



**Woodland Primary School**  
**'Together We Thrive'**

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

Evidence of intentions and practice - for the information of  
staff, governors, parents, MAT, OFSTED and DfE

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**Approved by:**  
Local Governing Body

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Summer 2025



## WOODLAND PRIMARY SCHOOL

### PSHE Policy

**including Relationships and Health Education (statutory from September 2020) and school position on Sex Education.**

#### 1 Context

- 1.1 All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
  - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- 1.2 At Woodland Primary, we use Jigsaw, the mindful approach to PSHE, from FS2 through to Year 6. It is an integrated scheme of learning, for Personal, Social, Health Education, with emphasis on emotional literacy, mental health, SMSC and spiritual development. Jigsaw is a unique, spiral, progressive and effective PSHE scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.
- 1.3 Curriculum Intent from PSHCE and Jigsaw: a progression in the knowledge and understanding.
- 1.4 The Jigsaw Programme offers pupils a comprehensive, carefully thought-through Scheme of Work, which brings consistency, and progression to our children's learning in this vital curriculum area.
- 1.5 This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

*"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*

- 1.6 Here, at Woodland 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. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.
- 1.7 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 our 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.
- 1.8 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.
- 1.9 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).
- 1.10 The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## **2 Curriculum**

### **2.1 Learning Themes**

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 units and these are taught across the school; the learning deepens and broadens every year.

<b>Term</b>	<b>Unit</b>	<b>Content</b>
<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

## **2.2 Relationships Education**

Relationships Education at Woodland will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

It is important to explain that whilst the Relationships 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 unit, which 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.

## **2.3 Health Education**

Health Education at Woodland 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.

It is important to explain that whilst the Healthy Me 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.

**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 unit.**

## **2.4 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’.*

At Woodland Primary school, we strongly believe all children should participate in a programme of sex education before they leave primary school. We define sex education as understanding human reproduction.

We believe that all children at Woodland should have access to a sex education programme to enable them to:

- Be safe
- Be provided with the correct scientific terminology and information and taught how to use it in the right context
- Make responsible, informed and healthy choices about their lives now and in the future
- Be respectful of themselves and others to enable them to move confidently through childhood, adolescence into adulthood
- Have the understanding to develop and maintain positive and healthy relationships

At Woodland we intend to teach sex education as part of the PSHE (Jigsaw) curriculum.

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ unit.

Our definition of sex education as human reproduction means that it will only be taught as part of the following PSHE (Jigsaw) lessons in the Changing Me unit:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception to birth)

All other lessons within the Changing Me units across the year groups are mandatory as part of Relationships and Health Education. There is no right of parental withdrawal for relationships and health education.

## **3 Right to withdraw from Sex Education**

- 3.1 *“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*

- 3.2 Woodland Primary School strongly believe that all children should have access to our sex education programme as outlined above. All parents will be notified prior to the Changing Me unit being taught (second half of summer term) in the termly curriculum newsletter. The school will inform parents/carers in year groups containing Sex Education lessons (Year 4, 5 and 6) by specific letter, which will explain when the lessons will be taught and outlines the parental right of withdrawal.
- 3.3 If a parent/carer wishes to withdraw their child from Sex Education lessons then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child's education.
- 3.4 Upon receiving a letter requesting a child be withdrawn, school will make arrangements to discuss this further with parents/carers in relation to the school recommendations for children taking part wherever possible. Copies of the letter and a log of the discussion will be recorded on CPOMS.

#### **4 Consultation with parents**

- 4.1 Resources used to teach the relationship and health education aspects of PHSE (Jigsaw) can be seen by parents/carers in school by making a request to the PHSE Lead (Miss H. Kirk).
- 4.2 Resources used to teach the sex education aspects of PSHE (Jigsaw) can be seen by parents/cares in school by making a request to the designated teacher for Sex Education (Miss H. Kirk).
- 4.3 Sex education letters to parents/carers of children in Year 4, 5 and 6 will include an invitation for parents/carer to come into school to discuss the content of the lessons and view the resources to be used if they wish.

#### **5 SEND**

- 5.1 In line with quality first teaching for SEND pupils in the classroom resources will be adapted as appropriate to address the learning needs of children in order for them to have full access to the contents of the PSHE (Jigsaw) curriculum.
- 5.2 In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the PSHE (Jigsaw) curriculum. In some cases, the SENCo and parents/carers may wish to work in partnership with the class teacher to tailor the curriculum for individual pupils.

#### **6 Equality**

- 6.1 *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...”*

- 6.2 LGBT content is integrated fully into the PHSE (Jigsaw) programme of study. It is not specifically taught as stand-alone lessons within units. All pupils will be taught LGBT content in an age appropriate manner at a timely point in the curriculum.
- 6.3 At Woodland Primary school we promote respect for all and value every individual child. However we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise. Should any content within the PHSE (Jigsaw) curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.
- 6.4 If the concern is particularly around the content associated with LGBT relationships then the following Jigsaw document can be provided to parents and carers: ‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’ (see Appendix 1).

## **7 Monitoring and Review**

- 7.1 The Local Governing Body (LGB) monitors this policy on an annual basis. The LGB will give serious consideration to any comments from parents about the PSHE (Jigsaw) programme, and makes a record of all such comments. Governors will be provided with the opportunity to scrutinise and teaching materials to ensure they are in accordance with the school’s ethos.

## **8 Other Relevant Policies**

- 8.1 The PSHE Policy should be read in conjunction with the following HET and Woodland Primary School policies:
- Safeguarding (HET/Woodland)
  - Well-Being
  - Behaviour
  - Anti-Bullying
  - SEND (HET/Woodland)
  - Equality and Diversity (HET)