WEST ST LEONARDS PRIMARY ACADEMY

PSHE Policy 2025-26

"You are braver than you believe, stronger than you seem and smarter than you think" – Christopher Robin. Winnie the Pooh by A.A.Milne

Key

PSHE – Personal, Social, Health Education

RSHE – Relationships, Sex and Health Education

Intent

At West St Leonards Primary Academy, we ensure our curriculum 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.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

An integral part of the PSHE policy is Relationships, Sex and Health Education (RSHE). This aspect is about the understanding of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships (including same gender parents), and relationships with other peers and adults. It involves being taught about the benefits of a healthier lifestyle, what determines physical health and how to build mental resilience and wellbeing. Children will be taught about the changes that adolescence brings and will learn how a baby is conceived and born.

The intent of Personal, Social, Health Education (PSHE) and Relationships, Sex and Health Education (RSHE)at West St Leonards Primary Academy is to:

- Provide a framework in which sensitive discussions can take place
- Develop an understanding of the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, no matter what race, gender or make-up of the family unit.
- Equip pupils with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships
- Support pupils to take responsibility for their health and wellbeing both now and in the future
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for the changes that adolescence brings
- Teach pupils how a baby is conceived and born

In summary, the PSHE curriculum aims to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

The Personal, Social and Health Education (PSHE) policy is underpinned by the ethos and values of West St Leonards Primary Academy and we uphold it as an entitlement for all our pupils. We recognise the need to work as a community to ensure a shared understanding

of PSHE to deliver an effective programme that meets the needs of our pupils. The overarching objective of PSHE at West St Leonards Primary Academy is to support our pupils through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Statutory requirements
As a primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum. In teaching PSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Policy development
This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all staff will be given the opportunity to look at the policy and make recommendations.

3. Parent/carer/stakeholder consultation – a family from every year group will be invited to look at the policy and a sample of the content taught.

4. Pupil consultation – we will investigate what exactly pupils want from PSHE/RSHE. (Pupil Voice carried out on 28th March 2024)

5. Ratification – once amendments are made, the policy will be shared with the Local Board and ratified.

Implementation

We have developed the curriculum in consultation with parents, pupils, staff and stakeholders, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed.

At West St Leonards Primary Academy, we include the statutory Relationships, Sex and Health Education within our whole-academy PSHE programme. To ensure that there is progression within our curriculum, and that a wide range of subjects are discussed, we use the Jigsaw scheme. Jigsaw is the culmination of over 35 years of experience from teachers, the local authority and psychotherapists. It is Jigsaw's goal to ensure that children gain knowledge in a wide variety of subjects and that these are in line with things that are currently happening within the wider world. We use Jigsaw for our PSHE and RSHE curriculum as it ensures that there is a sense of purpose for the children, it encourages value for other people and allows children the opportunity to communicate effectively with their peers and their trusted adults.

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 termly units and these are taught across the academy through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the academy's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world. In EYFS, the Jigsaw programme supports and contributes to specific Early Learning Goals (ELG).

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.

Jigsaw Content

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills.
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change.

At West St Leonards Primary Academy, we deliver the PSHE curriculum as a 30-45 minute lesson per week. Lessons are reinforced and enhanced in many ways: whole school assemblies, class assemblies and cross-curricular links.

RSHE is taught within the personal, social, health education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

RSHE focuses on teaching:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships

- Being safe
- Physical and Emotional Changes that occur during Adolescence
- How a baby is conceived and born
- Drugs, Medicines and the difference between them
- Alcohol and Tobacco education

Gender identity

At West St Leonards Primary Academy, gender identity is not given an explicit focus in the Jigsaw PSHE Curriculum. The programme creates an inclusive ethos. There are opportunities for transgender to be included in classroom discussions at the teacher's discretion, but there are are no lessons where this term is used explicitly. At no point does Jigsaw say there are only two genders but equally it doesn't suggest there are more; neither, in the primary programme does it refer to gender fluidity. Jigsaw is very aware of the challenge of a binary-focused English language and does its best to use a mix of boy/girl language and gender-neutral language e.g. for names of characters in stories and scenarios etc. Jigsaw tries to reflect the diverse demographic children are a part of, always emphasising the importance of being kind, compassionate and accepting, focussing on the qualities of people as human beings, consequently accepting children who see themselves as boys, as girls, as non-binary etc.

Parents' right to withdraw from Sex Education (part of RSHE)

"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 West St Leonards Primary Academy, 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 RSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) Under this definition, Sex Education is taught in the following 3 lessons:

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

If parents/carers wish for their child to be withdrawn from these 3 lessons, please submit your request to the Principal in writing via the school office: office@wslprimaryacademy.org.uk

Parents do not have the right to withdraw their children from relationships and health education. Community consultation took place in April 2024 where information was given on what is covered within these sessions. Families are encouraged to talk to the class teachers if they have any queries.

“The Relationships 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”. DfE Guidance p.8

Roles and responsibilities

Governance

The local governing body will receive updates from the Principal regarding the implementation of this policy.

The Board of Trustees has delegated the approval of this policy to the Principal.

The Principal

The Principal is responsible for ensuring that PSHE is taught consistently across the academy.

Staff

Staff are responsible for:

- Delivering PSHE/RSHE in a sensitive way
- Modelling positive attitudes to PSHE/RSHE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching PSHE/RSHE. Staff who have concerns about teaching PSHE/RSHE are encouraged to discuss this with the Principal.

PSHE/RSHE will be led by Tom Elvy, taught by class teachers and supported by visitors and outside agencies.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. We understand that children may find some of these topics uncomfortable or hard to talk about, which is why they are taught by a trusted adult to the children and the children are reminded in the sessions that the classroom is a safe space and that asking questions or talking about things is going to deepen their knowledge and understanding.

Training

All staff involved in the delivery of PSHE/RSHE have received training to ensure that pupils receive clear and consistent approaches throughout their time at West St Leonards Primary Academy. Whole staff and individual training needs will be identified through the academy’s self-evaluation process and staff appraisal.

On occasion, external visitors, experts and agencies may be invited to contribute to the delivery of PSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children. When this happens, our academy will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

Impact

PSHE work is recorded in wider curriculum exercise books and class Knowledge Books. Staff use the skills progression document to ensure coverage.

The children will gain emotional intelligence via Jigsaw lessons which will help to improve behaviour choices, leading to fewer sanctions put in place.

The delivery of PSHE is monitored by the Senior Leadership Team through learning walks, book looks and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs. For pupils in EYFS, evidence of learning will be in Reception 'Learning Journey' books.

This policy will be reviewed by academy staff and the Local Board annually. At every review, the policy will be approved by the Principal and the Local Board.

Annual Evaluation

Name of Subject Coordinator	Tom Elvy
Date of Review	17th November 2025
Date for document to be reviewed	November 2026