



## North Wolds Federation

### Personal, Social, Health Education and Relationships and Sex Education Policy

October 2024



Our **inclusive school community** puts our **Christian values** at its core and endeavours to develop all members to be **wise, happy and spiritually** aware individuals who can achieve their **dreams and goals**.

Working with our **local community**, we **care for** and educate each person, **respecting individual differences**.  
As Jesus welcomed all, so we **welcome everyone** into our school and strive to send them out prepared to be **good citizens** in today's **diverse society**.

We are preparing for a brighter tomorrow.

**Start children off on the way they should go, and even when they are old they will not turn from it. (Proverbs 22:6)**

**Caring, Respect, Co-operation, Commitment to Achieve, Honesty, Fairness**



Our **inclusive school** is at the heart of our **small community** where all families feel **welcome, valued** and **supported** as friends.

Working with our local **community** children leave us, ready for their next learning adventure, as **well-rounded** citizens with the skills, knowledge and the **confidence** to be happy and successful for the rest of their lives.

We nourish their bodies and characters with our school **values** of respect, cooperation, independence, care, happiness and commitment to achieve.

We ensure they have the armour of our **love** and **guidance** to be the best version of themselves and carry that forward with their actions towards others

**Caring, Respect, Commitment to Achieve, Co-operation, Happiness, Independence**

Policy Approved on	:	06/11/2024
Chair of Governors Signature	:	Approved Via Governor Hub
Policy Review Date	:	11/2025

Market Rasen C of E Primary School, one of the schools in our Federation, is a proud Church School. The aspects of the [Church School Vision](#) that relate to our PSHE and RSE intent include:

- **“We educate each person” & “Our inclusive school community”**; all children will access the PSHE and RSE curriculum.
- **“Respecting individual differences”**; adjustments will be made for children that need them when learning this subject. This could be overlearning, intervention, scaffolding or additional adult support.
- Help children to be **“Spiritually aware”** when they consider personal, social and health education. More information about this can be found in the Spirituality Policy.
- **“Start children off on the way they should go” and “Strive to send them out prepared to be good citizens in today’s diverse society”**; we are preparing for children to be able to add value to their society they grown up in.
- **“Putting Christian values at the core”** to ensure child grow to be good citizens.
- To help children achieve their **“Dreams and goals”** by prioritising and valuing their social, emotional and mental health.

#### **Further Documentation:**

This policy should be read in conjunction with the Jigsaw scheme of work, Federation two year cycle, long term plan, subject’s progression document, British values statement and context specific intent document.

#### **National Curriculum:**

As a Local Authority Maintained School we follow the 2014 National Curriculum. PSHE is a not subject in the 2014 National Curriculum however all schools are required to make provision for PSHE.

#### **Curriculum Intent**

The Curriculum Intent Statement for PSHE is as follows:

At the North Wolds Federation, we aim to deliver a bespoke, broad and balanced curriculum through the Jigsaw scheme, in which PSHE, RSE and citizenship are coherently planned in a sequential way that progressively builds year on year from EYFS to Year 6. Our subject provision includes opportunities to develop pupils’ spiritual, moral, social and cultural development, whilst strongly upholding and promoting British Values. The provision understands and promotes the nine protected characteristics fully and in a child-centred way. This in turn will enable all students, including those with SEND, to develop an understanding of the ever changing world in which we live, develop the skills necessary to take an active role in their community and manage their lives effectively.

#### **PSHE (Jigsaw) Aims:**

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.

In PSHE we aim to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

The RSE policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

Anti-Bullying Policy  
Behaviour Policy  
Confidentiality Policy  
Drugs Education Policy  
Equal Opportunities Policy  
Health and Safety Policy  
ICT Policy and Safe Internet Use Policy  
Inclusion Policy  
PSHE and Citizenship Policy  
RE Policy  
Safeguarding/Child Protection Policy  
SMSC Policy  
Special Educational Needs Policy

### **Context Specific Aims:**

Wherever possible the North Wolds Federation context specific intent is threaded through teaching and learning in PSHE. These links are made in the mid-term plans for the subject.

In our Federation the context specific aims are:

- **Rural:** Ensuring children know what life is like in a non-rural area:
- **Health:** Ensuring children know how to be healthy, aspire to be healthy and are given opportunities to practice this.
- **Aspiration:** For children to aspire to succeed in education and beyond
- **Tolerance:** For children to be able to understand and demonstrate tolerance in their daily lives.
- **Diversity:** To appreciate that their setting is not culturally or religiously diverse and to know about diversity outside of West Lindsey.

### **British Values:**

Wherever possible to British Values should be threaded through teaching and learning however these links should not be tenuous. These links are made in the mid-term plans for the subject.

The British Values, as defined by the DFE are:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

### **Protected Characteristics:**

The Equality Act 2010 states there are nine protected characteristics and schools have a duty to of care to protect all pupils from discrimination or harassment. The nine protected characteristics are:

- Age

- Gender Reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race
- Religion
- Sex
- Sexual orientation

These characteristics are threaded throughout the Jigsaw provision (Appendix B. The puzzle Celebrating Differences focuses on similarities and differences and teaches about diversity. Children learn to respect everyone's right to 'difference'. The Relationships puzzles looks at families, friendships and love and loss – all of which can help to deliver the vital messages behind the Equalities Act. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families, and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs and can help them understand the wider world.

