



LaceyField Louth

The Home of Eastfield Infants' and Nursery Academy
and Lacey Gardens Junior Academy



RSHE Policy

Academy Name	LaceyField Eastfield Infants' and Nursery Academy and Lacey Gardens Junior Academy
Author / Lead	Emma Lawton
Approval date	September 2024
Approved by	Emma Lawton (Executive Principal)
Date last reviewed	September 2024
Review interval (years)	Annually
Review date	September 2025



LaceyField is committed to safeguarding and promoting the mental health and wellbeing of all children, staff and their families. LaceyField expects all staff and volunteers to share this whole academy commitment.

Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy:

Charlotte Briggs – Executive Vice Principal for Inclusion and Wellbeing, LaceyField Louth

Designated Safeguarding Leads:

- Emma Lawton – Executive Principal, LaceyField
- Charlotte York – Executive Vice Principal
- Karen Sheeran – SENCO (Lacey Gardens)
- Sarah Robertson – SENCO (Eastfield)

Subject Leaders:

- Laura Belton – Subject Lead (Eastfield)
- Kate Williams – Subject Lead (Lacey Gardens)

Name of Governor with lead responsibility:

- Alfie Fuller

Date written: September 2022

Data reviewed: September 2024

Data agreed and ratified by Governing Body:

Date of next review: September 2025

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures.

LaceyField – the home of Eastfield Infants' and Nursery Academy and Lacey Gardens Junior Academy - is part of WellSpring Academy Trust.

Our curriculum and provision for education is based on current research in educational neuroscience, expert pedagogy and psychology for learning. We believe in an ethical education in which children make good choices because they know they are morally right, not for reward or to avoid punishment.



We are striving to be a restorative school. Our Care Team works relentlessly to ensure that our most vulnerable children are included in every aspect of school life. We work with the community and families because we know that it takes a village to raise the next generation to be the best they can be.

Education at Laceyfield isn't just about being brilliant now, it is to enable our staff and young people to be brilliant throughout their lives.

Our Why

At our academies, we are committed to the education and safeguarding of the children in our care. We know that children need to be happy and feel safe in order to be effective learners. We pride ourselves on our positive approach to learning and achievement. We believe in a growth mindset. This starts with our high-quality curriculum and is enhanced by our incredible enrichment opportunities that allow all of our children to discover their talents.

Aims of the Policy

This policy aims to:

- set out how LaceyField intends to equip children with knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- explain the schemes of work used at LaceyField to support the teaching and learning of RSHE.
- outline who is responsible for developing RSHE at LaceyField; including the monitoring and evaluation of the curriculum.
- explain what is taught as part of health education.
- explain the right to withdraw (from sex education).

What is RSHE?

RSHE is relationships, sex and health education and forms part of the PSHE curriculum, which became statutory from September 2020 and is now part of the basic school curriculum (DfE, 2020). All primary schools are required to teach the relationships and health elements of the curriculum. Sex education at primary is not statutory. "Sex Education is not compulsory in primary schools" although, "the Department continues to recommend...that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils" DfE Guidance p.23 At LaceyField, we believe that knowledge empowers and protects children as long as it is age-appropriate and therefore teach sex education beyond what is required of the science curriculum. At secondary school, sex education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they begin secondary school. More information on the science curriculum can be found via the link below:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Links with other school policies and practices

This policy links with a number of other school policies, practices and action plans including:

- Behaviour for Learning and Life Policy



- Curriculum Policies (such as PSHE)
- E-Safety Policy
- Child Protection and Safeguarding Policy

Links to Legislation

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Human Rights Act 1998
- Keeping Children Safe in Education, 2017
- Working Together to Safeguard Children, 2017

What will my child learn in RSHE?

At LaceyField, we focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the start of their LaceyField journey, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. This is further supporting by teaching our children through our ‘bee-haviours for learning and life’

- Be Brave
- Be Kind
- Be In Charge of Me
- Be Curious
- Be On The Team
- Be Grateful

Here, at LaceyField 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 include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE 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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.



What do we teach when and who teaches it?

Whole-school approach

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.

Term	Puzzle (unit) content
Autumn 1	Being in my world: Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw charter established
Autumn 2	Celebrating difference: Includes ant-bullying (cyber and homophobic bullying included) and understanding.
Spring 1	Dreams and Goals: Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me: Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships: Includes understanding friendship, family and other relationships, conflict resolution and communications skills, bereavement and loss.
Summer 2	Changing me: Includes relationships and sex education in the context of coping positively with change

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The expected outcomes for each of these elements can be found further on in this policy. The way



the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that 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 helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) 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, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

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.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

At LaceyField Academy, we believe children should understand the facts about human reproduction before they leave primary school and therefore teach sex education beyond what is required of the science curriculum.

We define Sex Education as understanding human reproduction.

We intend to teach this as part of PSHE and through the compulsory Science curriculum.



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

"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" DfE Guidance p.17

At LaceyField Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

How we monitor, evaluate and review the RSHE curriculum:

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

- The subject leads (Laura Belton and Kate Williams) monitor and review the RSHE policy and delivery on a regular basis by: reviewing the quality of learning through 'book looks', speaking with pupils about their learning in RSHE and informal 'drop-ins' to lesson to observe the teaching and learning.
- LaceyField staff continually promote positive relationships and behaviours through our bee-haviours for learning and life.
- Seek to learn from good RSHE practice elsewhere, both within Wellspring Academy Trust and wider educational networks.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".



At LaceyField Academy we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

If you have any further questions about the RSHE curriculum coverage, please do not hesitate to get in touch with us directly at the academy:

infants@laceyfieldlouth.co.uk

juniors@laceyfieldlouth.co.uk