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Approving Body	Board of Governors
Date Approved	October 2023
Effective Date	October 2023
Review date	October 2024



Personal, Social, Health and Economic (PSHE) Education Policy (Including Relationships and Sex Education (RSE))

St Aubyn's School

Contents

1	Context	4
2	Guidance	4
3	PSHE Education Overview	4
4	What do we teach when and who teaches it?	5
5	Relationships, Sex and Health Education – Primary (3-11)	6
6	Teaching	8
7	Equality	11
8	Monitoring and Review	11

1 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 2010, a Personal, social, health and economic (PSHE) education 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.

2 Guidance

Our PSHE education 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 SMSCn 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 Education.

3 PSHE Education Overview

We teach PSHE education using a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We value PSHE education 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.

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 in the [Curriculum Directory](#).

The PSHE education curriculum supports the “Personal Development” and “Behaviour and Attitude” aspects required under the 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 programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

4 What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE education 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

We allocate one lesson to PSHE education each week in order to teach the PSHE education knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways: Assemblies, praise and reward system, St. Aubyn's promises, 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.

5 Relationships, Sex and Health Education – Primary (3-11)

"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...

Personal, Social, Health and Economic Education (PSHE Education) 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 and Relationships 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

We include the statutory Relationships, and Health Education within our whole-school PSHE education Programme. We also include the non-statutory Sex Education. The way we meet the statutory Relationships and Health Education requirements is explained in the mapping document (available to staff on the network): Jigsaw 3-11 and statutory Relationships and Health Education

5.1 Relationships Education – Primary (3 – 11)

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

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.

5.2 Health Education – Primary (3 – 11)

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’.

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.

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).

5.3 Sex Education – Primary (3 – 11)

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’.

We believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as ‘understanding human reproduction’. We intend to teach this in PSHE education lessons as part of the ‘Changing Me’ puzzle taught in the Summer term to Years 5 & 6.

5.3.1 Primary 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

Sex education refers to Human Reproduction. We will inform parents of their right to request their child be withdrawn from the PSHE education lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The School will inform parents of this right by email at the start of the Summer half-term before the Changing Me Puzzle is taught.

The pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused.

Parents are given the opportunity to consult before changes are made to this policy.
network.

7 Teaching

7.1 Differentiation/SEND

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.

7.2 Confidentiality and Child Protection/Safeguarding Issues

Teachers are aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Teachers will allow the time and appropriate staffing for this to happen. If disclosures occur, the School's Child Protection and Safeguarding policy is followed. 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 Designated Safeguarding Lead (DSL) or the DSL Deputy. All staff members are familiar with the policy and know the identity of these staff members. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

7.3 Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Children will have the chance to write or draw a reflection in their Jigsaw journals after most PSHE education lessons. This, alongside discussions with the children, will allow teachers to make an assessment of where the child is working at the end of each unit.

7.4 Recording and reporting

There are no national level descriptors for PSHE education. We do not report on it as a separate subject but each child's contribution to PSHE education lessons, whether verbal or written, can assist the class teacher/Senior tutor in their report comments. The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece (lesson). It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Teachers should allocate time for this process.

7.5 Monitoring and evaluation of the PSHE education programme

The PSHE education co-ordinator will monitor delivery of the programme. Observations by HoDs and the deputy heads and discussion with teaching staff will ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Lesson observations
- Learning Walks
- Pupil discussions

7.6 Visitors

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 our PSHE education programme. Our Visitor Policy should be followed. Visitor input should be carefully planned and monitored so as to fit into and complement the programme. We do not use external visitors to deliver RSE content.

7.7 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)

7.8 Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers should 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.

7.9 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 DSL if they are concerned. We believe 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. LGBTQ bullying is dealt with strongly yet sensitively. The School liaises with parents/carers on this issue to reassure them of the content and context.

7.10 Training and support for staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. Approval for courses will depend on the School's priorities based on the School Improvement Plan. Support for teaching and understanding PSHE education issues is incorporated into our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

7.11 Dissemination

Like all of our policies this one is available on our website where it can be accessed by anyone with internet access. It is also available on the School network for staff. Training will be regularly delivered to staff on the policy content. Copies are available from the School office on request from parents/carers.

7.12 Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE education and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy

- Equal Opportunities Policies
- Teaching and Learning Policy
- Visitor Policy

8 Equality

This policy will inform the School's Equal Opportunities policies

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 LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning), 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 LGBTQ content at a timely point as part of this area of the curriculum”.

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.

Jigsaw PSHE education documents needed to support Relationships, Sex and Health Education (available to staff on the network):

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Jigsaw 11-16 Map to statutory RSHE outcomes (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?
- Jigsaw 3-11 SMSC and Emotional Literacy Mapping document

9 Monitoring and Review

The Education Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.