



**PSHE (Personal, Social, Health and Education) Policy
(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)**

This policy was approved by the Local Governing Body on:-	June 2023
The policy owner is:	PSHE coordinator
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	June 2025
Policy Version:	V1.1
Signed by the Chair of the Local Governing Body:-	A Goodson



This policy covers our school's approach to the teaching of Sex and Relationships education through the PSHE and Science curricula. It was produced by the PSHE Leader through consultation with members of staff and parents.

PARENTS

This policy will be available to parents through the school website. It is summarised in the school's prospectus and paper copies are available in school.

OVERALL AIMS & OBJECTIVES

The overall aims of the Firside curriculum, of which Sex and Relationship Education forms a part, is to enable our pupils to develop the skills and knowledge they need to become the best they can be; living confident, fulfilled and happy lives with a life-long interest in learning and making positive contributions to the communities in which they live.

RATIONALE & CONTEXT

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

PSHE

At Firside Junior School, we teach Personal, Social, and 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.

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, and Cultural) development opportunities provided for our children.

STATUTORY RELATIONSHIPS AND HEALTH EDUCATION

"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

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Firside Junior 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 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 WE TEACH AND WHO TEACHES IT

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 Me 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 anti-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 communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Firside Junior School we allocate a lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

RELATIONSHIPS EDUCATION

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

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)

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

Our school believes that a successful RSE programme, delivered as an integral part of a spiral PSHE curriculum, will help and support our pupils through their physical, emotional and moral development. We intend to equip our children to:

- Approach puberty confidently
- Respect themselves and others
- Recognise and foster positive relationships
- Make informed decisions about their own health and well-being
- Move with confidence through adolescence and into adulthood
- Live safe, fulfilled and happy lives

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 our school, 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):

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

The school will inform parents of this right by letter during the Spring Term before the Changing Me Puzzle is taught.

In Year 6, in order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum with you and invite you to contact the school office with any queries.

SCHOOL VALUES

Our RSE policy promotes the values that underpin our school ethos, namely:

- Respect for oneself
- Respect for others
- Responsibility for own actions

- Responsibility for one's family, friends, school and wider community

INVOLVEMENT OF PARENTS & CARERS

The collaboration of school and parents is essential to the success of the RSE programme.

Parents are always contacted in the half-term before the RSE lessons are delivered. They are provided with a list of the subjects covered, making it clear which are statutory, and a reminder of their right to withdraw their child from lessons covering non-statutory content.

SUPPORTING CHILDREN WITHDRAWN FROM THE PROGRAMME

If a parent requests that their child be removed from 'sex education' (Years 3-5), the school will provide support by discussing with parents their reasons for withdrawing their child from the lessons, then providing work suitable for the child to complete in another classroom.

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 our school, 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?' (Appendix one)

EQUAL OPPORTUNITIES

The school is committed to the provision of RSE to all of its pupils. The programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. However, the priority is always to provide children with the learning they need to stay safe, healthy and understand their rights as individuals.

Teaching is respectful of how children might choose to identify themselves, understanding, depending on their age and maturity, that sexual orientation and gender identity might be 'emerging'.

The teaching of sex and relationships education is kept under continuous review so that it evolves and adapts as the school population changes.

Additional support from SEN staff is offered to children who need it.

ORGANISATION & RESOURCES

RSE is an integral part of a spiral PSHE curriculum. The values that support its delivery are embedded in all areas of the curriculum.

RSE is delivered by class teachers in mixed gender groups. However, in Year 6, it is deemed more appropriate for some question sessions to be covered in single sex groups. Active learning methods which involve children's full participation are used.

LINKS TO OTHER POLICIES

This policy should be read alongside the following policies:

- Safeguarding
- ICT/Computing
- Bullying

SPECIFIC ISSUES WITHIN RSE

Children's Questions

Children are encouraged to ask questions and they are answered according to the age and maturity of the pupil concerned. Answering a question that needs some consideration can be deferred if necessary. There are always opportunities for children to ask questions anonymously and discretely with the use of, for example, Question or Worry Boxes in classrooms. The school trusts individual teachers to use their skill and discretion in this area and refer to the Dedicated Safeguarding Lead if they are concerned.

Sexual Language

Correct biological terminology is used whilst acknowledging more familiar, slang names known by the children. In these situations, it should be made clear to the group that the vocabulary is being used within the context of this particular lesson and that this does not sanction its use in other lessons.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Dedicated Safeguarding Lead.

Child Protection

The school has a separate Safeguarding Policy. Effective RSE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Whilst the personal views of staff are respected, all RSE issues are taught without bias. Clear, scientific information is presented where appropriate, but elsewhere, a variety of perspectives and beliefs are put forward in order to encourage children to form their own views and develop respect for views that differ from their own.

Sexual Identity and Sexual Orientation

The school believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying and the use of homophobic language is always addressed.

ICT

Links are made with the ICT/Computing curriculum. It is important that children throughout the Key Stage recognise the ways in which they could put themselves at risk through the use of technology. These can include risks to their emotional and physical wellbeing and safety and their personal reputation. It is important to explore the risks and the law as it pertains to the sharing and downloading of images and information. In addition, children need to understand how to share images and information safely and how to make safe use of social networking.

Monitoring and Review

The Local Governing Body will review this policy every 3 years and assess its effectiveness and implementation. Any deficiencies identified shall be corrected and used to inform review of the policy, which will be promoted and implemented throughout the Academy.

The PSHE coordinator will report on the effectiveness of the policy to the Local Governing Body as and when guidelines or best practices have materially changed or at a frequency requested by the LGB.