



PSHE / RSE POLICY

Date of last review: September 2023

Date of next review: September 2024

Approved: Dec 23

Woodsetton School

1. Definitions:

PSHE – Personal, Social, Health, and Economic education.

RSE – Relationships and Sex Education (also known as SRE)

RE – Relationships Education.

SE – Sex Education.

HE – Health Education.

PSED – Personal, Social, and Emotional Development.

2. Introduction:

This policy covers our approach to PSHE and RSE at Woodsetton. Both Relationship Education and Health Education are now statutory parts of the PSHE curriculum. This policy aims to set out the purpose of PSHE and RSE, intended outcomes for pupils, the curriculum (what we cover,) and delivery (how we teach it.)

3. Context:

All schools must provide a curriculum that is broad, 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.

It teaches children the relevant skills, knowledge, and attributes required to remain healthy, safe, and happy individuals. The curriculum should reinforce essential qualities and values that enables pupils to be contribute both within, and beyond the walls of a setting.

4. PSHE:

At Woodsetton School we teach PSHE as a whole-school approach. The Jigsaw Programme that we have adopted, offers a comprehensive scheme of work which provides progression and consistency. It supports teachers in planning quality lessons that align with both statutory guidance, and the PSHE Association Programme of Study. Jigsaw 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.

Here at Woodsetton School we understand the value of PSHE as an important way to support children’s development as human beings. Staff are committed to nurturing our young people to become responsible individuals who can work collaboratively and demonstrate a positive mindset. By valuing each child and providing them with the tools that they need to succeed, we aim to support them with every step of their journey towards achieving their full potential. We want to empower our children, respect them for who they are, and equip them for life as safe, happy, and healthy (mentally and physically) people.

5. Relationships and Sex 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.”

DfE Guidance p.8

Relationships and Sex Education encompasses learning about the connections that we have with others throughout our lives. In primary schools this should cover ‘Families and people

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who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. Statutory Relationships and Health Education is included within our whole-school PSHE Programme. The Jigsaw scheme is then adapted by staff to ensure that it is tailored to the children's needs. The programme's update policy ensures that we always use the most up to date teaching materials, and that our teachers are well-supported in delivery of the curriculum.

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 helps children appreciate that there are many types of family composition, and that each is important to the children involved. This holistic approach ensures that learning is reinforced across the curriculum.

Staff at Woodsetton also provide positive role models that demonstrate essential skills needed to form and maintain effective, harmonious relationships with others. This is also evident between home and school, as we strive to promote open and informative two-way communication.

6. Health Education

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'.

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. Within Jigsaw this is taught as part of the 'Changing Me' unit.

7. Curriculum.

7.1. Curriculum Aims:

The aims of relationships and sex education (RSE) at Woodsetton are to:

- Provide opportunities for sensitive discussions to take place.
- Prepare pupils for puberty and give them an understanding of the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture that celebrates diversity, difference, and individuality.
- Help pupils understand and respect different types of relationships and recognise safe and unsafe relationships.
- Enable pupils to make informed and responsible decisions about their relationships, health and well-being.
- Help pupils to manage conflict.
- Prepare pupils for adult life.
- Promote physical health, as well as mental wellbeing.
- Support learners to manage change – including loss and transition.
- Enable children to identify and seek sources of advice and support.
- Foster and maintain links between school and the wider community.

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7.2. Curriculum Coverage:

“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

Jigsaw is used to teach PSHE across the school, including statutory Relationships and Health Education. It is a clearly sequenced, progressive curriculum that allows children to build upon their learning as they move through school. The table below sets out the learning theme of each of the six half-termly puzzles (units.)

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. (Ground rules.)
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.

7.3. Delivery.

At Woodsetton School PSHE and RSE is taught in numerous ways; through cross curricular themes and topics, discreetly using Jigsaw, and via wider school events and enrichment activities.

7.3i. Jigsaw:

Each class has an allocated PSHE / PSED session per week. Jigsaw sessions aim to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Teaching staff are expected to adapt and differentiate the planned content and resources, to meet the needs of children within their classes.

