

PSHE Policy (including Relationships Education, Sex Education and Health Education)

DUKE OF NORFOLK CE PRIMARY SCHOOL



Approved by:	Full Governing Body	Date: July 2023
--------------	---------------------	-----------------

Last reviewed on:	July 2023
-------------------	-----------

Next review due by:	July 2026
---------------------	-----------

Contents

1. PSHE Curriculum Intent	3
1.1 Aims of this Policy	3
1.2. A.S.K and Our PSHE Curriculum.....	3
1.3. Intent of Our PSHE Curriculum	3
1.4. PSHE Curriculum Organisation.....	4
2. PSHE Implementation	5
2.1. Planning.....	5
2.2. Resources.....	5
2.3. Teaching and Learning.....	5
2.4. Inclusion	7
2.5. Assessment and Recording.....	7
2.6. Roles and Responsibilities	8
3. Impact	9
3.1 Expectations	9
3.2 Monitoring and Evaluation	9
3.3 Methods of Monitoring	9
3.4 Purpose of Monitoring	9
3.5 Recording and Reporting Monitoring	10
4. Relationship and Sex Education (Relationships, Sex and Health Education)	10
4.1. Definition of Relationships, Sex and Health Education (RSHE)	10
4.2. Compulsory aspects of Relationships, Sex and Health Education.	10
4.3. The role of the Senior Leadership Team and Governing body	12
4.4. Monitoring and Review	12
4.5. Equalities	12
4.7. Withdrawal from lessons	14
4.8. Working with Parents and Carers	14
4.10. Jigsaw’s Health Education Content	15
5. Policy Review	16

1. PSHE Curriculum Intent

1.1 Aims of this Policy

This document reflects the Duke of Norfolk Primary School's values and philosophy in relation to the teaching and learning of PSHE. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Overview of Units and the Vocabulary Map for PSHE.

We follow the Jigsaw PSHE Programme and are confident that it covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Should changes to these curriculum areas occur in the future, Jigsaw will provide our school with materials to ensure all statutory duties are fulfilled.

This Jigsaw PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013 and ([Keeping Children Safe in Education, 2022](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised 2018). It also 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 meets all the outcomes in the PSHE Association Programmes of Study, 2020.

1.2. A.S.K and Our PSHE Curriculum

SMSC Statement

At the Duke of Norfolk CE Primary School, we recognise that the personal development of pupils spiritually, morally, socially, and culturally, plays a significant part in their ability to learn and achieve. As stated under section 78 of the Education Act 2002 and the Academies Act 2010 our 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 opportunities, responsibilities and experiences of later life. We therefore aim to provide opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures. We use the acronym **A.S.K (Attitude, Knowledge and Spirit)**. The Attitude strand of this acronym is taught through our PSHE curriculum.

1.3. Intent of Our PSHE Curriculum

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils 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

1.4. PSHE Curriculum Organisation

How the PSHE curriculum is organised:

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six ‘Puzzles’ in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an ‘end product’, for example, ‘The School Learning Charter’ or ‘The Garden of Dreams and Goals’.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance but enhanced to address children’s needs today); and one is based on emotional literacy and social skills development to enhance children’s emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children’s development. This is mapped on each Piece and balanced across each year group.

- > The curriculum for PSHE is specifically designed for children from EYFS to Year 6 to build on prior knowledge and skills, and although working on a two-year cycle is split into phases to ensure that the progression remains.
- > Curriculum mapping for PSHE is split into 6 strands ‘Puzzles’. These stands are:

Term	Puzzle name	Content
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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and offline)
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 and managing change

2. PSHE Implementation

2.1. Planning

Planning for each unit of work is through the Jigsaw scheme of work. This planning format has six clear sections to each lesson: Jigsaw Charter, Connect Us, Calm Me, Open my Mind, Tell Me or Show Me, and Help me Reflect. This planning format is used in conjunction with the Jigsaw assessment documents which show clear progression of the children's learning from self to community to being a global citizen. Teachers differentiate planning for their own class to ensure all pupils can access the learning and all pupils are being supported, stretched, and challenged.

- > Planning is shared across the phase to that children access the same learning, and teachers share the planning workload.
- > Planning is stored on the shared server for easy access and monitoring.

