



NORTH WINGFIELD PRIMARY & NURSERY ACADEMY™

Personal, Social, Health and Economic Education and Relationship and Sex Education Policy

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1. Context and Aims

1.1 Definitions

PSHE

At North Wingfield Primary and Nursery Academy, we outline and teach PSHE as:

- Helping children to develop knowledge, skills and understanding to lead confident, healthy and independent lives
- Understanding what is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- To identify different influences on health and wellbeing
- Ways of keeping physically and emotionally safe
- How to manage change, including transition and loss
- How to make informed choices about health and wellbeing, and where to get help with this
- How to respond in an emergency
- About respect for themselves and others, and the importance of responsible actions and behaviour
- About rights and responsibilities as members of families, other groups and citizens
- About different groups and communities
- To respect equality and diversity, and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe, and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

RSE

At North Wingfield Primary and Nursery Academy, we outline RSE as:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- How to develop and maintain a variety of relationships, within a range of social and cultural contexts
- How to manage change, including puberty, transition and loss
- How to recognise and manage emotions within relationships
- How to respond to risky or negative relationships, including bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

RSE is not about the promotion of sexual activity.

1.2 Context

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, social and cultural (SMSC), as well as mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

1.3 Aims

At North Wingfield Primary and Nursery Academy, we teach Personal, Social, and Health Education as a whole-school approach to underpin children's development as people and because we believe that, this also supports their learning capacity.

The aims of PSHE and RSE in our school are to:

- Help children understand how they are developing personally, socially and physically
- Explore many of the moral, social and cultural issues that are part of growing up
- Provide children with opportunities for them to learn about rights and responsibilities
- To understand what it means to be a member of a diverse society
- Provide a framework in which sensitive discussions can take place encouraging pupils to ask questions
- To address misconceptions ensuring pupils gain knowledge and understanding of RSE
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To work in conjunction with the schools' ethos and values on growing and preparing our pupils for adulthood.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

In school, to support the teaching and learning of these core skills, we have adopted the 'Jigsaw' Program. The Jigsaw Program offers us a comprehensive, carefully thought-through scheme of work, which brings consistency, and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, and Cultural) development opportunities provided for our children.

1.4 Policy Development

This policy has been written as a result of separate consultations with school staff and parents. Due to the Covid-19 crisis, we have been unable to hold an open evening for the parent consultation so an online survey was completed. Consultations have enabled us to adapt our bought-in Jigsaw Curriculum and this policy accordingly.

This policy has been put together by school staff and governors and replaces the interim policy that has been in place since September 2020. The existing policy has been reviewed and new DfE requirements studied. We have

adapted this policy from models available in The Key for School Leaders and the Jigsaw Programme guidance, taking into account our community, our school ethos and responses from parental and staff surveys.

The policy has been ratified by the governing body.

2. Statutory requirements

Personal Social Health and Economic Education is a non-statutory subject for state schools. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).
- We must teach health education under the same statutory guidance

Relationships and Health Education became a statutory from September 2020 under new government guidance. However, parents do have the right to request withdrawal from lessons that cover conception and birth (see sections 3.4 and 3.5 for more information).

“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 Program of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

At North Wingfield Primary and Nursery Academy, we value PSHE and RSE 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, the mindful approach to PSHE and RSHE, as our chosen teaching and learning Program and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and

statutory Relationships and Health Education (found on school website), shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements.

This Program’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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 Program is aligned to the PSHE Association Program of Study for PSHE and RSHE.

3. Content and delivery

All PSHE and RSHE areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. The PSHE and RSHE objectives promote that families can include single parent families, LGBT parents (further information can be found in the Jigsaw LGBT parent leaflet on our website), families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and reflects sensitivity that some children may have a different structure of support around them (for example: looked after children or young carers).

3.1 Whole School Approach

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.

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

At North Wingfield Primary and Nursery Academy, we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, circle-time, games, outdoor learning, problem solving activities, discussion, investigations, praise and reward systems, Learning Charter, school council, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. To further support the continued building of community relationships and children's understanding of the wider world, we also aim to mark significant country-wide celebrations such as: Black history Month, Children's Mental Health Week, LGBT+ History month and many others throughout the year.

3.1.1 Additional Materials

The use of age-appropriate published texts, both fiction and non-fiction, are proven methods to support teaching across the curriculum; this is also the case with RSE. We will continue to build on our collection of books that help children to understand the different relationships and family structures that exist in modern society.

