



**Buckingham Park**  
Church of England Primary School  
Excellence, through God who strengthens us

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# School Policy Document

## PSHE Policy

**Date Adopted by Full Governing board:**

**Last reviewed on:**

[Click here to enter a date.](#)

**Next review due by:**

[Click here to enter a date.](#)

## 1. BACKGROUND

- 1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.
- 1.2. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.3. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below and permeate everything we do:

We are kind, helpful and polite  
We do our best  
We are honest  
We share  
We are peacemakers  
We forgive others  
We take care of everything, and everyone

### **Intent**

PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

What do schools have to teach in PSHE Education?

According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

From September 2020, primary schools in England also need to teach Relationships and Health Education as compulsory subjects and the Department for Education strongly recommends this should also include age-appropriate Sex Education.

Schools also have statutory responsibilities to safeguard their pupils (Keeping Children Safe in Education, DfE, 2019) and to uphold the Equality Act (2010).

The Jigsaw Programme supports all.

At Buckingham Park Primary the aim of our Personal, Social, Health and Economic Education (PSHE) sessions is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child, enabling them to become healthy, independent and responsible members of society. To help them understand how they are developing personally and socially, and tackle many of the moral, social and

cultural issues that are part of growing up. We aim to provide high quality PSHE education within the context of our Christian values.

At Buckingham Park CE School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. Here, at Buckingham Park CE School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. We have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. We also promote and practise mindfulness allowing children to advance their emotional awareness, concentration and focus. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community."

The aims of PSHE and relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Value, care for and respect their bodies

At Buckingham Park School, we value, nurture and celebrate the skills and talents of every child.

Our curriculum is aspirational, vibrant, engaging and inclusive. We strive to enable all children to do their best and optimise their potential through quality first teaching, careful planning- in line with developmental stage and interests of cohorts, removal of barriers in accessing the curriculum e.g., writing frames, visual prompts, adapted resources and alternative methods of recording.

The careful planning and learning opportunities are designed to reduce, and ultimately remove, gaps between disadvantaged and vulnerable learners and their peers. Our commitment to engaging, inspiring and equipping all learners is at the heart of our curriculum intent and fosters the implementation of our curriculum and the development of skills, in both academic and non-academic subjects equally, ensuring equality of opportunity and a broad and balanced provision- for all learners- in a holistic and personalised way.

Careful consideration is afforded to the broad and diverse offer interwoven throughout our curriculum to reflect our multi-cultural multi faith school community and so that quality, first-hand experiences are presented in a multitude of ways enabling full participation and maximum engagement. All educational

visits are risk assessed and planned, so that every child may access and enjoy these educational opportunities, capitalising on enriching and memorable experiences.

At Buckingham Park School we endeavour to instil a love of learning, for life.

### **Implementation**

At Buckingham Park CE Primary School we provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults. We include the statutory Relationships and Health Education within our whole-school PSHE Programme (Appendix 2). To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs.

### **Objectives/ Pupil learning intentions:**

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enables people 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
- 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 including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

<b><u>Term</u></b>	<b><u>Puzzle Name</u></b>	<b><u>Content</u></b>
Autumn 1	Being me in my world	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events

Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Sex and Relationship Education in the context of looking at change

*Please see Appendix 1 for more information showing an overview of Jigsaw's content by Puzzle (unit of work) and by year group.*

### **Jigsaw pieces**

Nursery/Reception (3-5)	Jigsaw Jenie
Year 1 (5-6)	Jigsaw Jack
Year 2 (6-7)	Jigsaw Jo
Year 3 (7-8)	Jigsaw Jino
Year 4 (8-9)	Jigsaw Jaz
Year 5 (9-10)	Jigsaw Jez
Year 6 (10-11)	Jigsaw Jem
Jerrie is used by all year groups to enable the children to stop, pause and think during the sessions	Jerrie Cat

### **Lesson Structure**

Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but children and their teacher can write their own to ensure mutual respect and ownership).

The lessons then split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression.

**Connect us** – This is a game or activity designed to be fun and inclusive and to build and maximise social skills. 'Connect us' engenders positive relationships and enhances collaborative learning. It sets the atmosphere at the beginning of each Jigsaw Piece and can be used again at the end should the teacher feel the atmosphere needs to be lifted after some deep work during the lesson.