7.3ii. Wider PSHE:

PSHE / RSE is also addressed through other aspects of school life such as: Assemblies and collective worship - daily,

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Praise and reward systems – both whole-school, and within individual classes,
School / Class Rules – visible in each classroom,
Relationships child to child, adult to child and adult to adult across the school,
Through timetabled opportunities to develop social skills,

Life skills spiral curriculum – 1 session per week

External organisations and visitors – People who help us, school nurse etc,
Offsite visits – local community, curriculum related, weekly swimming sessions,
Special focus days and events – Charity days (e.g. MacMillan Coffee morning,) festivals
and celebrations.

7.3iii. Cross Curricular Learning:

At Woodsetton, we also ensure PSHE / RSE is embedded throughout the curriculum. Examples include:

ICT – staying safe online,

PE and forest school – keeping physically fit, mindfulness (yoga,)

DT – healthy eating,

Maths – identifying / using / managing money,

RE – celebrating difference, respecting others, self-reflection,

Art – mindfulness.

All curriculum areas – setting and achieving goals.

8. Equality:

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...

...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 Woodsetton 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 conflict with our approach to some aspects of PSHE / RSE. In these cases special consideration will be given to the content of lessons, and will be approached sensitively on a case-by-case basis.

9. Roles and responsibilities.

9.1. The Governing Body:

The governing board will approve the PSHE / RSE policy and hold the head teacher to account for its implementation. This will be done after approval by parents and discussion with a group of pupils where their views are embedded into the policy. The lead governor for PSHE / RSE is **TO BE CONFIRMED**

9.2. The Head Teacher:

The head teacher is responsible for ensuring that PSHE / RSE is taught consistently across the school.

9.3. Staff:

Staff are responsible for:

- Delivering RSE in a sensitive way,
- Modelling positive attitudes to PSHE / RSE,
- Monitoring progress,
- Responding to the needs of individual pupils,

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Staff do not have the right to opt out of teaching PSHE / RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

The lead teacher(s) for the teacher of PSHE / RSE are Rebecca Cook and Matt Halliday, who can provide professional support to staff.

9.4. Pupils:

Pupils are expected to engage fully in PSHE / RSE and, treat others with respect and sensitivity.

10. Parental Right to Withdraw:

“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

Puberty is taught at Woodsetton School as a statutory requirement of Health Education. This is covered by the Jigsaw curriculum in the ‘Changing Me’ unit. We conclude from the DfE Guidance that sex education refers to Human Reproduction. We have opted to omit this from our PSHE and RSE curriculum as we believe this is most appropriate for our children. Therefore, the parental right to withdraw their child from any element of PSHE / RSE is not applicable. We are of course happy to discuss the content of the curriculum; this can be done by contacting Rebecca Cook (PSHE subject coordinator.) and Matt Halliday (Deputy Head – Teaching and learning).

11. Policy Development:

Our policy has been developed in consultation with staff, pupils, parents, and governors. The consultation process involved several steps:

1. Senior Leadership Review.
2. Staff consultation.
3. Parent consultation.
4. Pupil consultation.
5. Headteacher review.
5. Governor review and approval.

We have developed the curriculum taking into account the age, needs, and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner. This may involve discussing this with parents first, or by answering questions on an individual basis (rather than during whole class teaching.) Where possible, staff should try to answer such questions, so that children are fully informed and don't seek answers from less reliable sources online.

12. Training:

Staff are trained on the delivery of PSHE / RSE throughout the year as part of our continuing professional development. Visitors and specialists may also be used to support staff training and delivery of the curriculum, such as the school nurse.

13: Monitoring and Review Arrangements:

The delivery of PSHE / RSE is monitored by Rebecca Cook and Matt Halliday through:

- Learning walks,
- Lesson Observations,
- Pupils' development in PSHE / RSE (using Jigsaw assessment documents,)
- Consideration is given to any feedback from parents about the PSHE / RSE curriculum, and records will be kept of any comments.
- Class teachers, Matt Halliday, senior leaders, and the governing body will scrutinise and

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ratify teaching materials to ensure that they are appropriate, and align with our school values.

- This policy will be reviewed by Rebecca Cook, annually.

14: Policy Information and Guidance:

Our PSHE policy has been written in conjunction with the following guidance:

- [Keeping Children Safe in Education](#) (statutory guidance.)
- [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.)
- [Mental Health and Behaviour in Schools \(advice for schools.\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying.)
- [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.)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.)
- Woodsetton School Safeguarding Policy.
- Woodsetton School Behaviour Policy.