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

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Context

At Madginford Primary School, we believe that every child is entitled to a broad, balanced and inclusive curriculum that supports their academic achievement alongside their personal development, health and wellbeing.

Under Section 78 of the Education Act 2002 and the Academies Act 2010, schools are required to provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- Prepares pupils for the opportunities, responsibilities and experiences of later life.

This policy outlines our approach to Personal, Social, Health and Economic Education (PSHE), including the statutory requirements for Relationships Education and Health Education. These areas are taught within the wider PSHE curriculum, ensuring that pupils develop the knowledge, skills and understanding they need to lead healthy, safe and fulfilling lives.

Personal, Social, Health and Economic Education (PSHE)

At Madginford Primary School, PSHE is an integral part of our curriculum and plays a vital role in supporting children's personal development, emotional wellbeing and understanding of themselves and the world around them.

We teach PSHE through a whole-school approach, recognising that children's ability to learn, build positive relationships and make healthy choices is closely linked to their social and emotional development. Our curriculum aims to develop confident, resilient and respectful individuals who are prepared for the opportunities, responsibilities and challenges of life.

We use the Jigsaw PSHE Programme as the foundation of our PSHE curriculum. This carefully sequenced programme provides a consistent and progressive approach from Reception to Year 6, ensuring that children revisit and build upon key knowledge, skills and understanding as they move through the school.

The Jigsaw Programme supports our commitment to developing the whole child and contributes significantly to the Personal Development and Behaviour and Attitudes judgements within the Ofsted Inspection Framework. It also supports our statutory responsibilities around safeguarding, equality, British Values and the development of pupils' spiritual, moral, social and cultural understanding.

Further information about our PSHE curriculum overview can be found on the Madginford Primary School website.

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, require all primary schools to teach Relationships Education and Health Education as part of the statutory curriculum.

At Madginford Primary School, we recognise the importance of preparing children for life beyond primary school by supporting their personal, social, emotional and physical development. Through Relationships Education and Health Education, children develop the knowledge, skills and understanding they need to build respectful relationships, understand and respect themselves and others, recognise personal boundaries,

make safe and healthy choices, and support their physical and mental wellbeing. This includes learning about families, friendships, respect, online safety and emotional and physical health.

These statutory elements are taught within our wider Personal, Social, Health and Economic Education (PSHE) curriculum. We provide a carefully planned, age-appropriate and progressive programme that enables children to revisit and deepen their understanding as they move through the school.

We deliver the statutory Relationships Education and Health Education content through our whole-school PSHE programme, using the Jigsaw PSHE Programme as our chosen teaching and learning resource. Jigsaw provides a progressive and spiral curriculum from Reception to Year 6, which is adapted and enhanced to reflect the needs of our pupils and school community.

The Jigsaw curriculum mapping documents demonstrate how the programme supports the statutory Relationships Education and Health Education requirements. Through regular curriculum review and updates to our resources, we ensure that staff are well supported and that teaching remains inclusive, relevant, effective and responsive to children's needs.

Our written Relationships Education and Health Education policy outlines our approach, curriculum content and the support available to pupils and families.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK (www.gov.uk)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK (www.gov.uk)
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Alternative Provision (statutory guidance) Alternative provision - GOV.UK (www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)
- 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) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Regulating independent schools - GOV.UK (www.gov.uk)
- The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. pshe-association-programme-of-study-2020-map.pdf

What do we teach, when and who teaches it?

Whole-school approach

At Madginford Primary School, PSHE is taught as a whole-school approach, ensuring that all pupils from Reception to Year 6 receive a progressive and carefully sequenced curriculum that supports their personal development, health and wellbeing.

We use the Jigsaw PSHE Programme as the foundation of our PSHE curriculum. Jigsaw covers all areas of PSHE, including the statutory requirements for Relationships Education and Health Education. The curriculum follows a spiral approach, where key themes are revisited each year, allowing children to build upon their previous knowledge, skills and understanding in an age-appropriate way.