**Calm me** – This section of the Piece helps children gain awareness of the activity in their minds, relaxing them and quietening their thoughts and emotions to a place of optimum learning capacity. This will also engender a peaceful atmosphere within the classroom. It is an invaluable life skill which also enhances reflection and spiritual development. This underpins the mindful approach advocated in Jigsaw

**Open my mind** – The Reticular Activating System of the brain filters the many stimuli entering the child's mind at any given time. It is designed only to allow in that which is significant. Therefore, it is important to engage this system with the most important aspects of learning intended for each Piece (lesson). If we do this well, it will enable children to filter out activity around them not significant to this learning intention, thereby improving concentration and learning.

**Tell me or show me** – This section of the Piece (lesson) is used to introduce new information, concepts and skills, using a range of teaching approaches and activities.

**Let me learn** – Following Piaget's learning model, after receiving new information/concepts, children need to manipulate, use, and play with that new information in order for it to make sense to them and for them to 'accommodate' it into their existing learning.

**Help me reflect** -Throughout Jigsaw, children are encouraged to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. They are also asked to stop and become aware of their thoughts and feelings in any given moment in Pause Points (brief pauses within the lesson where the children can have a couple of moments to just stop and be to consider whether what they are learning may be particularly meaningful to them).

**Closure** – Each Piece needs safe closure. This will always include the teacher praising the children for their effort, positive attitude and achievement, as well as giving one or two sentences to summarise the key learning points for the children.

### **How is Jigsaw PSHE organised in school?**

Jigsaw brings together PSHE education, spiritual development, social skills and emotional literacy in a comprehensive scheme of learning. Teaching strategies are varied and all learning styles are catered for. Jigsaw is designed as whole school approach, with all years groups working on the same theme (puzzle) at the same time. This means each puzzle can start with an introductory Worship, which allows a whole school focus for adults and children alike. At Buckingham Park it was decided that Friday afternoons would be a whole school time for Jigsaw lessons. The style and manner that the lessons are taught in allows for children to end the week by focusing on the PSHE skills.

There are six puzzles as you can see above in the table and they are designed to progress in sequence from the start of the academic year until the end. All puzzles have six lessons which all work towards an end product. Each lesson has two learning intentions, one is based on specific PSHE learning and the other is based on emotional literacy and social skills. Throughout the year some lessons have oral tasks and others have written tasks. The written tasks are a celebration of the children's understanding. Please refer to the marking and feedback policy for more information.

Prior to starting the lessons the adults delivering Jigsaw will endeavour to create an appropriate learning environment. This means establishing a safe, positive and open learning environment based on a trust relationship between all those present. To ensure that this is continuous for all sessions there is 'ground rules' that are to be agreed and reinforced prior to each piece. This is referred to as 'The Jigsaw Charter. The Jigsaw charter will need to be created as a group but should include aspects of some of the criteria below

- 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 and confidentiality

Below is the school Jigsaw charter that all classes will need to display and use. These will need to be discussed at the start of the year and children may need reminders before a session begins.



## **SRE – Key changes and Policy**

As a C of E school, the senior leadership team, governors and subject leads have looked closely at the Changing Me puzzle and have adapted and revised the piece to match our school ethos and Christian values. Below is the SRE policy which will clearly outline key points.

It is important to note that for all puzzle pieces staff are able to access the online portal for planning and all relevant materials. However for the Changing me Piece staff are only to access the folder on shared drive which is clearly labelled BP Changing me unit as the units have been edited and revised in line with the schools SRE policy.

## **Impact**

We continuously assess the implementation and impact of our PSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to achieve. Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. All children in KS1 and KS2 have a Jigsaw Journal that will follow them through their time at school. As well as being a record of their learning it will also be used as an assessment tool.

For the early years, some evidence of learning will be documented in Jigsaw floor-books. General comments about PSHE will be included in reports to parents.

