



**Liden Academy**  
**Personal Social Health Education**  
**and Relationships Sex Education Policy**

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## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

At Liden Academy, we teach Personal, Social, 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 **Jigsaw Programme** 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.

The overview of the programme can be seen on the school website.

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, Cultural) development opportunities provided for our children.

Here, at Liden Academy we 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.

We include the statutory **Relationships and Health Education** within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme'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 Programme is aligned to the PSHE Association Programmes of Study for PSHE.

## Objectives/Pupil learning intentions:

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

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

## Jigsaw Content

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

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

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

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014). Independent schools may find the DfE guidance on Relationships Education, Sex Education and Health Education useful in planning and age-appropriate curriculum.

## **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 Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Health Education**

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

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life

## Jigsaw RSE Content

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

Age	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up - how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10-11	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

## **Withdrawal from RSE lessons**

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education.

Those parents/carers wishing to exercise this right are invited in to see the Principal and/or Jigsaw Lead in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home.

### **Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).**

Prior to teaching RSE lessons, parents will be offered the opportunity to view the lesson planning for the upcoming puzzle. The school will provide a custom code which will allow access to the 'Parent Access' section which enables them to see the lesson plans for this puzzle for a temporary period (around 2 weeks). This will allow parents a chance to view the content before deciding on withdrawal/inclusion for RSE lessons.

### **The role of the Principal and Liden Academy Committee**

It is the responsibility of Liden Academy Committee to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

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

The Principal liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

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

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents are encouraged to contact the school regarding queries relating to the purpose and content of Relationships Education and PSHE.

## How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

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

Class teachers are responsible for the planning, delivering and assessment of Jigsaw lessons and these should be carried out weekly.

### Differentiation/SEN

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

### Assessment

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle (unit of work) has a built-in assessment task, usually in Lesson (Piece) 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions. In addition, as part of the Help me Reflect section of every Jigsaw lesson, children can complete a self/peer assessment using the My Jigsaw Journey/Learning resource that accompanies each lesson.

### Monitoring and evaluation

The PSHE and RSE lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience