



## ALSTON MOOR FEDERATION

**PRIMARY PSHE** (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from

September 2020, and our position on Sex Education )

<b>Version Control</b>	
Owned by:	<i>Deputy Headteacher</i>
Reviewed by:	<i>FGB</i>
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**DRAFT**  
**BE**

**To**

**RATIFIED FGB Meeting**  
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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,
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## **PSHE**

At Alston Primary School and Nenthead Primary School, we use a whole-school approach to teach Personal, Social and Health Education because we believe that this supports children on a personal level, but also as a school-wide community. We believe that our approach supports and promotes the children's development of the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about relationships to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up.

## **JIGSAW**

In order to deliver our PSHE curriculum, we follow a programme called 'Jigsaw' which provides a comprehensive, carefully thought-through 'Scheme of Work' which brings consistency and progression to our children's learning in this subject. The overview of the programme can be seen on the school website. This programme meets the 'Personal Development' and 'Behaviour and Attitude' aspects required by the Ofsted Inspection Framework, in addition to 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.

## **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

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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 Alston Moor Federation, 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 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.

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:**

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- 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))

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 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 Alston Moor Federation we allocate 45 minutes (EYFS and KS1) and 1 hour (KS2) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

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These explicit lessons are reinforced and enhanced in many ways, namely: collective worship, praise, and reward system, Picture News, school council, class responsibilities, trips and visitors. 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**

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 these 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)

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'.

At Alston Moor Federation, we believe children should understand the facts about human reproduction before they leave primary school so that they are not vulnerable to exploitation and so that they can make confident choices to protect themselves and make healthy, positive appropriate choices.

We define Sex Education as the age appropriate understanding of the physical characteristics and differences between the genders, including during puberty; respecting these changes in a healthy and appropriate manner; and the understanding (at an age-appropriate level as clearly outlined in this programme) of the mechanics of the sexual act so that children are aware of the physical aspects and consequences of sex in order to make safe, healthy positive age-appropriate choices to keep themselves physically and emotionally safe.

We intend to teach Sex Education interwoven with Relationships Education as discrete lessons within the PSHE curriculum in the Summer Term. We will communicate clearly and openly with Parents and Carers so that they are well aware of what is being taught and when it is being taught. This is because we believe that children should learn that respect for self and others is central to every positive relationship, and that relationships need to be age appropriate, positive, respectful and constructive.

## **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 Alston Moor Federation, 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 we 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 4 (Conception, birth)

Parents and Carers will have the right to withdraw from the Sex Education part of these lessons and we will communicate via a letter to each Family so that Parents and Carers can make an informed choice. The School

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encourages parents and carers not to withdraw because it is our belief that these lessons will increase the wellbeing and safety of your child no matter what your belief system is as a family.

If parents and carers are considering withdrawing their child, they are encouraged to meet with the Class Teacher or the PSHE leader (please make an appointment via the office) to discuss their concerns.

The aspects of Sex Education, such as life-cycle including reproduction, are a statutory part of the Science Curriculum and will be taught within the science curriculum at the appropriate key stages and there is no right to withdraw from these lessons. We are of course happy to discuss the content of the curriculum with parents and invite them to contact the Class Teacher.

### **Monitoring and Review**

The governing body monitors this policy on an annual basis. They seek 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 Alston Moor Federation 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?'

In terms of content, the Puzzle 'Celebrating Difference' is the most pertinent of units for teaching about the protected characteristics, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'. Bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this Puzzle.