## Monitoring and Evaluation

The PSHE subject leads will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes
- Monitoring of Jigsaw Journals
- Staff meetings and discussions to review and share ideas
- Pupil voice and staff evaluation forms will be sent/carried out yearly by subject leaders
- All children will be assessed at the end of each puzzle unit. Each child will be assessed at below, expected or above in each unit. If the children are above or below then a comment will needed to be added to the grid. This format has been saved on shared drive for all teaching staff to access in the Jigsaw folder.
- All children from KS1 upwards will have an individual journal that will need a minimum of 3 pieces of work recorded for each puzzle piece. All journals will need a front cover and a year group front page when the children move
- Subject leaders will check assessment trackers at the end of each term to identify any areas that year groups or the whole school may need to work on
- Nursery and Reception will have a class journal, documenting 3 pieces as well. This does not need to have work from every child in, just a fair selection.
- Parents and governors are given updates in the Head teacher's reports and school letters. Parents and governors have also been consulted about the content of the school's RSE curriculum. (Spring 2021).





## Appendix 1- Jigsaw Mapping

### Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Learning safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARTT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>



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# School Policy Document

## Relationships and Sex Education Policy

<b>Date Adopted by Full Governing board:</b>	01/03/2021
<b>Last reviewed on:</b>	01/03/2021
<b>Next review due by:</b>	01/03/2023

## 1. Aims and expectations

1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.

1.2. Buckingham Park Church of England Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same.

1.3. All school policies are therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and feel well prepared and educated for the next phase of their education.

1.4. The school has a set of values that are based on Jesus' Sermon on the Mount. These are a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. These values are displayed below:

We are kind, helpful and polite  
We do our best  
We are honest  
We share  
We are peacemakers  
We forgive others  
We take care of everything, and everyone

1.5. The school expects every member of the school community to behave in a considerate way towards others and by following these set of values.

## **2. Context**

2.1. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **3. PSHE**

3.1. At Buckingham Park School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

3.2. We do this through the Jigsaw Programme - this offers us a comprehensive, carefully thought-through 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 the school website and in the PSHE policy.

3.3. This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the

Ofsted Inspection Framework, as well as significantly contributing 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.

## **4. Definitions**

4.1. For the purpose of this policy, relationships and sex education is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. For the purpose of this policy, health education is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices

## **5. Statutory Relationships and Health Education**

5.1. "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. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools." *DfE Guidance p.8*

5.2. Here, at Buckingham Park School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

5.3. We include the statutory Relationships and Health Education within our whole-school PSHE Programme, although have separate policies to cover each of these.

5.4. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your 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.

## 6. Curriculum organisation and content

6.1. Our relationships, health and sex education curriculum has been organised in line with the statutory requirements outlined in the DfE statutory guidance. Schools are free to determine, within the statutory curriculum content outlined by the DfE, what pupils are taught during each year group. We have considered the age and development of pupils when deciding what will be taught, and have planned a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as pupils progress through school.

6.2. The tables below have been taken from the DfE statutory guidance document, and provide an overview of the required learning for relationships and health education throughout primary years (Yr R to Yr 6)

The guidance states that, by the end of primary school:

Relationships Education		
	Pupils should know...	How Jigsaw provides the solution

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• 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.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li><input type="checkbox"/> the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/></li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>



<p><b>Being safe</b></p>	<ul style="list-style-type: none"> <li>□ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>□ 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.</li> <li>□ that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>□ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>□ how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>□ 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.</li> <li>□ where to get advice e.g. family, school and/or other sources.</li> <li>□</li> <li>□</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
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Health Education		
	Pupils should know	How Jigsaw provides the solution
<p><b>Mental wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>□ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>□ the benefits of physical exercise, time outdoors, community participation, voluntary and servicebased activity on mental well-being and happiness.</li> <li>□ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>□ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>□ that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> </ul>	
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	<ul style="list-style-type: none"> <li>□ 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 well-being or ability to control their emotions (including issues arising online).</li> <li>□ 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.</li> </ul>	
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>□ that for most people the internet is an integral part of life and has many benefits.</li> <li>□ 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. how to consider the effect of their online actions on others and knowhow 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.</li> <li>□ 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.</li> <li>□ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>□ where and how to report concerns and get support with issues online.</li> <li>□</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>□ the characteristics and mental and physical benefits of an active lifestyle.</li> <li>□ the importance of building regular exercise into daily and weekly routines and how to achieve this; for</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>□ Healthy Me</li> </ul>
	<ul style="list-style-type: none"> <li>example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>□ the risks associated with an inactive lifestyle (including obesity).</li> <li>□ how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	

