



Newland House School

Personal, Social, Health and Economic (PSHE) Policy

Updated	September 2024
Updated by	Deputy Head (Academic)
Authorised by	Head, Governing Body

This Policy applies to all sections of the school, including the Early Years Foundation Stage

Contents

1. Statutory Requirements.....	1
2. Aims.....	2
3. Teaching and Learning.....	3
4. Equality.....	7
5. Safeguarding.....	7
6. Dissemination of the policy and review.....	7

1. Statutory Requirements

1.1 Statutory Requirements

“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](#)

- 1.2 The DfE guidance document (Personal, social, health and economic education- updated February 2020) gives schools ownership of developing their own PSHE curriculum with regards to the needs to the children at their school.
- 1.3 When designing the Newland House School PSHE curriculum, we paid particular regard to section 78 of the Education Act 2002 to ensure that we are preparing pupils at the school for the opportunities, responsibilities and experiences of later life.
- 1.4 In addition, we ensured that within the programme we encourage children to respect other people, with particular regard to the protected characteristics under the Equality Act 2010 .
- 1.5 We have also taken into account the 'Every Child Matters' government initiative, which states that every child has a right to:
 - Be healthy
 - Stay safe
 - Enjoy and achieve
 - Make a positive contribution
 - Achieve economic well-being.

2. Aims

- 2.1 The aims of personal, social, health and economic (PSHE) education at Newland House is to:
 - encourage the development of successful learners, confident individuals, and responsible citizens.
 - equip children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives.
 - encourage pupils to be enterprising and support them in making effective transitions, positive learning, and career choices and in managing their finances effectively.
 - Enable pupils to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.
 - encourage respect for other people, in accordance with the protected characteristics set out in the 2010 Act

3. Teaching and Learning

Whole-school approach

- 3.1 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

- 3.2 At Newland House we teach weekly PSHE lessons 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.

- 3.3 We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Relationships Education

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

- 3.5 Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.
- 3.6 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.
- 3.7 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.

With regards to Years 7 & 8 only:

- 3.8 By the end of secondary school, the DfE statutory guidance on Health Education states that young people are expected to know the following by the time they leave secondary school:
- 3.9 Health Education in secondary 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'.
- 3.10 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 11-16 and Statutory RSE and Health Education'.
- 3.11 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 mindfulness practice and respect is enhanced through the use of the Jigsaw Charter.
- 3.12 Again, the mapping document shows transparently how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Health Education

- 3.13 The DfE statutory guidance on Health Education states that children are expected to know the following by the time they leave primary school:
- 3.14 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'.

- 3.15 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.
- 3.16 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.
- 3.17 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).
- 3.18 Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

- 3.19 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)
- 3.20 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'.
- 3.21 At Newland House, we believe children should understand the facts about human reproduction before they leave their primary years, so by the end of Year 6.
- 3.22 We define Sex Education as the understanding of human reproduction. We intend to teach this through science lessons and supplemented within PSHE.

For Years 7 & 8 only: Sex Education

- 3.23 The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.
- 3.24 Most of the DfE outcomes relating to Sex Education sit within the 'Intimate and sexual relationships, including sexual health' section of the guidance and include aspects like:
- the facts about reproductive health...
 - the facts about the full range of contraceptive choices ...
 - how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted...
 - how to get further advice

- consent and the law
[DfE Guidance page29.](#)

3.25 At Newland House we agree with the Sex Education Forum definition of Sex Education (as above).

3.25 The Jigsaw PSHE Programme also reflects this, making it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

[Parents' right to request their child be excused from Sex Education](#)

3.26 "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](#)

3.27 At Newland House, 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 withdrawn from the PSHE lessons that explicitly teach this 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)

3.28 With regards to the teaching of human reproduction in science, children are taught this as part of the National Curriculum for Science which requires children to know how mammals reproduce.

[Time allocation](#)

3.29 One thirty-five-minute lesson is allocated to PSHE in Years 1 and 2. Class teachers are responsible for the delivery of these lessons. In the Foundation stage, there are no formal timings in Reception or Nursery. Teachers are encouraged to respond to the needs of the class daily, use circle time and adapt other whole class sessions as necessary to address matters.

3.30 One fifty-minute lesson each week is allocated to PSHE from Years 3-4. In Years 5-8 this changes to a thirty-minute lesson with follow up work taking place during form times.

Monitoring and Review

- 3.31 The planning and co-ordination of the teaching of PSHE is the responsibility of the Head of Department who:
- is responsible for monitoring the quality of teaching in this subject.
 - supports colleagues in their teaching by keeping them informed about current developments in the subject and providing a strategic lead and direction for PSHE.
 - uses allocated, regular management time to observe PSHE lessons across the school.
 - orders and monitors resources.
 - updates the policy annually to reflect changes to legislation, compliance updates or good practice initiatives.

4. Equality

- 4.1 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.
- 4.2 At Newland House 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.

5. Safeguarding

- 5.1 Teachers cannot and should not promise total confidentiality within PSHE lessons. The nature of the subject is such that teachers may find themselves party to personal information, which does not normally surface within the school environment. When a pupil discloses sensitive information, which is not generally known, and which the pupil asks not to be passed on, the request will be honoured unless there are child protection issues, a police investigation or the need for referral to external services becomes apparent.

6. Dissemination of the policy and review

- 6.1 This document is a statement of the aims, principals and strategies for the teaching and learning of PSHE. It will be regularly reviewed to reflect the changes to legislation, compliance requirements, and best practice advice from the Department for Education.