

Fosse Way Academy

PSHE Policy

Personal, Social, Health Education

Reviewed: April 26 by N Cotton, Acting Head teacher

Next review Spring 2 2027

2025 RSHE Guidance: Incorporated and currently being implemented

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**, our PSHE curriculum:

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

This policy also incorporates the **2025 Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) statutory guidance**, which schools must implement by **September 2026**. This new guidance builds upon the 2019 regulations to ensure education is age-appropriate and prepares young people for modern life and health challenges.

Objectives/Pupil Learning Intentions

Jigsaw PSHE supports the development of skills and attitudes enabling pupils to:

- Value self and others and form healthy relationships.
- Communicate effectively and work with others.
- Become healthy, fulfilled individuals and active citizens in a democratic society.
- **Update (2025 Guidance):** Develop the knowledge needed to stay safe and healthy in a modern context.

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase through six "Puzzles" (units):

1. **Being Me in My World**
2. **Celebrating Difference** (including anti-bullying and diversity)
3. **Dreams and Goals**
4. **Healthy Me** (including drugs, alcohol, and healthy lifestyles)
5. **Relationships** (friendship, family, and conflict resolution)
6. **Changing Me** (including RSHE and puberty).

Relationships and Sex Education (RSHE)

Definition of RSHE: A lifelong process of acquiring information, developing skills, and forming positive beliefs about sex, sexuality, relationships, and feelings.

Statutory Duties:

- **Relationships Education** is compulsory for all primary pupils.
- **Health Education** is compulsory for all pupils in state-funded schools.
- **Update (2025 Guidance):** Jigsaw is auditing all materials to ensure full compliance by the end of 2025. The core content remains stable, but materials will be refreshed to ensure they remain relevant to the lives of young people today.

Sex Education in Primary Schools: While the sex education contained in National Curriculum Science is compulsory, the 2025 guidance maintains that additional sex education is not compulsory in primary schools. However, the DfE now **recommends** that schools choosing to teach sex education do so in **Year 5 or Year 6**. Fosse Way Academy will continue to review its "Changing Me" puzzle to ensure it meets the specific needs of our community while following these recommendations.

Equalities

Under the **Equality Act 2010**, we ensure teaching is accessible to all, including those who are LGBT, and we actively promote understanding and respect.

- **Update (2025 Guidance):** Schools are "strongly encouraged" to include **same-sex parents** alongside other family arrangements when discussing "Families and people who care for me".
- Teaching will remain inclusive, ensuring pupils understand that families can look different from their own and must be respected.
- We await the final **Gender Questioning Guidance** from the DfE to further inform our approach to these sensitive topics.

Jigsaw RSHE Content

Specific learning intentions for each year group are found in the 'Changing Me' Puzzle, covering everything from body part naming (Y1/Y2) to puberty (Y4-Y6) and conception (Y4-Y6).

Withdrawal from Sex Education Lessons

Parents/carers have the right to request that their child be withdrawn from non-statutory sex education.

- At Fosse Way Academy, **puberty** is taught as a statutory requirement of **Health Education** and pupils cannot be withdrawn.
- **Sex Education** refers specifically to Human Reproduction. Parents may request withdrawal from these specific Jigsaw lessons (typically in Years 4, 5, and 6).
- **Update (2025 Guidance):** Schools will provide additional support and materials for parents who wish to talk to their children about sex education at home.

Working with Parents and Carers

We view ourselves as **partners with parents**. Parents have a legal right to see this policy and curriculum resources. The 2025 guidance emphasises proactive communication to engage the school community meaningfully in any policy reviews.

Drug and Alcohol Education

We define a drug as "a substance people take to change the way they feel, think or behave," including legal substances like alcohol, tobacco, and medicines. Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

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 September to 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.

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 to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces 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. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

If a disclosure is made during a PSHE session, school safeguarding procedures must be followed immediately. This policy aligns with the latest **Keeping Children Safe in Education (KCSIE)** guidance.

Please refer to our safeguarding policy for further information.

Assessment, Monitoring and Evaluation

Teachers use built-in assessment tasks (typically in Piece 5 or 6 of a Puzzle) to monitor progress. The PSHE coordinator monitors delivery through observations and staff/pupil discussions to ensure a consistent curriculum.

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/questionnaires to review and share experience

External Contributors

External contributors from the community, e.g. Healthy School specialists, school nurses, social workers, and community police and fire officers, can make a valuable contribution to the Jigsaw PSHE programme. Their input will be carefully planned and monitored so as to fit into and complement the programme (based on availability).

Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter in collaboration with our Rights Respecting Work.

Every class uses the **Jigsaw Charter** to establish a safe environment:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

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Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual

setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points

Answering Difficult Questions

Staff members are aware that views around SRE- and Drug and Alcohol Education- related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Our school believes that individual teachers must use their skill and discretion in this area and refer to the Team Leader, Family Support Worker or Safeguarding Leads if they are concerned.

Our school believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Pupil Consultation

We regularly consult with School Councillors and other pupil leaders to discuss the qualities and skills they find important.

Links to other policies and curriculum areas

We recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Equal Opportunities Policy
- Safeguarding Policy

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies.

Dissemination

This policy is available on our school website where it can be accessed by the community.

Copies are available from the school office on request from parents/carers.

Confidentiality and Child Protection

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads who will

take appropriate action as documented in our Safeguarding Policy. All staff members are familiar with the policy and know the identity of the safeguarding leads. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Please refer to our Safeguarding Policy for further information.