<b>Healthy eating</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals.</li> <li><input type="checkbox"/> 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 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.</li> <li><input type="checkbox"/> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li><input type="checkbox"/> about dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist.</li> <li><input type="checkbox"/> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li><input type="checkbox"/> the facts and science relating to immunisation and vaccination</li> <li><input type="checkbox"/></li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> how to make a clear and efficient call to emergency services if necessary.</li> <li><input type="checkbox"/> concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li><input type="checkbox"/> about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>

## 7. Online and social media

7.1. Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RSE should encourage pupils to think about what they want others to know and see about them – whether on or offline. Teachers should address the core issues of safety, privacy, peer influence and personal responsibility. Internet safety is included in the new computing curriculum, but doesn't cover the important relationship aspects, so it is vital to coordinate with colleagues responsible for the computing curriculum to ensure there is no unhelpful duplication or contradictory messages.

- 7.2. Staff will never guide children to independently research the answers to questions related to Sex and Relationships education, but rather guide them to other adults, or lessons, which may be able to support this.
- 7.3. 'Sexting' and other self-made images and messages of a sexual nature, raise particular issues of safety, privacy, peer influence and personal responsibility. 'Sexting' is a term used by adults, referring to sexual content and images sent by mobile phones. Specific work about 'sexting' should be addressed in RSE as soon as it is identified as a potential issue. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help.

## **8. Sex Education**

- 8.1. The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals. Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow.

## **9. Non-statutory Sex Education**

- 9.1. Buckingham Park wants to ensure that the children have the best education in all areas including sex education and have followed the government recommendations in our approach to teaching sex education.
- 9.2. To support teachers in delivering our sex education curriculum, the school uses an adapted version of the Jigsaw SRE programme of study. This consists of a half term of age appropriate lessons for each year group, starting in Nursery and ending in Year Six.
- 9.3. These lessons include topics such as health and self-care in Reception to puberty and reproduction in Year Six.
- 9.4. We feel that part of our duty in preparing children for the next phase of their education, involves accurate, direct and age-appropriate teaching of human sexuality, puberty and the reproductive process. We also believe in the opportunity for children to use the correct scientific terminology and vocabulary as they develop through the school.
- 9.5. It is important that this sensitive content is delivered in a confidential, secure and comfortable space for the children. We also believe that by including this in the weekly PSHE sessions the children experience, minimises the stigma and normalises this conversation.
- 9.6. All of our teaching staff are trained teachers and therefore we feel, are suitable qualified to teach these topics, and respond sensitively to issues that may arise.
- 9.7. At times, children's questioning may lead the topic of discussion away from the covered objective. Where this is age appropriate, staff may make decisions to answer these questions. If they do this, they will keep the answer simple and factual. If the topic is not suitable for the taught session, then staff will advise the children where

they could find the answer i.e. in later year group or by speaking to a parent/carer at home. Questions will be taken anonymously through a question box in the classroom to allow all children to access this.

9.8. An overview of the curriculum content for each year group is outlined below. This relates to the content of the 'Changing Me' section of our Jigsaw scheme of work, adapted to suit the needs of Buckingham Park School:

<b>Non-Statutory Sex Education</b>		
<b>Year Group</b>	<b>Lesson Objectives</b>	<b>Key Vocabulary</b>
<b>Nursery</b>	I can name parts of the body I understand that we all grow from babies to adults	Basic body parts (non-sexual) Grow, change, old, young
<b>Reception</b>	I can name parts of the body I understand that we all grow from babies to adults	Basic body parts (non-sexual) Grow, change, old, young
<b>Year One</b>	I can tell you some things about me that have changed and some things about me that have stayed the same know how my body has changed since I was a baby Boys' and Girls' Bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these.	Male, Female, Penis, Vagina
<b>Year Two</b>	I can tell you some things about me that have changed and some things about me that have stayed the same know how my body has changed since I was a baby Boys' and Girls' Bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these:	Male, Female, Vagina, Penis, Testicles, Vulva, Breasts
<b>Year Three</b>	Changing Me: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old Boys' and Girls' bodies: I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some of the parts of my body are private.	Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Breasts, Public, Private
<b>Year Four</b>	Babies: I understand that in animals and humans, lots of changes happen between conception and growing up and that it is usually the female who has the baby. I understand how babies grow and develop in the mother's uterus	Birth, Animals, Babies, Mother, Growing up, Uterus, Womb, Change, Puberty, Control, Puberty, Male, Female, Testicles, Sperm,

