The Oak Partnership

PSHE Policy
(Mainstream Primary Schools)

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

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Rationale

This policy details our approach to teaching Personal, Social, Health and Economic (PSHE) Education in our primary schools, including statutory Relationships Education and Health Education and our position on Sex Education.

The Oak Partnership recognises that high-quality PSHE and RSHE are central to safeguarding, personal development and preparing children for successful, healthy and fulfilling lives. Effective PSHE education supports pupils to develop resilience, self-respect, self-worth, kindness, integrity and the knowledge needed to identify risks, seek help and make informed decisions about their wellbeing, health and relationships.

Aims

Our PSHE curriculum is designed to:

- **promote positive, respectful and healthy relationships;**
- **support children to recognise risks and prevent harm;**
- **help pupils understand their rights, responsibilities and personal boundaries;**
- **develop safe and responsible behaviours both online and offline;**
- **prepare children for the physical, emotional and social changes they will experience as they grow;**
- **support mental wellbeing, emotional literacy and resilience;**
- **encourage pupils to seek support when they are worried about themselves or others.**

Our curriculum is developed in line with the DfE's statutory guidance and is underpinned by the following principles:

- **Engagement with pupils**
- **Engagement and transparency with parents**
- **Positive and respectful approaches to relationships and wellbeing**
- **Careful sequencing of curriculum content**
- **Relevant and responsive curriculum design**
- **Skilled delivery by trained staff**
- **A whole-school approach to wellbeing, safeguarding and positive relationships**

Legislation

This policy is informed by the statutory DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025, effective September 2026) and the following related 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
- **Teaching Online Safety in Schools**
- **Working Together to Safeguard Children**
- **Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025)**
- **Online Safety Act**
- **Domestic Abuse Act 2021 guidance (where relevant to safeguarding education)**

Accessibility

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

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

We recognise that pupils with SEND may be particularly vulnerable to bullying, exploitation, abuse and harmful online content. PSHE education is adapted appropriately whilst maintaining every pupil's entitlement to the full curriculum. Learning is carefully sequenced and presented in ways that are developmentally appropriate and accessible.

Curriculum design

Our Curriculum will deliver the statutory curriculum in full.

PSHE complements several national curriculum subjects/ Curriculum Domains. We will look for opportunities to draw links between the subjects and integrate teaching where appropriate. PSHE also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda (see Appendix 1) and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

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

The curriculum is designed to be preventative rather than reactive, equipping pupils with the knowledge, skills and understanding they need before they encounter

particular risks and challenges. Schools will engage with pupils, parents and local communities to ensure curriculum content remains relevant and responsive to emerging local and national issues.

What do we teach and who teaches it?

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

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

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

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

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

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Relationship Education

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

Whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating

Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

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

Relationships Education includes:

- families and people who care for us
- caring friendships
- respectful relationships
- online relationships
- being safe

The curriculum also explicitly teaches:

- **personal boundaries and consent in age-appropriate contexts**
- **privacy and personal information**
- **recognising unhealthy or unsafe relationships**
- **how to seek help and report concerns**
- **understanding stereotypes and challenging prejudice**
- **respectful online interactions**
- **online safety, including age restrictions for social media**

Health Education

Health Education in primary schools will cover:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- drugs, alcohol, tobacco and vaping
- health protection and prevention
- personal safety
- basic first aid
- developing bodies

In line with the revised statutory guidance, pupils will learn about:

- **grief, loss and bereavement**
- **online wellbeing**
- **online scams, fraud and financial harms**
- **gaming safety and gaming monetisation**
- **privacy, personal data and digital rights**
- **road safety**
- **rail safety**

- **water safety**
- **fire safety**
- **vaccination and immunisation**
- **healthy sleep and digital habits**
- **accurate anatomical vocabulary, including correct names for body parts and genitalia taught in age-appropriate ways as part of safeguarding and health education.**

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).

Working with Parents

The Oak Partnership recognises parents and carers as children's primary educators and values strong home-school partnerships. Schools will proactively engage parents when developing and reviewing their PSHE and RSHE provision.

Parents will be informed of curriculum content and may request to view teaching materials used within RSHE. Schools will ensure materials are available for parents to view and will provide opportunities for discussion where appropriate.

Schools will consult parents regarding significant changes to provision and communicate any adaptations that respond to emerging safeguarding or local needs

Sex education and the right to withdraw

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools' (p. 23).

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

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

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

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

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance

p.17

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

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

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

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

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

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

The school's RSE policy and curriculum materials are available to parents upon request and through school communication channels.

The school will clearly distinguish between Relationships Education, Health Education and Sex Education when communicating with parents.

Assessment

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

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

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

Working with external agencies

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

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

Schools will ensure all external providers use accurate, age-appropriate, evidence-informed resources aligned with statutory guidance.

Any materials used by external agencies must be available for review by school leaders and, where requested, by parents.

Monitoring and evaluation

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

This monitoring and evaluation should ensure:

- the subject is well led, effectively managed and well planned;
- pupils make progress in achieving the expected educational outcomes;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- **curriculum materials align with current statutory guidance**
- **parents receive clear information regarding curriculum content**
- **parents are able to view curriculum materials upon request**
- **teaching reflects emerging safeguarding and online safety issues**
- **curriculum content remains relevant and responsive to pupil needs**