#### **Reading in PSHE:**

In order to achieve our aim of all children being proficient readers by the time they leave our school we ensure children are reading in PSHE. This could be the reading of non-fiction texts in PSHE, use of digital devices to research PSHE, excerpts in their books or reading from the Smartboards during lesson inputs.

#### **Subject Leadership:**

PSHE has a subject leader who is responsible for:

- Overall curriculum design
- Monitoring of the subject
- Organising their own and others CPD in the subject area
- Resourcing the subject including books and other reading materials.

The named subject leader for this academic year is: Mrs Samantha Watson

#### **Curriculum Cycle:**

As a mixed aged school PSHE and RSE is taught on a two year cycle as outlined below.

Year A	Year B
EYFS Jigsaw scheme of work Year 1 Jigsaw scheme of work Year 3 Jigsaw scheme of work Year 5 Jigsaw scheme of work	EYFS Jigsaw scheme of work Year 2 Jigsaw scheme of work Year 4 Jigsaw scheme of work Year 6 Jigsaw scheme of work

Note: The SRE aspect of Jigsaw is always taught to the published year group.

PSHE is taught every term as outlined below.

Term	Puzzle Name	Content
Autumn 1	Being Me In My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2	Changing Me	Includes Relationship and Sex Education in the context of looking at change.

### **Progression:**

A progression document has been created for PSHE. This document outlines what we want the children to learn and when they will learn it.

In PSHE, the children are taught knowledge and skills in the following areas, with specific content outlined in the PSHE progression document:

- Being Me In My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

### **Monitoring:**

PSHE is monitored in a number of different ways throughout the year by the subject leader including:

- Pupil interviews
- Lesson drop ins
- Review of internal data

The aim of this monitoring is to ensure the subject is high profile, that the Jigsaw scheme is being closely followed and to celebrate the successes children are having in this curriculum area.

### **Vocabulary Development:**

Development of PSHE vocabulary is key to understanding the topic. The PSHE vocabulary progression has been carefully mapped out in the progression document to show how this builds year on year.

### **Resources:**

Resources for PSHE are kept in the following locations:

- Books referred to in Jigsaw lessons are in class teachers' classrooms

- Jigsaw slides and lesson plans are accessed direct from the Jigsaw portal.

If staff need additional resources to effectively teach PSHE they should approach the subject leader in the first instance.

#### **Assessment of PSHE:**

At the end of each unit children are assessed in the knowledge they have retained and the skills they have developed or mastered. The assessment sheets created are based on the mid-term plan for the subject and kept in the curriculum folder.

The assessment information is used in 3 ways

- 1) For the class teacher to assess any gaps in the intended learning and fill them.
- 2) For the teacher who teaches the next sequence of learning in PSHE to have an idea of where children are in the subject.
- 3) For the subject leader to find identify strengths and weaknesses in their subject area to enable them to offer support or CPD.

#### **Retention of Knowledge:**

Before a new topic is taught all preceding topics are recapped to aid knowledge retention.

#### **Relationships, Sex and Health Education (RSHE):**

Please see Appendix A regarding arrangements for the delivery of RSHE.

#### **Review of Policy:**

This Policy will be reviewed on an annual basis.

## **Appendix A:**

### **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 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

### **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 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 the use 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'.

**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...

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 North Wolds 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?'

**Jigsaw RSE Content**

The grid below shows specific RSE learning intentions for each year group in the Changing Me Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

### Withdrawal from RSE lessons

At North Wolds Federation, we believe children should understand the facts about human reproduction before they leave primary school. "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, except for those parts included in statutory National Curriculum Science.

At North Wolds Federation, as 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 specific PSHE lessons that explicitly teach this in the Jigsaw Changing Me Puzzle (unit).

The school will inform parents of this right by a newsletter at the end of the Summer 1 Term before the Changing Me Puzzle.

Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RSE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

### **Working with parents and carers**

The government guidance on SRE (DfEE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools. Parents have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

### **Appendix B:**

#### **Jigsaw lessons and Protected Characteristics**

Protected Characteristics	What this refers to	Links to Jigsaw
Age	Where this is referred to, it refers to a person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).	Celebrating Difference Year 6 Piece 3: Power Struggles
Gender Reassignment	The process of transitioning from one gender to another.	Celebrating Difference Year 4 / Year 1 Piece 1: Judging by Appearances / Piece 6: Celebrating Difference, Celebrating Me
Marriage	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple. Same-sex couples can also have their	Celebrating Difference Year 3 Piece 1: Families

	relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).	
Pregnancy	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.	Celebrating Difference Year 3 / Year 2 / Year 1 / F1&2 Piece 1: Family Roles and Responsibilities / Families / Families / My Family and Me!
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	Celebrating Difference Year 6 Piece 2: Understanding Disability
Race	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.	Celebrating Difference Year 5 Piece 2: Racism
Religion	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	Celebrating Difference Year 5 Piece 1: Different Cultures
Sex	A man or a woman.	Celebrating Difference Year 2 Pieces 1&2: Boys and Girls
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Celebrating Difference Year 6 Piece 1: Am I normal?