The six Jigsaw Puzzles (units) are taught across the school as follows:

Term	Puzzle (Unit)	Content
Autumn 1	**Being Me in My World**	Children develop an understanding of themselves, their identity and their place within their class, school and wider community. They explore belonging, responsibilities, rights and expectations, and establish our shared class and school values.
Autumn 2	**Celebrating Difference**	Children explore diversity, individuality and the importance of respecting and celebrating differences. Learning includes anti-bullying education, including online bullying and prejudice-based bullying, and developing empathy and understanding towards others.
Spring 1	**Dreams and Goals**	Children explore aspirations, strengths, goal-setting and perseverance. They consider what they would like to achieve, future possibilities and how they can contribute positively to their community and society.
Spring 2	**Healthy Me**	Children learn about physical and mental health, including healthy lifestyles, nutrition, exercise, sleep, rest, self-esteem, confidence and making safe choices. This unit also includes age-appropriate learning about drugs and alcohol education.
Summer 1	**Relationships**	Children develop an understanding of positive relationships, including friendships, families and relationships with others. They learn about communication, resolving conflict, respect, consent, boundaries, bereavement and loss in an age-appropriate way.
Summer 2	**Changing Me**	Children explore change, growing up and developing independence. This unit includes statutory Relationships Education and age-appropriate Relationships and Sex Education (RSE), helping children understand physical, emotional and social changes positively and respectfully.

At Madginford Primary School, PSHE is allocated dedicated curriculum time each week to ensure that children receive high-quality teaching and opportunities to develop their knowledge, skills and understanding. Lessons are delivered in a developmental and age-appropriate way, allowing children to explore important themes through discussion, reflection, activities and practical application.

PSHE learning is also reinforced throughout school life. This includes:

- Whole-school assemblies and collective worship;
- Our school values and expectations;

- Recognition and reward systems;
- The development of positive relationships between children and adults;
- Opportunities for children to take responsibility and contribute to the school community;
- Everyday modelling of respectful, inclusive and healthy behaviours.

We believe that PSHE is not just taught through lessons; it is lived throughout the school day. Staff aim to model the attitudes, behaviours and values that we want children to develop, enabling pupils to apply their learning to real-life situations within the Madginford community.

Class teachers deliver the weekly PSHE lessons to their own classes, ensuring that learning is responsive to the needs of their pupils. Staff are supported through curriculum guidance, resources and ongoing professional development to ensure consistent and effective delivery across the school.

Relationships Education

What does the statutory guidance expect children to know by the end of primary school?

The Department for Education's statutory guidance for Relationships Education sets out the essential knowledge that pupils should develop by the time they leave primary school. This knowledge is designed to help children build and maintain positive relationships, understand themselves and others, and recognise how to keep themselves and others safe.

Relationships Education in primary schools focuses on the following key areas

- Families and people who care for me – understanding different types of families, the importance of caring relationships and the people who support and look after us.
- Caring friendships – understanding the qualities of positive friendships, including kindness, trust, respect, support and how to manage challenges within friendships.
- Respectful relationships – learning about respect, empathy, differences, personal boundaries, communication and how to treat others with kindness and consideration.
- Online relationships – understanding how to build safe and respectful relationships online, including the importance of online behaviour, privacy and seeking help when needed.
- Being safe – developing knowledge of personal boundaries, recognising unsafe situations, understanding consent in an age-appropriate way and knowing trusted adults who can support them.

The expected outcomes for each of these areas are outlined later within this policy. At Madginford Primary School, these objectives are delivered through our whole-school PSHE curriculum, using the Jigsaw PSHE Programme as our core teaching resource.

While the Relationships Puzzle (unit) provides a significant focus on the statutory Relationships Education content, we recognise that children develop their understanding of relationships through a range of experiences and learning opportunities across the whole PSHE curriculum.

