Oxford Diocesan Schools Trust

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PSHE Policy

North Leigh CE Primary School

Valuing Everyone in our school, in our community, in our world.

This policy was updated in November 2025.

The policy must be reviewed and updated at least every 24 months.

All children are provided with equal access to the curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

The impact of this policy on staff workload has been considered.

Signed *Ben McPherson* Headteacher *Sophie Warner* Chair of Governors

Date *24 November 2025*

PSHE Policy

Updated: November 2025 **Review Date: November 2027**

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.

At North Leigh Primary School, we are committed to the development of children's social and emotional skills, self-esteem, health, and physical and mental well-being. We are committed to developing the children's responsibilities towards themselves and others in our school, our local and global community. We believe high quality PSHE education delivered well supports pupil's learning capacity, help achieve academic potential and leave school equipped with skills they will need to live and work in modern Britain.

As a school, we have adopted The Jigsaw programme to facilitate a comprehensive delivery of this important area of the curriculum, providing consistency and progression to our children's learning. The overview of the programme can be seen on the school website. Jigsaw 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 pupils. There is a focus on mindfulness which nurtures pupil development as compassionate and well-rounded human beings as well as building their capacity to learn and make good choices in life. Jigsaw provides opportunities to bring the whole school together, build relationships and enhance a positive ethos. It meets all the requirements of the statutory guidance for Sex and Relationships and Health Education.

Aims

The Jigsaw PSHE programme aims to:

- Provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
- Encourage pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities
- Support pupils in their recognition of self-worth and working well with others, becoming increasingly responsible for their own learning
- Enable pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up
- Teach pupils the importance of understanding and respecting our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning

Objectives

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work well with others

- Respond to challenge
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Curriculum Content

At North Leigh, PSHE follows a whole school approach, with every year group focusing on the same unit of teaching at the same time. There are six units, one for each half term, broken into lessons that are delivered in a developmental and age-appropriate way so that they meet children's needs with suitable resources. We include the statutory Relationships and Health Education within our whole school PSHE programme.

The table below gives the learning theme of each of the six units, covering all areas of PSHE for the primary phase including statutory Relationships and Health Education. The learning deepens and broadens every year.

Term	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 of diversity
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organize fund-raising events, what would I like to do for work and how I would like 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

Relationships Education (RSE)

Relationships Education in primary schools covers '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 mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education explains how the Jigsaw programme achieves this. Whilst the Relationships Unit covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference unit 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.

RSE is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE respects gender equality and LGBT equality and challenges discrimination. RSE takes the needs and experiences of LGBT people into account and seeks to develop understanding that there are a variety of relationships and family patterns in the modern world.

Health Education

Health Education in primary schools covers '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 mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education explains how the Jigsaw programme achieves this. Whilst the Healthy Me Unit 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.

Teaching about puberty is 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 Unit.

Sex Education

Although, sex education is not compulsory in primary schools, 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'.
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 North Leigh Primary School, we believe children should understand the correct, age-appropriate facts about human reproduction before they leave primary school. Understanding puberty and the changes that occur in boys' and girls' bodies is introduced in Year 4 and taught as a statutory requirement of Health Education. Understanding human reproduction, conception and puberty is taught in Year 5 and puberty, conception and childbirth is age appropriately covered in Year 6.

Please see North Leigh's RSE Policy for further information and our RSE Curriculum Map for more detailed content coverage in each Year group.

Parents' right to request their child be excused from Sex Education

"Parents have a right to request 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 North Leigh we define sex education as human reproduction and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this during the Changing Me unit, (Year 5 Lesson 4: Conception, Year 6, Lesson 3: Conception to birth). Parents will be notified prior to the Changing Me Unit with signposting to the RSHE page on the school website. If a parent wishes their child to be withdrawn from all, or part of sex education lessons, they should discuss this with the Headteacher and make it clear which aspects of the programme they do not wish their child to participate in. The parent should then inform the Headteacher in writing of their decision and the school will keep this on record. The school always complies with the wishes of the parents in this regard but values the opportunity to discuss concerns before a final decision is made. The request to withdraw will be reviewed annually with parents.

Drugs and Alcohol Education

This Policy uses the definition that a drug is: "A substance people take to change the way they feel, think or behave" (United Nations Office on Drugs and Crime).

The term "drugs" includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription 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.

The drug and alcohol education programme demonstrates and encourages:

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

The Healthy Me Unit covers Drug and Alcohol Education Learning Outcomes for each year group, starting with how medicines work in our bodies and why it is important to use them safely in Year 2, to learning about different types of drugs, their uses and effects on the body in Year 6.

Please see North Leigh's PSHE Curriculum map for more information on content of teaching.

SEND and Differentiation

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons 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.

Assessment

Learning outcomes built into the teaching delivery for each unit demonstrate what children have learnt. Over the course of a year, ongoing teaching assessment will inform an end of year working towards, expected and above expected judgements.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children 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 lesson through The Jigsaw Charter:

- 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

Related Policies and Documents

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).

It is also aligned with the Church of England's "A Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying" (Church of England Education Office**,** second edition updated summer 2019).

Monitoring and Review

The School Leadership team monitors delivery of the programme through observation and discussion with staff and pupils to ensure consistent and coherent curriculum provision.

The School Improvement Committee of the governing body, together with the Headteacher monitors this Policy every two years, or earlier if required to take account of any legislative changes and/or national policy development as well as feedback from North Leigh school staff. The committee reports its findings and recommendations to the full governing body, as necessary, if the Policy needs modification. The committee gives serious consideration to any comments from parents about the PSHE (RSE) programme and makes a record of all such comments.