	<p>I understand what a baby needs to live and grow</p> <p>Body changes: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p>	<p>Penis, Ovaries, Egg, Ovum/ Ova, Womb/ Uterus, Vagina</p>
<b>Year Five</b>	<p>Unique Me: I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>Having a Baby: I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>Girls and Puberty: I can 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</p>	<p>Sperm, Egg/Ovum, Penis, Testicles, Vagina/Vulva, Womb/Uterus, Ovaries, Making love, Having sex, Sexual Intercourse, Fertilise, Conception, Puberty, Menstruation, Periods</p>
<b>Year Six</b>	<p>Puberty: I can explain how a girl's and a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>Conception: I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes, people need IVF to help them have a baby</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>Boyfriends and Girlfriends: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend.</p>	<p>Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina Oestrogen, Vulva, Womb/Uterus, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF)</p>

## 10. The right to be withdrawn

10.1. As per the DfE statutory guidance, parents and carers have the right to request that their child be withdrawn from all or part of the non-statutory sex education curriculum. N.B. this right to be withdrawn does not apply to relationships education or health education, which are statutory requirements and will be taught as per the DfE outlines.

10.2. Any requests to be withdrawn from non-statutory sex education must be made in writing to the Headteacher at the earliest opportunity. Any such request will automatically be granted, but the Headteacher will request to meet with the parent/carer to discuss their request, to ensure that their wishes are understood, and to clarify the nature and purpose of the curriculum; if appropriate, this discussion may also include a conversation with the pupil.

10.3. The Headteacher will also discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, possible social and emotional effects of being excluded. The Headteacher will keep a written record of the discussion, and will ensure that the pupil receives appropriate alternative education during the delivery of non-statutory sex education.

## **11. Sexual Orientation**

11.1. Buckingham Park recognise that within society there are a range of views with regard to homosexuality and homophobic, transphobic and biphobic (HTB) abuse. Regardless of this, prejudice, victimisation and the use of homosexual and HTB slang as a form of abuse are contrary to our schools' values and will be actively discouraged. Explicit and implicit homophobia in schools has a negative impact on the attendance and attainment of LGBT young people and schools will take a whole school approach to addressing prejudicial behaviour and attitudes that do not fit with our ethos of diversity and inclusivity.

11.2. Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. Our teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

## **12. Menstruation**

12.1. The onset of menstruation can be alarming for girls if they are not prepared. Research shows that about a third of girls are not told about periods by their parents and 10% receive no preparation at all before their first period. As with education about puberty our schools' programmes will include preparation for menstruation making adequate and sensitive arrangements to help girls cope with menstruation and with requests for sanitary products.

## **13. Morals and Morality**

13.1. Morals and morality are essential dimensions of sexuality and relationships. The programme will respect individual differences - inspired by cultural, religious, ethnic and family backgrounds - and it will endeavour to promote those values of respect and dignity for human life which are common to all faiths and societies.

## **14. Curriculum delivery**

14.1. The delivery of relationships, health and sex education coincide with one another and will be delivered by class teachers as part of the school's PSHE curriculum and, where relevant, the Science curriculum. Where objectives relate directly to online safety, these will also be delivered and/or reinforced during Computing and ICT lessons.

14.2. In each year group, appropriate resources, including diagrams, videos, books and games, will be used to assist learning, alongside discussion and practical activities.

14.3. At the discretion of the headteacher, pupils may, on occasion, be taught in gender-segregated groups, dependent upon the nature of the topic being delivered. For the most part, the information is nongender specific and therefore will be taught in the children's usual class groups to maintain consistency.

14.4. When planning lessons, the class teacher will establish what is appropriate for one-to-one and wholeclass settings, and plan their lessons accordingly. At all times, pupils will be encouraged to engage in discussion and ask questions, which will be answered sensitively, honestly and with due regard to the pupil's age and understanding.