For example:

- The Celebrating Difference Puzzle supports children in understanding and respecting different families, backgrounds, identities and experiences, helping pupils recognise that families can look different while all being equally valuable and important.
- The Being Me in My World Puzzle supports children in developing a sense of belonging, identity and responsibility towards others.
- The Healthy Me Puzzle supports children in understanding personal wellbeing, safety and making positive choices.

This whole-school, spiral approach ensures that key knowledge and skills are revisited regularly, reinforced throughout the year and developed progressively as children move through Madginford Primary School. Our aim is for pupils to leave primary school with the confidence, understanding and respect needed to form healthy relationships and contribute positively to their community.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

The Department for Education's statutory guidance for Health Education sets out the essential knowledge that pupils should develop by the time they leave primary school. This learning aims to support children in understanding how to look after their physical and mental health, make healthy choices, recognise risks and seek support when needed.

Health Education in primary schools covers the following key areas

- **Mental wellbeing** – developing an understanding of emotions, feelings, resilience, self-esteem and strategies to support positive mental health.
- **Internet safety and harms** – learning how to stay safe online, understand potential risks and use technology in a responsible and respectful way.
- **Physical health and fitness** – understanding the importance of physical activity, exercise and looking after our bodies.
- **Healthy eating** – learning about balanced diets, nutrition and making healthy choices.
- **Drugs, alcohol and tobacco** – developing age-appropriate knowledge about the effects and risks associated with harmful substances.
- **Health and prevention** – understanding ways to maintain good health, including hygiene, prevention of illness and recognising when to seek help.
- **Basic first aid** – developing knowledge and skills to respond appropriately in emergency situations and support others.
- **Changing adolescent body** – understanding the physical and emotional changes that occur as children grow and develop, including puberty.

The expected outcomes for each of these areas are outlined later within this policy. At Madginford Primary School, these objectives are taught through our whole-school PSHE curriculum, using the Jigsaw PSHE Programme as our core teaching resource.

The **Healthy Me** Puzzle (unit) provides a significant focus for many aspects of statutory Health Education. However, our approach recognises that children's health and wellbeing are developed throughout the whole PSHE curriculum rather than through one unit alone.

For example:

- Emotional and mental wellbeing is supported throughout every Jigsaw lesson through opportunities for reflection, emotional literacy, mindfulness and developing strategies to manage feelings.
- Social skills and positive relationships are developed through collaborative activities, discussion and opportunities to listen to and support others.
- Respect, inclusion and positive behaviour are reinforced through our shared expectations, school values and the Jigsaw Charter.

Learning about puberty and the changes that occur as children grow is now a statutory requirement within the **Changing Adolescent Body** strand of Health Education. At Madginford Primary School, this learning is taught

through the **Changing Me** Puzzle, in an age-appropriate and sensitive way, supporting children to understand change positively and develop confidence in themselves.

The Jigsaw curriculum mapping documents demonstrate how our whole-school approach supports progression, revisits key learning and meets the statutory Health Education requirements. Through this carefully planned curriculum, we aim to equip children with the knowledge, skills and confidence they need to make healthy choices and support their own wellbeing now and in the future.

Sex Education

The Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2019) recommends that primary schools provide a programme of sex education that is appropriate to the age and physical and emotional maturity of pupils.

Sex Education is not a compulsory subject within primary schools. However, the guidance states that schools should consider how best to support pupils in understanding the changes that adolescence brings and, drawing on knowledge of the human life cycle included within the National Curriculum for Science, provide age-appropriate learning about human reproduction, including how a baby is conceived and born. At Madginford Primary School, we believe it is important that children leave primary school with accurate, age-appropriate knowledge about human reproduction and the changes that occur as they grow. We define Sex Education as learning about **human reproduction** and the biological processes involved in creating new life.

This learning is delivered through our PSHE curriculum using the Jigsaw PSHE Programme, particularly within the **Changing Me** Puzzle. Teaching is carefully planned to ensure that content is appropriate to children's age, developmental stage and emotional maturity, and is delivered in a sensitive, respectful and inclusive manner. Sex Education is taught within the wider context of Relationships Education and Health Education, supporting children to understand themselves, respect others, develop positive attitudes towards growing and changing, and prepare for the next stages of their development.