3.1.2 Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units available in toilets;
- Access to sanitary products;

When a pupil starts menstruating in the school, we will support them on-site and inform parents. Our RSE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6 (Note: Menstrual wellbeing is taught as part of the statutory curriculum). If your child has difficulties managing their periods at the school please contact their class teacher for support.

3.2 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 expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Program covers these are explained in the mapping documents available on the school website.

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.

3.3 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 Program covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (found on the school website).

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.

In addition, 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.

3.4 Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools have a sex education Program 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'.

At North Wingfield Primary and Nursery Academy, we believe children should understand the facts about human reproduction before they leave primary school; therefore, we define Sex Education as understanding human reproduction. We intend to teach this as part of our PSHE and RSE curriculum.

3.5 Right to withdraw from Sex Education

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

"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

At North Wingfield Primary and Nursery Academy, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Program 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 PSHE/ RSE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)

The school will inform parents of this right the term before the Changing Me Puzzle is taught through Class Dojo and our school Newsletter. Parents have the right to withdraw their child from the components of sex education delivered as part of statutory RSE. Before granting any such request communication must be undertaken between the parents, child and appropriate staff members to discuss the request to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the appropriate member of staff.

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. Parents do not have the right to withdraw their child from other areas of Relationships Education, Health Education and Living in the Wider World. Alternative work will be given to pupils who are withdrawn from sex education.

Note: The DfE Guidance for sex education refers to Human Reproduction. The National Curriculum for Science requires children to know how mammals reproduce. Therefore, there may be overlap in upper KS2 year groups as they are taught from a scientific context (this is statutory).

We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Peacock, Mrs Shepherd or Miss Gudgin through the main school number.

3.6 Curriculum Overview Map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets 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 Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices 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 Recognising how words can be hurtful 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 scenarios 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 a global citizen 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 Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol 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 Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	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 choices Motivation and behaviour	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 Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship 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 Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria 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 Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

3.6.1 RSE Curriculum Map (Changing Me)

The Changing Me puzzle of our curriculum covers many different areas of puberty and human reproduction. The table below shows briefly how these areas will be taught to each year group. It is important to remember that this curriculum map explores the requirements for the new PSHE/ RSE curriculum as identified by the DfE. The topics highlighted in red are the only areas that parents/carers can request the right to withdraw their child from (3.5) all other areas are statutory.

Puberty and Human Reproduction in Jigsaw 3-11

FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)

Puberty and Human Reproduction in Jigsaw 3-11

Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

3.6.2 Additional Curriculum Map

This additional Curriculum map shows lessons that may be introduced, at appropriate times, to the Key Stage shown throughout the academic year. Where sensitive issues are addressed parents/carers will be informed prior to the lesson.

The aim of these additional lessons is to support children's knowledge and understanding of themselves and the wider world in order to keep themselves safe (8.4).

Key Stage	Topic	Content
EYFS	<ul style="list-style-type: none"> Mega Movers 	Exercise is good for my brain and body, setting goals and challenges to encourage healthy bodies.
Key Stage 1	<ul style="list-style-type: none"> Financial Education Hidden Differences (Autism) Mega Movers Internet Safety 	<ul style="list-style-type: none"> How we get money, how to keep it safe, needs and wants and making choices. Celebrating difference, some characteristics of autism, supporting autism. Exercise is good for my brain and body, setting goals and challenges to encourage healthy bodies. Behaving differently online, keeping our identity safe,

	<ul style="list-style-type: none"> • FGM and sensitive issues • Sun Safety • Anti-bullying 	<p>learning about the internet</p> <ul style="list-style-type: none"> • Every part of my body is important, which parts are private, knowing who to ask for help or advice if I'm worried about my body. • Know what to wear to keep safe, the sun is good for me but I need to play safely. • What is bullying? Recognising the difference between bullying and a disagreement. What to do if we/ or someone we know is being bullied. Supporting each other and growing positivity.
Key Stage 2	<ul style="list-style-type: none"> • Healthy Teeth and Gums • First Aid • FGM and sensitive issues • Financial Education • Fire and Fireworks • Hidden differences – Autism • Sun Safety • Water Safety • Anti-bullying 	<ul style="list-style-type: none"> • Dental health importance, ways to perform oral hygiene, lifestyle choices impact dental health. • Emergencies and calling for help, Head injuries, Bites and stings, Asthma, Bleeding, Choking, Basic Life Support. • No-one can make changes to my body without my permission, FGM is illegal in the UK, to ask for help for yourself or a friend even if it's difficult to talk about. • Attitudes towards money, keeping track of money. • Being safe around fire and fireworks. • Understanding how having a disability or difficulty could affect someone's life, consider and empathise with people with hidden differences. • Understand how sun exposure can be harmful, how to stay safe in the sun, respect and value my body. • How to keep safe around water, my responsibility to keep myself and others safe. • What is bullying? Recognising the difference between bullying and a disagreement. What to do if we/ or someone we know is being bullied. Supporting each other and growing positivity.