2.2. Resources

- > Resources, including PowerPoints and songs, for the lessons are stored on the staff server.
- > Teachers have access to the Jigsaw portal where resources can also be found.
- > We have a range of textbooks to support lessons available in classrooms and the school libraries.
- > All classes have a chime, Jigsaw Jerry Cat and A Plush Jigsaw piece to be used as talking points.
- > Whole class sets of laptops and iPads are available for the children to use to carry out independent research if required.
- > External contributors from the community, e.g., health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme. Members of the clergy or church groups may also be called upon to contribute. Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.
- > The subject leader is responsible for conducting an audit of resources and ordering any further resources requested by staff.

2.3. Teaching and Learning

Teachers use a variety of teaching and learning styles in PSHE lessons. Our principal aim is to develop the children's knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We do this by using a variety of teaching and learning styles in our PSHE lessons. We believe in whole-class teaching methods.

2.3.1 The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

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

2.3.2 Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

2.3.3 Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSHE-related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Our school believes that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

2.4. Inclusion

Teachers set high expectations in PSHE for all pupils. They will use appropriate assessment to set ambitious targets for all, based on our curriculum maps, and plan challenging work for all groups, including:

- > Able pupils
- > Pupils with low prior attainment
- > Pupils from disadvantaged backgrounds
- > Pupils with SEND
- > Pupils with English as an additional language (EAL)

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. If any changes are implemented nationally as a result of the Rochford Review Jigsaw will make the necessary amendments and offer this free update to all its schools.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study PSHE, wherever possible, and ensure that there are no barriers to every pupil achieving.

Where there are physical/accessibility barriers, appropriate adaptations will be made to ensure children can access the learning at the appropriate level.

Teachers will seek advice and support from the SENDCo when necessary.

Teachers will also take account of the needs of pupils whose first language is not English. PSHE lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part and achieve.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

2.5. Assessment and Recording

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals.

Each Puzzle (unit of work) has a set of three level descriptors for each year group:

- > Working towards
- > Working at
- > Working beyond

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is a Pupil Tracking Grid. This sheet has the three attainment descriptors for each Puzzle. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

Attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally recognised. There are no national level descriptors for PSHE.

End of year attainment will be recorded on Insight, our electronic tracking grid.

2.6. Roles and Responsibilities

2.6.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- > A robust framework is in place for setting curriculum priorities and aspirational targets for PSHE
- > Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- > The school is complying with its funding agreement and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- > Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN) in PSHE
- > The school implements the relevant statutory assessment arrangements
- > It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

2.6.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- > All required elements of PSHE, including those aspects which school chooses to offer, have aims and objectives which reflect the aims of the school and indicates how the needs of individual pupils will be met
- > The amount of time provided for teaching PSHE is adequate and is reviewed by the governing board
- > Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of PSHE
- > They manage requests to withdraw children from PSHE, where appropriate
- > The school's procedures for assessment of PSHE meet all legal requirements
- > Proper provision is in place for pupils with different abilities and needs, including children with SEN

2.6.3 PSHE Lead for PSHE

The PSHE leader will:

- > Be the advocate for PSHE in school
- > Provide advice or guidance to staff, when necessary
- > Keep abreast of local and national developments in PSHE and disseminate relevant information to staff
- > Provide or source appropriate CPD to all staff, or targeted groups/individuals, as required
- > Set a timetable of monitoring and evaluation (see Monitoring) to monitor effectiveness of PSHE and use to inform action planning and PSHE development
- > Report findings of monitoring to SLT and Governors regularly
- > Feedback monitoring to staff in a timely and professional manner
- > Monitor to appropriate storage and responsible use of stock

- > Co-ordinate any display of PSHE work.
- > Ensure the PSHE leader file is kept current
- > Collect a portfolio of children's work, including photographs of, and examples of pupils' work

2.6.4 Teaching and Learning Staff

Teaching and learning staff will:

- > Ensure that the PSHE curriculum is implemented in accordance with this policy
- > Engage actively with professional development and feedback in PSHE in order to improve teaching and learning

3. Impact

3.1 Expectations

The expectations of all year groups can be found on the PSHE skills ladder.

3.2 Monitoring and Evaluation

The PSHE leader will create an annual timetable of monitoring and share it with SLT at the start of the academic year. This will include the planned methods of monitoring, the suggested dates, and the focus of monitoring, which may be informed by the School Improvement Plan, or the PSHE action plan.

