Burman Infant School

RSHE POLICY

2025

BURMAN INFANT SCHOOL

POLICY FOR RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE)

Introduction

At Burman we value Personal, Social and Health Education (PSHE) as a key way to support children's development by providing them with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. It is our intent that all children understand and respect who they are, and are equipped for life and learning, preparing them for Junior School and beyond.

Within our whole-school PSHE Progamme we include the statutory Relationships and Health Education. The DfE document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2019) states that:

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools."

DfE Guidance p.8

The Role of Parents/Carers

Parents/carers are key people in:

- Teaching their children about sex and relationships
- Maintaining the culture and ethos of the family
- Helping their child cope with the emotional and physical aspects of growing up
- Preparing them for the challenges and responsibility that sexual maturity brings

We will work in partnership with parents/carers to:

- Talk with their children about feelings and relationships
- Teach about keeping healthy and safe
- Help their child learn the correct names of parts of the body

Delivering RSHE at Burman

To ensure progression and a spiral curriculum, we follow the Jigsaw approach to PSHE as our chosen teaching and learning programme and tailor it to our Burman children's needs. The mapping document 'Jigsaw 3-11 and statutory Relationships and Health Education', shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

How is Jigsaw PSHE organised in school?

Jigsaw covers all areas of PSHE including statutory Relationships and Health Education. Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptive teaching and differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introduction, generating a focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. The Puzzles relating to RSHE are:

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

These are taught across the school and the learning deepens and broadens every year.

Curriculum learning intentions:

Health Education

The 'Healthy Me' Puzzle covers:

- Being healthy
- Being relaxed
- Healthy choices (including healthy eating)
- Keeping clean and healthy
- Medicine safety
- Road safety
- Happy, healthy me

Whilst the Healthy Me Puzzle in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time and social skills are developed every lesson through the Connect us activity.

Relationships Education

The 'Relationships' Puzzle covers:

- Families and people who care for me
- Making friends (including dealing with conflict)
- Greetings
- Keeping safe and exploring physical contact
- People who help us
- Being my own best friend
- Trust and appreciation
- Celebrating my special relationships

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

At Burman this element of RSHE is taught in an age appropriate way and is covered in the 'Changing Me' Puzzle which is taught in the final Summer half term.

In Nursery and Reception The 'Changing Me' Puzzle covers:

- My body
- Respecting my body
- Growing up
- Growth and change
- Fun and fears

In Year 1 and Year 2 The 'Changing Me' Puzzle covers:

- Life cycles (humans and animals)
- Changing me
- My changing body (e.g. how my body has changed since I was a baby)
- Boys' and girls' bodies (including the parts of the body that make boys and girls different to each other and the correct names for these)
- Learning and growing
- Coping with changes

Parents' right to request their child be excused from Sex Education

Children learn the correct scientific vocabulary for the names of body parts through the science curriculum. In KS1 the objectives outside the science requirements are embedded in the PSHE curriculum. This includes the correct terminology for the body parts that make boys and girls different from each other. We do not expect parents to use these terms but have concluded that it is vital for children to learn the correct terminology in order to fulfil our Safeguarding duty. If children know and can use the correct language they are more likely be aware and kept safe from sexual abuse.

The DfE Guidance 2019 (p.17) states that, "Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education".

It is therefore our duty to inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach the correct terminology for girls' and boys' body parts in the Jigsaw Changing Me Puzzle:

Year 1: Lesson 4 (Boys' and Girls' Bodies)

Year 2: Lesson 4 (Boys' and Girls' Bodies)

We will inform parents of this right through the RSHE Information PowerPoint on the School Website. Parents wanting to exercise this right are invited to discuss this with the Headteacher.

Differentiation, Adaptive Teaching and SEND

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this, 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. To further help teachers meet the needs of children in their classes with special educational needs, each Puzzle includes a grid with suggested activities for children working at each of those levels.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; 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 circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding Policy is to be followed. Teachers should not promise confidentiality. If a child tells them something and the teacher believes they are at risk then the Designated Safeguarding Lead MUST be informed (or the Deputy Designated Safeguarding Lead in the DSL's absence), and action taken in the best interest of the child.

Assessment

The class teacher is responsible for assessing progress in PSHE.

Each Jigsaw Puzzle (except Puzzle 1) has a built-in assessment task, which will be used to inform teacher judgements for assessment. This task offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

In the Foundation Stage teachers must review the evidence gathered to make a judgement for the 'Personal, Social and Emotional Development' area of learning. In Nursery this will be judged against the Development Matters document, and in Reception against the Early Learning Goals.

The Attainment Descriptors

Please be aware that assessment descriptors for PSHE are designed to give guidance when considering each child's learning journey. They are ***not*** nationally-recognised. There are no national level descriptors for PSHE or RSHE.

The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual.

Monitoring and evaluation

The PSHE Subject Leader will monitor delivery of the programme and the puzzles relating to RSHE through observation 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 and teacher evaluation of the content and learning processes

- Staff meetings to review and share experience

The Learning Environment

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 enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy