PSHE, Relationships & Sex Policy

Policy Origin	**Jigsaw PSHE & SRE**

Status	Statutory
Governor Responsible	Vicky Ladizhinskaya
Ratified on	22.06.26
Review period	Annual (Spring ’27)



Introduction

The school's PSHE policy is based on the DfE guidance document Relationships Education, Relationships and Sex Educations and Health Education. Our PSHE policy is also informed by DfE guidance on Relationships, Sex and Health Education (as above), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013, updated August 2017 and **Keeping Children Safe in Education, updated January 2021** and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2018).

Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, are now statutory subjects to be taught by the summer 2021 term at the latest.

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

At Ferry Lane Primary Academy we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE and we are confident that it covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. It is broadly based, balanced and meets the needs of all pupils. In developing this policy, the teaching staff and non-teaching staff, the Governors, parents and pupils were consulted.

Aims

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.

In our school

Our PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Gives children an understanding of the importance of a stable family life with loving relationships, respect and care and to prepare pupils to cope with the physical and emotional challenges of growing up.
- Prepares pupils for the opportunities, responsibilities and experiences of later life.

Objectives/Pupil learning intentions:

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

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

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 and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

Relationship and Sex Education (Relationships, Sex and Health Education)

Definition of Relationships, Sex and Health Education (RSHE)

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"*… that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). This will be taught in in conjunction with National Curriculum science (Key Stages 1–4).

1. 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
2. Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

Relationships, Sex and Health Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health. It educates pupils about how to stay safe online. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being. (Education and Inspections Act 2006 Section 38).

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

- Anti-Bullying Policy
- Behaviour Policy
- GDPR Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

The role of the Head Teacher and The Local Education Consultative Committee

It is the responsibility of the Head Teacher and LECC to ensure:

2. all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
3. RSHE is well led, effectively managed and well planned;
4. the quality of RSHE provision is subject to regular and effective self-evaluation;
5. teaching is delivered in ways that are accessible to all pupils with SEND;
6. clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
7. the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." *"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils*." (DfE, 2019)

How is PSHE organised in school?

At Ferry Lane we follow the PHSE Jigsaw programme which brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product'.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Delivery and external contributors

PHSE is delivered by teachers. Where appropriate, outside agencies such as health promotion specialists, school nurses, social workers and community fire and police officers

may come into school to deliver topics or to offer advice and give additional support. Teachers delivering PHSE are supported with discussions with the PHSE leader, Senior Leadership and external agencies such as school nurses and advisory support. Teachers will always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each Piece (lesson) to meet the needs of all the children in their classes. To support this differentiation, PHSE lessons will deliver creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Relationship Education (primary)

The focus in Relationship Education is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Children should be taught about healthy friendships and positive relationships, including those that apply online and how to have respect for others in an age appropriate way. Pupils should also learn about positive and emotional wellbeing and taught the knowledge to recognise and report abuse.

Jigsaw

The grid below shows specific RSE content for each year group:

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us);trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10- ●	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Physical Health and Mental Wellbeing.

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being
The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing.

Pupils will be taught the importance of daily exercise, good nutrition and sufficient sleep and taught the language to talk about their bodies and emotions. Children will be taught about internet safety and harms and the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. Children will be taught the key facts about puberty and the changing adolescent body.

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get

	there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Safeguarding

Teachers conduct PHSE lessons in a sensitive manner and in confidence, however we are aware that sometimes disclosures may be made during lessons; in which case, safeguarding procedures will be followed immediately. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Assessment

Assessment of PHSE will take many forms such as observational assessments, pupils work, teachers on going assessments, discussions. Teachers will ensure children are making progress with their learning throughout their Jigsaw experience. Each Puzzle has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher. In addition, children can complete a self/peer assessment using the My Jigsaw Journey that accompanies each lesson. All assessed work can be collated as part of the children's Jigsaw Journals..

Recording and tracking progress

Teachers will track each child's Jigsaw Learning progress throughout the year using the Pupil Tracking Grid. This sheet has the three attainment descriptors for each Puzzle. After each Puzzle is completed, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. This sheet gives a quick visual representation of where the child is in each Puzzle.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme and will work closely with colleagues to evaluate the effectiveness of the programme. Monitoring will be carried out through lesson observations, planning scrutiny. learning walks, pupil voice, work scrutiny and discussion with teaching staff to ensure consistent and coherent curriculum provision.

The Learning Environment

During PHSE lessons it is vital to establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced using The Jigsaw Charter, which will be devised by the teacher and children together. It will include the aspects:

The Jigsaw Charter

3. We take turns to speak
4. We use kind and positive words
5. We listen to each other
6. We have the right to pass
7. We only use names when giving compliments or when being positive
8. We respect each other's privacy (confidentiality)

Teaching Sensitive and Controversial Issues

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

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 PSHE Lead (Androulla Theodossiou) if they are concerned.

Our school believes 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. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

We are aware that certain children may need time to talk one-to-one after the lesson and we understand the importance to allow the time for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Rights as a parent

At Ferry Lane we wish to emphasise the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. We believe that the primary role in children's sex education lies with parents and carers. It is important for us to build a positive and supportive relationship with parents at our school through mutual understanding, trust and co-operation. Parents will be given the opportunity to understand the purpose and content of Relationships, Sex and Health Education and to discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness session
- Parents'/carers' evenings
- Information leaflets/displays
- Parents and carers have the right to see sample materials used within the teaching of Relationship, Sex and Health education and can do so by prior appointment with a member of staff, or at the information sessions

Right to withdraw your child

From September 2020 parents and carers cannot withdraw their child from any aspect of Relationships Education. Relationships, Sex and Health Education helps children gain an understanding of the importance of a stable family life with loving relationships, respect and care and to prepare pupils to cope with the physical and emotional challenges of growing up. It teaches the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being.
Parents/carers have the right to withdraw their children from all or part of the sex education we teach, but not from the statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the Head teacher in school who will explore any concerns and discuss any impact that withdrawal may have on the child.

Pupil Consultation:

Pupils will be consulted on their own personal, social and citizenship development. Ask pupils either in individual classes or through the school council what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

This will be developed further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Links to other policies and curriculum areas

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

Science curriculum
Equal Opportunities Policy
Child Protection Policy

Training and support for staff

All staff will receive Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

The PSHE Lead in the school is Androulla Theodossiou.

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.