Parents' right to request their child be excused from Sex Education

The Department for Education's statutory guidance states that:
"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, 2019, p.17)

At Madginford Primary School, we recognise the important role that parents and carers play in supporting their children's understanding of relationships, health and growing up. We aim to work in partnership with families by providing clear information about our curriculum and the content being taught.

Puberty and the changes associated with growing up are statutory elements of Health Education and are taught through our PSHE curriculum within the **Changing Me** Puzzle of the Jigsaw PSHE Programme. As this learning forms part of statutory Health Education, parents do not have the right to withdraw their child from these lessons.

At Madginford Primary School, we define Sex Education as learning about **human reproduction**. Parents therefore have the right to request that their child is withdrawn from lessons which specifically teach human reproduction.

Within the Jigsaw curriculum, this includes the following lessons:

- **Year 4 – Lesson 2: Having a Baby**
- **Year 5 – Lesson 4: Conception**
- **Year 6 – Lesson 3: Conception and Birth**

Any parent wishing to discuss the curriculum content or request withdrawal should contact the school so that we can provide further information and discuss their concerns.

Equality

This policy will inform the school's Equalities Plan.

The Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, p.15) states that 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 comply with the relevant provisions of the Equality Act 2010, including those relating to protected characteristics such as sexual orientation and gender reassignment.

The guidance states that, when schools teach pupils about LGBT+ relationships and identities, this content should be fully integrated within the wider curriculum rather than being taught as a separate stand-alone lesson or unit. Schools have the flexibility to decide how this learning is introduced and developed, ensuring that it is age-appropriate and responsive to the needs of their pupils.

At Madginford Primary School, we are committed to promoting respect, kindness and equality for all members of our school community. We value every child as an individual and aim to create an inclusive environment where all pupils feel safe, accepted and respected.

Our PSHE curriculum supports children in understanding and celebrating diversity, recognising that families, relationships and individuals can be different while all being valued and respected. Learning about different families, identities and relationships is woven throughout our curriculum, particularly through themes such as **Celebrating Difference**, **Relationships** and **Being Me in My World**.

We recognise that children and families may hold a range of beliefs, including religious and cultural beliefs, and we respect the right of families and staff to hold these views. At the same time, we have a responsibility to ensure that all pupils understand the importance of equality, respect and inclusion, and that no member of our school community experiences discrimination or prejudice.

Our approach to LGBT+ education within the PSHE curriculum is based on the principles of respect, acceptance and understanding. We aim to provide children with the knowledge and attitudes needed to develop positive relationships and contribute to an inclusive society.

Further information about how LGBT+ relationships and diversity are approached within our PSHE curriculum can be found within our curriculum materials and supporting documentation.

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) jigsaw-3-11-and-rshe-overview-map.pdf (windows.net) and The Mindful Approach to PSHE
- Including and valuing all children. What does Jigsaw teach about LGBT+ relationships? rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf (windows.net)

Monitoring and Review

The implementation and effectiveness of this policy is monitored and reviewed regularly by the PSHE Lead and the governing body to ensure that our Relationships, Health and Sex Education provision continues to meet statutory requirements and reflects the needs of our pupils and school community.

The governing body reviews this policy on an annual basis. Any findings, recommendations or proposed amendments are discussed with the full governing body and changes are made where appropriate.
The school welcomes feedback from parents and carers regarding the PSHE curriculum and carefully considers any comments or concerns raised. A record of parental feedback is maintained and used to inform ongoing curriculum development and review.

Governors have oversight of the PSHE curriculum and review relevant teaching materials and resources to ensure that they are age-appropriate, inclusive and aligned with the ethos, values and expectations of Madginford Primary School.

The PSHE Lead is responsible for monitoring curriculum coverage, progression and implementation across the school, ensuring that teaching remains high quality, responsive and effective in supporting pupils' personal development.

_____	_____	_____
(Signature)	(Role)	(Date)