign of God.

### **Implementation of RSHE**

At Faith Primary School, we use the Jigsaw PSHE scheme of work from EYFS through to Year 6 as the basis of our curriculum. Jigsaw brings together PSHE education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. There are 6 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. Each Piece has two Learning Intentions, one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today) and one is based on emotional literacy and social skills. The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues such as aspirations, self-esteem, body image, cyber and homophobic bullying and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development.

- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table on page 3 clearly outlines. Teachers are responsible for teaching content, ensuring differentiation and inclusivity for all.

### **Assessment Recording and Reporting**

The PSHE Lead will monitor delivery of the programme through observation, learning walks and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil Voice and teacher evaluation
- Staff meetings to review and share experience

Teachers will keep a floor book of evidence for the class. There will be pictures, pieces of work included, and comments from children. The floor book will be kept by the class teacher and monitored by the coordinator and SLT.

### **Adaptations and SEND**

Jigsaw is written as a universal core curriculum provision for all children. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support these adaptations, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential

### **Curriculum Continuity**

The school has an ongoing dialogue with the PSHE and RSE Co-ordinator of Faith school; RSE, Science, RE, Collective Worship, Spiritual, Moral, PSHE and Equality and Diversity policies complement each other as appropriate.

### **Safeguarding Procedures**

The school has procedures to deal with any sensitive issues or children thought to be vulnerable. Staff will pass on any concerns of this nature to the designated child protection officer in school. Teachers need to be aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding and/or confidentiality policy is followed.

### **The role of Parents**

At Faith we believe that it is important to have the support of parents, carers and the wider community for the Jigsaw programme. Parents and carers will be given the opportunity to find out about and discuss the Jigsaw programme through:

- Parents'/carers' evenings
- Information leaflet which will include other curricular areas such as PE, SRE, ROAR (children's mental health)
- Displays
- Twitter posts
- Website updates

### **Right of Withdrawal**

It is our hope that parents would wish their children to be involved in the schools positive and prudent programme of RSHE, following annual consultation regarding the school's approach. However, we recognise parents have the right to withdraw their children from lessons specifically about RSE, after discussion with the headteacher.

### **Monitoring and Review**

This policy will be monitored annually by the RHSE, RSE and PHSE Co-ordinators and will be reviewed annually by the Governing Body. Parents will be consulted before any proposed changes.