



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

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<b>Context</b>
<p>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:</p> <ul style="list-style-type: none"> <li>• Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and</li> <li>• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</li> </ul>
<b>PSHE</b>
<p>At Shenley Primary 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.</p> <p>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. The overview of the programme can be seen on the school website.</p> <p>This also supports the "Personal Development" and "Behaviour and Attitudes" 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.</p>
<b>Statutory Relationships and Health Education</b>
<p>Here at Shenley Primary 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.</p> <p>We include the statutory Relationships and Health Education within our whole-school PSHE Programme.</p> <p>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.</p> <p>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.</p> <p>Our PSHE policy is informed by existing DfE guidance – please refer to the Appendix section 1.1</p>

## **Teaching**

### **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 where these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Shenley Primary School, we have a PSHE session each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education
<p><b><i>What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?</i></b></p> <p>Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.</p> <p>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.</p> <p>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.</p>

Health Education
<p><b><i>What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?</i></b></p> <p>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’.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.</p>
Sex Education
<p>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)</p> <p>Schools are to determine the content of sex education at primary school. 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’.</p> <p>At Shenley Primary School, we believe children should understand the facts about human reproduction before they leave primary school, so we define Sex Education as understanding human reproduction. We intend to teach this as part of our PSHE programme.</p>

#### **Parents/Carers:**

At Shenley Primary 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) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by newsletter in the Spring Term before the Changing Me Puzzle as well as on the relevant Class Pages in advance of the unit.

“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

### **The Governors:**

The Learning and Achievement Committee (L&A) of the Governing Board monitors this policy on an annual basis. This committee reports its findings and recommendations to the Full Governing Board, as necessary, if the policy needs modification. The L&A 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.

### **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 Shenley Primary 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.

### **Policy Review**

This policy is reviewed annually.

### **Appendix 1.1**

- [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).