## **15. Equality**

15.1. We understand our responsibilities in relation to the Equality Act 2010; specifically, that we must not unlawfully discriminate against any person because of their age, sex or sexual orientation, race, disability, or religion/belief. The teaching of our relationships, health and sex education curriculum reflects these requirements set out in law so that pupils understand what the law does and does not allow, and the wider legal implications of the topics that are being taught.

15.2. We will ensure that all teaching and materials are appropriate for the ages of the pupils, their developmental stages and any additional needs, such as SEND.

15.3. Curriculum plans will: provide appropriate challenge for pupils; be differentiated for pupils' needs; give an equal focus to boys and girls; support the reduction of stigma, particularly in relation to mental wellbeing; encourage openness through discussion activities and group work; challenge perceived views of protected characteristics through exploration of, and developing mutual respect for, those different to themselves. This may include discussion around same-sex relationships, the LGBTQ community and transgender.

## **16. Confidentiality**

16.1. Confidentiality within the classroom is an important component of relationships, health and sex education, and teachers will respect the confidentiality of their pupils as far as is possible.

16.2. They will, however, report any concerns or disclosures that indicate potential abuse to the Designated Safeguarding Lead as per the school's Safeguarding and Child Protection policy. Pupils will be informed of the school's responsibilities in terms of confidentiality and will be supported to understand what action may be taken regarding any concerns that they share.

## **17. Linked Documents**

17.1. Our RSE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)



- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

17.2. It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children:

Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019). The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study for PSHE.

## **18. Monitoring and review**

18.1. This policy will be monitored by the Headteacher and Local Governing Body.

18.2. This policy will be reviewed every two years. Policy review will take into account feedback from parents and carers, pupils and staff, as well as any changes to legal and statutory frameworks.



# Buckingham Park

## Church of England Primary School

### Our Vision

Excellence, through God who strengthens us.

*Based on Philippians 4*

*We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of our Local, Learning and Christian communities.*

### Our School Christian Values



Each of our Superheroes represents one of our School's Christian Values. Our Christian Values are at the heart of everything we do. We ask each member of our community to be a 'Superhero', working hard to demonstrate our values and to help others to do so too. Each is underpinned by stories or quotes from the bible.

<b>We are kind, helpful and polite</b>	A well-known example of kindness is given by Jesus in his story of the "good Samaritan", which is found in the book of Luke in the New Testament (chapter 10 verses 25-37). Kindness is also one of the 'fruits of the spirit' in Galatians Chapter 5.
<b>We do our best</b>	"Let everyone be sure to do his very best, for then he will have the personal satisfaction of work done well and won't need to compare himself with someone else." (Galatians 6 v 4).
<b>We are honest</b>	The ninth commandment given to Moses was, "Do not tell lies about others" (Exodus 20 v 16).
<b>We share</b>	"Make sure you don't take things for granted. Work for the common good and share what you have with others" (Hebrews 13 v 16).
<b>We are peacemakers</b>	"Blessed are the peacemakers, for they shall be called children of God". (Matthew 5 v 9).
<b>We forgive others</b>	Jesus asked us to forgive, 'seventy times seven' (Matthew 18:21). In other words, forgive and keep on forgiving without limit. Paul says: 'Be compassionate and kind to one another, forgiving each other, just as God forgave you.' (Ephesians 4:32).
<b>We take care of everything, and everyone</b>	In the Bible we find many stories of Jesus showing care for the sick and the downtrodden of society. Christians believe that their attitudes and actions must reflect the kindness, mercy and compassion of Jesus and the love of God for

## Our Aims

Our aims underpin our vision and values and focus on the three communities that we sit within and value as important to the work we do as a school. They also are represented in the three colours of our school logo. This also represents the trinity (Father, Son and Holy Spirit) and inclusivity and tolerance in the form of three characters holding hands. We believe that by following our school values and collaborating within our three communities we achieve our vision – providing the highest quality education for all, in partnership with parents and achieving excellence with the help of God who strengthens us.

We aim to:

Be a **learning community** where:

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, kind, enthusiastic, happy, engaged, courteous, and interdependent.
- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress from their own starting points.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

Be a **Christian community** where:

- Christian values are at the heart of school life. Honesty and forgiveness underpin all we do.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

Be a **local community** where:

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- We share our school and form effective partnerships with other community organisations which have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning.