4. Further information for parents and carers

4.1 Parental engagement

If you wish to find out more about the PSHE and RSE curriculum and the Jigsaw Program taught at North Wingfield Primary and Nursery Academy, there is a list of links below which can help to provide you with further information (this list is not exhaustive and is correct at the time of writing). All of the below documents are also available from the schools PSHE lead should a copy be required.

The school aim to be transparent in supporting all its pupils and know that by working symbiotically with parents we can help our children achieve the best for their future. In this spirit, North Wingfield Primary and Nursery Academy will work in partnership with parents, carers and governors to offer (when reasonable safe to do so) workshops and support events for parents and carers. Information about these events will be communicated the half term before the event is due to take place.

- <https://www.jigsawpshe.com/jigsaw-articles-3-11/>
- <https://www.jigsawpshe.com/information-for-parents-and-carers/>
- <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

- <https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>
- https://www.youtube.com/watch?v=Vkg4w2JOoJM&feature=emb_title
- <https://www.jigsawpshe.com/wp-content/uploads/2020/05/Jigsaw-3-11-and-Statutory-Relationships-and-Health-Education-Map.pdf>
- <https://www.sexeducationforum.org.uk/resources/frequently-asked-questions/4-what-does-law-say-about-teaching-rse>
- <https://www.sexeducationforum.org.uk/resources/frequently-asked-questions/10-how-will-schools-know-what-teach-rse>

4.2 Documents

As well as the above website resources, there are a list of documents and guides available either on our school website or by contacting the school directly including:

- What do Primary Schools in England have to teach for statutory Relationships Education.
- DfE RSE primary schools guide for parents
- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Jigsaw information leaflet for parents and carers
- How can Jigsaw support children with Autism
- Jigsaw LGBT Parent leaflet
- Preventing Racism with Jigsaw 3-11
- Jigsaw Snapshot Overview
- Jigsaw's approach to FGM and sensitive issues
- Jigsaw statutory Relationships and Health Education Map
- PSHE – Objectives KS1 and KS2
- RSHE A guide for Parents and Carers leaflet
- SMSC and Emotional Literacy Mapping document
- UK British Values in Jigsaw
- EYFS and RSHE

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

5.2 The headteacher

The headteacher and PSHE and RSE Leader is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing concerns of parents and withdrawal of pupils for components of RSE, see section 3 and appendix 1.

5.3 Staff

Class teachers deliver the weekly lessons to their own classes.

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the subject leader and when appropriate the headteacher. The PSHE and RSE subject lead will deliver regular training and updates to staff as appropriate to ensure subject knowledge is in line with current guidance.

Staff who deliver PSHE and RSE teaching objectives at North Wingfield Primary and Nursery Academy:

Staff Member	Role	Delivery of PSHE
Mrs Emma Keys	Year 6 Class Teacher	Year 6
Miss Lucy Kirk	Year 6 Class Teacher	Year 6
Mrs Rachel Shepherd	Deputy Head Teacher	Year 6
Mrs Collette Fletcher	Teaching Assistant	Year 6
Miss Grace Dunn	Year 5 Class Teacher	Year 5
Miss Sophie Harrison	Year 4 Class Teacher	Year 4
Mr Luke Knightley	Year 3 Class Teacher	Year 3
Miss Alicia Myers	Year 3 Class Teacher	Year 3
Mrs Claire Giles	Teaching Assistant	Year 3 & 4
Miss Jennifer Arnold	Teaching Assistant	Year 3
Mrs Tracey Morris	Year 2 Class Teacher	Year 2
Mr Alex Feltham	Year 2 Class Teacher	Year 2
Mrs Fran Last	Teaching Assistant	Year 1 & 2
Miss Sarah Dilks	Year 1 Class Teacher	Year 1
Mrs Libby Partridge	Reception Class Teacher	Reception

5.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE and RSE, treat others with respect and sensitivity. Pupils will participate in the creation of a class charter at the start of the school year. This will outline a 'contract' between staff and pupils to create a safe space for pupils to share thoughts, experiences, ideas and opinions (this will not override any safeguarding practices laid out in the schools Safeguarding Policy).

