



PSHE Policy

ABOUT THIS DOCUMENT:

Purpose: This policy is written to make all staff, parents, governors and inspectors fully aware of the intent behind our PSHE curriculum and how it is delivered to all of the students at Daventry Hill School

Complied by: Samantha Devenny	Date: Jul 24
Committee: LGB	Date agreed by Governors: Sep 24
Review Cycle: Annually	Review Date: Sep 25



Vision and Values of the School



Our vision and values are at the heart of everything we do and are used to inform our taught curriculum, decisions and priorities.

There is an expectation that our values are the foundation on which we base our interactions with our students, families, staff, visitors, professionals and wider community.

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1. Intent and Aims

At Daventry Hill School, we teach Personal, Social, Health Education as a whole-school approach to underpin students' 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 students 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 evaluated 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 students.

"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 programme of lessons."

DfE Guidance p.8

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

DfE Guidance p.11

Here, at DHS School we value PSHE as one of the ways that school supports student'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 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 the needs of each cohort. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), 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.



2. Legislation and Guidance

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

3. Primary Curriculum

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

3.1 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.

3.2 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.

3.3 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 cycle set out in the national curriculum for science - how a baby is conceived and born'. At DHS School, we believe children should understand the facts about human reproduction before they leave primary school, so we offer a package of standard and optional lessons for Year 6 students. The standard offer includes the basic facts about growing up and puberty, and the optional lessons cover more specific topics such as puberty for boys, puberty for girls, how babies are made and menstruation. We define Sex Education as being part of the PSHE and RSE curriculum provision at DHS, plus parents can choose to opt their child into the additional sessions available (e.g. understanding human reproduction). We teach this in differentiated groups; for students who have been opted in, we provide groups for boys and girls, and then differentiated for those who are more and less able.

3.4 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 DHS, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme 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 opted in or out from the PSHE lessons that explicitly teach this.

The school will inform parents of this right by letter in the half term prior to the lessons being delivered.

3.5 Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

3.6 Equality

This policy will inform the school's Equalities Plan.



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 programmes 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".

At DHS 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 their own beliefs, religious or otherwise, and understand that everyone has a right to be accepted, including their differences.

Both JIGSAW and the PSHE Association schemes of work ensure that learning about LGBTQ and respectful relationships is fully integrated in all the areas of PSHE learning. They reflect the diverse demographic our students are part of, always emphasising the importance of being kind, compassionate and accepting, and focusing on the qualities of people as human beings. This reflects the core vision and values of DHS.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

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

4. Secondary Curriculum

In Secondary we use the PSHE Association to guide our teaching of PSHE. The Planning Framework for the PSHE Association is organised into six sections:

Section	Unit	Content
1:	Self-awareness	Me, who I am, my likes, dislikes, strengths and interests
2:	Self-care, support and safety	Looking after myself and keeping safe; aspects of Relationships and Sex Education.
3:	Managing Feelings	Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education
4:	Changing & growing	How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education

5:	Healthy Lifestyles	Being and keeping healthy, physically and mentally
6:	The World I live in	Living confidently in the wider world

Each of the six sections is subdivided into topic areas, as set online. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

At DHS School we allocate one lesson 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 and collective worship, praise and reward system, Learning Charter, 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.

Class teachers deliver the weekly lessons to their own classes.

4.1 Relationships Education

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

The DfE statutory guidance on RSE states that schools will ensure the subjects are carefully designed to safeguard and support pupils and are deliverable. The themes and issues that should be covered, in an age-appropriate way, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face.

They will likely focus on:

- ☐ different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- ☐ how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- ☐ how relationships may affect health and wellbeing, including mental health;
- ☐ healthy relationships and safety online; and
- ☐ factual knowledge, at secondary school, around sex, sexual health and sexuality, set firmly within the context of relationships.

4.2 Sex Education

The policy should state clearly that parents and carers have the right to request withdrawal from all or part of sex education. It should also tell them who to contact to make such a request - this will usually be the headteacher, in the first instance.

When a request is received, consider meeting with the parents and carers to:

- discuss the background to their request
- offer assurances about your school's approach
- set out the benefits of pupils accessing sex education in school

If parents and carers decline an invitation to a discussion, you must still process their request for withdrawal in the normal way.

If the parents still want withdrawal after such a discussion, unless there are exceptional circumstances, parents and carers' request should be granted until 3 terms before the pupil turns 16. For example, if the pupil's 16th birthday is in February of year 11, that point would be February in year 10.

At that point, if the pupil wishes to be taught sex education, you must ensure they receive it in one of those 3 terms and continue to be taught it while the child remains in school.

4.3 Right to withdraw – pupils with special educational needs and disabilities (SEND)

In most cases, there should be no difference in the approach between SEND pupils and other pupils.

However, in cases where the nature or degree of the pupil's special educational need or disability, possibly combined with their domestic or social circumstances, mean that they are demonstrably very likely to be at unusual risk from sexual activity or sexual exploitation, then the headteacher may judge that an exception should be made.

In such exceptional cases, the headteacher may decline a parental request for withdrawal.

The school will inform parents of this right by letter in the half term prior to the lessons being delivered.

4.4 Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

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The DfE states that:

Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

5. Other Documentation

Jigsaw PSHE supplementary documents needed to explain this policy:

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