3.3 Methods of Monitoring

Methods of monitoring PSHE may include:

- > Lesson observations (to be agreed as part of the formal Performance Management process) or informal learning walks
- > Interviews or questionnaires with children
- > Interviews or questionnaires with staff/parents
- > Looking at books or recorded work

3.4 Purpose of Monitoring

The purpose of monitoring is so that PSHE leaders, SLT and Governors can answer the following questions:

- > What are the standards in PSHE across the school?
- > Does the PSHE curriculum meet our statutory requirements?
- > Does the PSHE curriculum keep up-to-date with local and national changes?
- > Is the PSHE curriculum effectively organised and applied for our context?
- > Is the PSHE curriculum being implemented effectively and in line with this policy?
- > Where is there evidence of high-quality teaching and learning? What is enabling this?
- > Where is there evidence of inconsistent quality in teaching and learning? What is the barrier?
- > Do we have sufficient resources to implement PSHE effectively?
- > What is the current picture in PSHE? What enhances provision? What are the barriers?

- > What are the development priorities for PSHE?
- > Is assessment in PSHE effective? How do we know?
- > What are the priorities for staff development?
- > Are resources being effectively and responsibly managed?

3.5 Recording and Reporting Monitoring

PSHE leaders may report findings in their monitoring in the following ways:

- > Feedback meetings with SLT
- > Written report on agreed monitoring proforma
- > Written feedback to teaching staff
- > Collated data from surveys/questionnaires
- > Newsletters to children/parents
- > Updated action plans with impact evidence

Governors monitor coverage of PSHE and compliance with other statutory requirements through:

- > Meetings with PSHE link governor (1-2 times per year)
- > Written report/Presentation to governors – annually

4. Relationship and Sex Education (Relationships, Sex and Health Education)

4.1. Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education was made compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014). Independent schools may find the DfE guidance on Relationships Education, Sex Education and Health Education useful in planning and age-appropriate curriculum.

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. The policy should be made available to parents/carers on request and also available on the school's website. It is the school governors' responsibility to ensure that the school leadership develop and implement the policy effectively.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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." (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

4.2. Compulsory aspects of Relationships, Sex and Health Education.

End-of-primary expectations and curriculum content is detailed in [Statutory guidance: Relationships and sex education \(RSE\) and health education](#) (2021). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Our school delivers this as part of a whole programme of PSHE, through Jigsaw, and so are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- > ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- > Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- > Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).
- > When any school provides RSE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).
- > It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2022](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2020\)](#) which includes a section for schools.

RSHE has clear links with other policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

> Anti-Bullying Policy: The Church of England document “Valuing all God’s Children”, 2019, states:
“Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.”

- > Behaviour Policy
- > Anti-Bullying Policy
- > Confidential Reporting Policy
- > Equal Opportunities Policy
- > Health and Safety Policy
- > ICT Policy and Acceptable Use Policy
- > Inclusion Policy

- > RE Policy
- > Safeguarding/Child Protection Policy
- > Special Educational Needs Policy

4.3. The role of the Senior Leadership Team and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing body should also make sure that:

- > all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- > RSHE is well led, effectively managed and well planned;
- > the quality of RSHE provision is subject to regular and effective self-evaluation;
- > teaching is delivered in ways that are accessible to all pupils with SEND;
- > clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- > the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher/PSHE lead liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

4.4. Monitoring and Review

The governing body monitors the RSE policy on an annual basis. The governing body gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in our school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RHSE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website or provide electronic copies of materials to parents and carers at home.

4.5. Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

The Church of England Document “Valuing all God’s Children”, 2019 states:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

4.6. Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g., personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others’ perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby’s needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

- 8-9 Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
- 9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
- 10-11 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

4.7. Withdrawal from lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or PSHE Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. If a pupil is withdrawn from sex education, the child will still be provided with an appropriate, purposeful education during their period of withdrawal. Parents and carers cannot withdraw from any aspect of Relationships Education and (also in maintained schools) Health Education lessons covering the changing adolescent body (puberty).

4.8. Working with Parents and Carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Parents should also be aware that the Church of England states in “Valuing All God’s Children”, 2019, that RSE should: *“Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account, and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.”* (Page 34)

4.9. Girls’ Understanding of Sanitary Products and Disposal in School

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and therefore ensures that girls have access to free appropriate sanitary products during school time.

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others’ health and well-being.

Moral and Values Framework

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- > Respect for self
- > Respect for others
- > Responsibility for their own actions
- > Responsibility for their family, friends, schools and wider community

4.10. Jigsaw’s Health Education Content

The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving

Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and offline; respect for myself and others healthy and safe choices; body changes at puberty.

8-9 What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.

9-10 Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti- social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

10-11 Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

5. Policy Review

This policy was written by Kellie Wilson (DHT) and Samantha Maltby (PSHE leader) in July 2023.

This policy will be reviewed by the subject coordinator every three years, unless required sooner, and then ratified by the governing body.