



The Oak Partnership

PSHE Policy (Primary Schools)

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the schools' Health and Safety, Child Protection, Security and Safeguarding policies.

PSHE Policy (Primary Schools)

Document Information

	Information
Document author:	PSHE Domain Lead and School Partners
Review by:	Full Board
Approved by:	Full Board
Publication date:	September 2020
Review date:	February 2026
Review schedule:	Annual
Distribution:	School websites
Document status:	Version 3.0

Version Control

Version	Issue Date	Amended by	Comments
1.0	September 2020	PSHE Domain Lead	New policy in line with new statutory guidance on RSE
2.0	September 2023	PSHE Domain Lead	Updated to include new DfE guidance
3.0	February 2025	PSHE Domain Lead and School Partners	Policy order changed for clarity. Curriculum information refined to avoid duplication with curriculum documents. More detail on health education added. Removed appendices with statutory guidance for concision and document now referenced.

Contents

Rationale	3
Aims	3
Legislation	3
Accessibility.....	4
Curriculum design	4
What do we teach and who teaches it?.....	4
Relationship education.....	5
Health education	5
Sex education and the right to withdraw	6
Assessment.....	7
Safeguarding.....	7
Working with external agencies	7
Monitoring and evaluation	7
Appendix 1 - Using PSHE to promote British values.....	8

Rationale

This policy details our school's our approach to teaching PSHE in our primary schools (including Relationships and Health Education, statutory from September 2020, and our position on Sex Education).

Aims

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.

The Oak Partnership is committed to providing a balanced and broadly-based curriculum to meet the needs of all pupils. In line with section 78 of the Education Act 2002 and the Academies Act 2010, our PSHE curriculum will:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Oak Partnership value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

To ensure progression and a spiral curriculum, we use Jigsaw as our chosen teaching and learning programme in our primary schools and tailor it to your children's needs.

This programme meets the statutory Relationships and Health Education requirements.

Using Jigsaw ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

We wish to ensure that our PSHE Policy meets the needs of pupils and parents and reflects the community they serve. Our schools are committed to collecting data about the local needs of their community and keeping abreast of education research to ensure that our curriculum meets their needs.

Legislation

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)

PSHE Policy (Primary 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.

Accessibility

PSHE must be accessible for all pupils and comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code must be made.

This is important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is adapted will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Curriculum design

Our Curriculum will deliver the statutory curriculum in full.

PSHE complements several national curriculum subjects/ Curriculum Domains. We will look for opportunities to draw links between the subjects and integrate teaching where appropriate. PSHE 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 (see Appendix 1) and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

PSHE is not seen as an 'extra' subject. PSHE is taught in our schools both in an implicit and explicit nature. Schools can establish, at a local level, their own creative ways to teach skills from the framework in an implicit way.

What do we teach and who teaches it?

The following table outlines how* we teach the explicit skills in the PSHE framework.

(*Flexibility will be retained as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and the programme to meet the needs of pupils).

PSHE Policy (Primary Schools)

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

PSHE learning will be regular but may be taught in blocks not necessary as a weekly lesson.

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

Relationship education

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.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: "*Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.*" (Page 34)

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'.

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).

Sex education and the right to withdraw

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 conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) i.e.

Year 4, Lesson 2 (Having a baby))

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

At our primary schools, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

"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

We will inform parents of this right by letter at least two weeks before these summer units are taught to children.

Before granting any right to withdraw request the head teacher, or appropriate member of staff, should try to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The head teacher, or appropriate member of staff, should try to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Schools should document this process to ensure a record is kept.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

There is no right to withdraw from Relationships Education or Health Education

Assessment

We have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. This curriculum is cyclical and will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Explicit lessons should be planned to ensure that pupils of differing abilities are suitably challenged.

Teachers will use formative assessment to identify where pupils need extra support.

Safeguarding

We are aware that effective PSHE may lead to a disclosure of a child protection issue. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy and follow guidance set out in our Child Protection Policy.

Working with external agencies

Working with external organisations can enhance delivery of PSHE bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, schools will be responsible for ensuring that they check the visitor or visiting organisation's credentials.

Schools should also ensure that the teaching delivered by the visitor fits with their planned programme published in this policy. A discussion on the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils will take place before sessions. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).

Monitoring and evaluation

The impact of this policy will be monitored and evaluated with the cycle of Trust Learning Review Cycles.

This monitoring and evaluation should ensure:

- the subject is well led, effectively managed and well planned;
- pupils make progress in achieving the expected educational outcomes;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;

PSHE Policy (Primary Schools)

- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Appendix 1 - Using PSHE to promote British values.

These charts show how our PSHE curriculum promotes and teaches British values.

Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

PSHE Policy (Primary Schools)

Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Ft/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Changing Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Ft/2			✓	✓	✓
Year 1		✓	✓	✓	✓
Year 2		✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5			✓	✓	✓
Year 6			✓	✓	✓