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 North Leigh Primary 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.

Please see "Including and valuing all children: What does Jigsaw teach about LGBTQ relationships?" on the curriculum page of our school website for further explanation.

Safeguarding

Teachers need to be aware that children may tell them things that may be a cause for concern either during or following PSHE lessons. When these occur, school safeguarding procedures must be followed appropriately. All allegations will be reported to a school Designated Safeguarding Lead.

Relationships Education Expectations – DFE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3 – 11 programme.

The guidance states that, by the end of primary school:

TOPIC	PUPILS SHOULD KNOW	JIGSAW PSHE CURRICULUM
Families and people who care about me	▪ That families are important for children growing up because they can give love, security and stability ▪ The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ▪ That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ▪ That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ▪ That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ▪ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All of these aspects are covered in lessons within the Units: • Relationships • Changing Me • Celebrating Difference • Being Me in My World

TOPIC	PUPILS SHOULD KNOW	JIGSAW PSHE CURRICULUM
Caring friendships	▪ How important friendships are in making us feel happy and secure, and how people choose and make friends ▪ The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ▪ That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ▪ That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ▪ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	All of these aspects are covered in lessons within the Units: • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Respectful relationships	▪ The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ▪ Practical steps they can take in a range of different contexts to improve or support respectful relationships ▪ The conventions of courtesy and manners ▪ The importance of self-respect and how this links to their own happiness ▪ That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ▪ About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ▪ What a stereotype is, and how stereotypes can be unfair, negative or destructive ▪ The importance of permission-seeking and giving in relationships with friends, peers and adults	

TOPIC	PUPILS SHOULD KNOW	JIGSAW PSHE CURRICULUM
Online relationships	▪ That people sometimes behave differently online, including by pretending to be someone they are not ▪ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ▪ How information and data is shared and used online	All of these aspects are covered in lessons within the Units: • Relationships • Changing Me • Celebrating Difference
Being safe	▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard ▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so ▪ Where to get advice e.g. family, school and/or other sources	All of these aspects are covered in lessons within the Units: • Relationships • Changing Me • Celebrating Difference

Physical Health and Mental Well-Being Education in Primary School – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental well-being. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

The guidance states that, by the end of primary school:

TOPIC	PUPILS SHOULD KNOW	JIGSAW PSHE CURRICULUM
Mental Wellbeing	▪ that mental wellbeing is a normal part of daily life, in the same way as physical health ▪ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations ▪ how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings ▪ how to judge whether what they're feeling and how they're behaving is appropriate and proportionate ▪ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ▪ simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests ▪ isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support ▪ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing ▪ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) ▪ it's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	All of these aspects are covered in lessons within the Units: • Healthy Me • Relationships • Changing Me • Celebrating Difference

TOPIC	PUPILS SHOULD KNOW	JIGSAW PSHE CURRICULUM
Internal safety & harms	▪ that for most people the internet is an integral part of life and has many benefits ▪ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing ▪ how to consider the effect of their online actions on others and know how to recognise and display respectful behavior online and the importance of keeping personal information private ▪ why social media, some computer games and online gaming, for example, are age restricted ▪ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health ▪ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted ▪ where and how to report concerns and get support with issues online	All of these aspects are covered in lessons within the Units: • Healthy Me • Relationships
Physical Health & Fitness	▪ the characteristics and mental and physical benefits of an active lifestyle ▪ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise ▪ the risks associated with an inactive lifestyle (including obesity) ▪ how and when to seek support including which adults to speak to in school if they're worried about their health	All of these aspects are covered in lessons within the Unit: • Healthy Me
Healthy Eating	▪ what constitutes a healthy diet (including understanding calories and other nutritional content) ▪ the principles of planning and preparing a range of healthy meals ▪ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health	All of these aspects are covered in lessons within the Unit: • Healthy Me
Drugs, Alcohol & Tobacco	▪ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Unit: • Healthy Me

TOPIC	PUPILS SHOULD KNOW	JIGSAW PSHE CURRICULUM
Health & Prevention	▪ how to recognise early signs of physical illness, such as weight loss or unexplained changes to the body ▪ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer ▪ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn ▪ about dental health and the benefits of good oral hygiene and dental flossing, including regular checks up at the dentist ▪ about personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing ▪ the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Unit: • Healthy Me
Basic First Aid	▪ how to make a clear and efficient call to emergency services if necessary ▪ concepts of basic first aid, for example dealing with common injuries, including head injuries	All of these aspects are covered in lessons within the Unit: • Healthy Me
Changing adolescent bodies	▪ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes ▪ about menstrual wellbeing including the key facts about the menstrual cycle	All of these aspects are covered in lessons within the Units: • Healthy Me • Changing Me

TOPIC	PUPILS SHOULD KNOW	JIGSAW PSHE CURRICULUM
Sex education expectations	There's no list of expectations for sex education at the primary level, as it isn't compulsory, but if you choose to teach it then the DfE recommends that it should: ▪ make sure boys and girls are prepared for the changes that adolescence brings ▪ draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born	All of these aspects are covered in lessons within the Unit: • Changing Me And our • Year 5 Science Curriculum: Animals including humans - describing the changes / stages in the growth of humans from birth to old age Working Scientifically - comparing the gestation periods of other animals with humans, finding out and recording the length and mass of a baby as it grows pre-birth