



Wellsprings School

PSHE & RSE (Personal, Social, Health  
Education and Relationships, Sex  
Education) Policy

November 2022



## **Wellsprings School Vision Statement**

To develop creativity, high achievement and enjoyment.



### **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.

### **Intent**

At Wellsprings school, it is our intent that all children will be 'active learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As

a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of PSHE and RSE using the Jigsaw programme supports this. Through using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

Jigsaw deals with the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. Children at Wellsprings also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect other, appreciate differences and feel confident and informed as a British citizen.

Through our PSHE education, we believe we can enhance children's education and help them to become caring, respectful and confident individuals

## **Implementation**

### **PSHE at Wellsprings**

At Wellsprings School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development. The Jigsaw Programme ensures progression within a spiral curriculum. It also guarantees we are always using the most up to date teaching materials and that our PSHE lead and teachers are well-supported.

Jigsaw is implemented throughout the whole school during weekly whole class Jigsaw lessons focusing on different topics each term. This is embedded through all lessons and the whole school day with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning. It is also taught through our assemblies and school values: Respect, Independence, Kindness, Working Together, Being Creative, An Enquiring Mind, Developing Resilience and Being Active Learners. 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.

Jigsaw 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 Wellsprings School 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.

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).

### 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
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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

<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	<b>Relationships</b>	<b>Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss</b>
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Wellsprings School we teach the PSHE knowledge and skills in a developmental and age-appropriate way. The explicit lessons are reinforced in the following 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.

### Relationships & Sex Education at Wellsprings

“The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like...it should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships... Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. RSE should provide clear progression from what is taught in primary school in Relationships Education. Pupils should understand the benefits of healthy relationships to their mental wellbeing and selfrespect.” DfE Guidance page 25

The table below shows when specific aspects of RSE are taught at Wellsprings

Year Group	Jigsaw Piece (lesson)number	Learning Intention
Reception	3 – Growing Up	Seek out others to share experiences. Show affection and concern for people who are special to them. Explain own knowledge and understanding, and ask appropriate questions of others. ELG – Show sensitivity to their own and to others’ needs’

Year One	4 – Boys and Girls bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, vagina. Respect my body and understand which parts are private
Year Two	4 – Boys and Girls bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
Year Three	<p>1 – How babies grow</p> <p>2 – Babies</p> <p>3 – Outside body changes</p> <p>4 – Inside body changes</p>	<p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Express how I feel when I see babies or baby animals</p> <p>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family.</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings.</p>
Year Four	<p>2 – Having a baby</p> <p>3 – girls and puberty</p>	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I currently feel about having children when I am an adult.</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
Year Five	2 – Puberty for girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. Understand that puberty is a natural process that happens to everybody and that it will be OK for me.

	<p>3 – Puberty for boys and girls</p> <p>4 - Conception</p>	<p>Describe how boys’ and girls’ bodies change during puberty. Express how I feel about the changes that will happen to me during puberty</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.</p>
Year Six	<p>2 – Puberty</p> <p>3 – Girls talk and boy talk</p> <p>4 – Babies- conception to birth</p> <p>5 – attraction</p>	<p>Explain how bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes</p> <p>Ask the questions I need answered about changes during puberty. Reflect on how I feel about and about the answers I receive.</p> <p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Recognise how I feel about development / birth.</p> <p>Understand how being physically attracted to someone changes the nature of the relationship. The growing independence of becoming a teenager and am confident that I can cope with this</p>

## Relationships

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 and the way the Jigsaw Programme covers these is explained in the mapping document: **Jigsaw 3-11 and Statutory Relationships and Health Education (appendix 1)** This document shows exactly how Jigsaw and our school, meets the statutory Relationships and Health Education requirements.

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

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 in Appendix 1.

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).

## 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)

At Wellsprings School, 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, Which is taught in the 'Changing me' Puzzle Unit.

Parents/carers have the legal right to withdraw their children from the RSE included in the PSHE Education curriculum (as that is a non-statutory subject). But they are not permitted to withdraw their child from the Sex Education included in the National Curriculum Science Orders, as Science is a statutory subject. At Wellsprings we inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach 'sex education' 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 3 (Conception, birth)

The school will inform parents of this right by letter at the end of the Spring Term before the Changing Me Puzzle is taught.

## Impact



By the time children leave Wellsprings they will:

- demonstrate kindness and respect towards themselves and others.
- have the independence and ability to try new things, and the resilience to challenge themselves and persevere.
- have a good understanding of how to stay safe, healthy and how to develop good relationships.
- have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- be on their journey preparing them for life and work in modern Britain.
- be equipped to succeed and have a happy future.

Assessment within discrete PSHE lessons, will ensure that pupils are building on their skills and knowledge over time. It will demonstrate progression and also uniformity between parallel classes. Predetermined learning objectives allow teachers to be mindful of the assessment elements within lessons and can help them pitch and plan subsequent lessons. Activities are included within lessons and end of puzzle outcomes assessment sheets give the children the opportunity to self-assess and these allow children the opportunity to identify areas for self-improvement.

An individual's progress will be recognised through recognition within the classroom and being awarded certificates and bands during weekly celebration assemblies.

Each class has a Jigsaw journal 'floor book' to record content from lessons, reflections and individual contributions. These books are monitored by the subject lead and shared termly with the staff team.

In order to be confident in the impact of PSHE across the whole school community, the PSHE leader will monitor the subject through lesson observation, discussion with pupils, monitoring Jigsaw Journals, end of puzzle assessments and through ongoing discussion with colleagues.

### **Role of PSHCE Co-ordinator**

The Co-ordinator will:

- raise awareness amongst all staff of their contribution to the pupils' personal, social and health development and agree the overall aims, objectives and priorities.
- establish a shared view of best practice to which all pupils are entitled
- lead policy development

- agree the main priorities for the pupils' personal, social and health development and identify the major opportunities for meeting these priorities across the curriculum
- provide appropriate support and training for staff
- monitor and evaluate the programme, including the use of outside agencies, and pupils' responses to the programme
- carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement
- attend relevant LEA courses and network meetings
- order and monitor resources.

### **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.

### **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 Wellspings School 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 in the PSHE (RSHE) Programme please see:  
'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

**Policy Review**

This policy is reviewed every two years.

Date of review:	January 2023
Date of next review:	January 2024

Appendix 1

RSE Outcomes Mapping Document