6. Monitoring arrangements

The delivery of PSHE and RSE is monitored by Ellen Gudgin as the Subject Leader. The following monitoring will take place throughout 2023 to 2024:

- observations of pupils and in class discussions
- pupil led discussions
- book scrutiny for PSHE evidence
- teacher observation and feedback for RSE delivery

- learning walks across school

Pupils' development in PSHE is monitored by class teachers and documented within PSHE evidence books as part of our internal assessment systems.

This policy will be reviewed by Ellen Gudgin (PSHE and RSE Subject Lead) in consultation with staff, pupils, parents and the local governing body. At every review, the policy will be approved by the local governing body.

7. Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar. Staff members may also invite visitors from outside the school, such as (but not limited to): school nurses, sexual health professionals, Police officers, St John's Ambulance, to provide support and training to staff teaching PSHE and RSE, or deliver sessions to groups of pupils.

Staff are also provided with training resources from Jigsaw to support with the teaching and learning of all 'puzzle' areas of the PSHE and RSE curriculum.

8. Equality, Inclusion and Support

8.1 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 Programs 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".

As a school and a workplace, we are accepting and understanding of both staff members' and students' sexual orientation. Regardless of sexual orientation, staff will not promote their own viewpoints, but will use LGBT+ language where it is deemed appropriate. This includes the use of the words "gay", "lesbian", "bisexual", "homosexual" and "transgender" in their appropriate contexts.

We recognise that informal discussions about staff families are a part of everyday school life – all staff members should feel comfortable in talking to children and colleagues about their own families if they choose to do so.

In addition, where appropriate, we will study the many significant figures across history, such as Alan Turing, Lily Parr and Maya Angelou, for whom their sexuality and the contributions they made to the LGBT+ community, form a major contributing factor to their impact on society.

Relationships and RSE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of protected characteristics.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSE to deal with disadvantages facing those with a particular characteristic.

RSE will be accessible to all regardless of their gender or background. Through the delivery of RSE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSE and are best placed to support their children to understand how their learning at North Wingfield Primary and Nursery School fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSE. All children, whatever their identity, developing identity, or family background, need to feel that RSE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the school community and wider society where possible.

At North Wingfield Primary and Nursery Academy, 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 at North Wingfield Primary and Nursery Academy through the Jigsaw PSHE/ RSE Scheme, please contact the school who will be happy to provide you with further information or direct you to the 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?' leaflet available through Jigsaw or the schools PSHE and RSE subject Lead.

8.2 SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – if so, this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

For further information about the jigsaw program and how it can support children with SEND, please visit <https://www.jigsawpshe.com/jigsaw-articles-3-11/>.

8.3 Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

8.4 Safeguarding

At North Wingfield Primary and Nursery School, we aim to ensure the safety and well-being of all our pupils. As well as having trained staff and robust procedures in place in school (please refer to the school Safeguarding Policy) we also aim to educate our children in a variety of issues, in order for them to help keep themselves safe and know when and where to seek help. The issues covered can range in sensitivity from, staying safe online, knowing who trusted adults are to domestic violence, FGM, sexual exploitation and forced marriage (Please see our additional curriculum map (3.6.1) for when these topics are introduced). Due to the sensitive nature of some these topics, parents will be informed before they taught. If you require further information about the content of these lessons please contact the school of further information. It is important to express that these issues will be dealt with age appropriately and sensitively, but are designed with the safety and welfare of the children in mind. Various teaching strategies may be used to support pupils during these lessons, including, where appropriate, parent/carer consultation with class teachers and or school DSL's.

8.5 Safe Learning in RSE

It is important that all pupils feel safe and able to participate in RSE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session. Where appropriate this might include conversations with parents/carers, pre-teaches, small group work or any other strategy appropriate for the needs of the individual child.

9. Links with other policies

This policy links to the following policies and procedures:

- British Values
- Safeguarding
- Internet Safety
- Anti-bullying

10. Appendixes

10.1 Appendix 1

Parent form: withdrawal from sex education objectives within PSHE and RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
I have read all key stage objectives for my child's year group and would like my child to be withdrawn from the following:			
Reason for withdrawing from sex education within relationships and sex education:			
Any other information you would like the school to consider:			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

Agreed actions from discussion with parents	
Head Teacher Signature	

10.2 Appendix 2

By the end of primary school children should know

The focus in primary school should be on 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.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring Friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<p>trust, sharing interests and experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Respectful Relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission seeking and giving in relationships with friends, peers and adults 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<p>know.</p> <ul style="list-style-type: none"> • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and Prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p>

		<ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me