

GREENHEART

LEARNING PARTNERSHIP 



ALBERT BRADBEER PRIMARY ACADEMY

PSHE and RHE Policy

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School Context

Albert Bradbeer Primary Academy is a large Primary school, situated in Longbridge at the edge of Birmingham. Most pupils are from White British backgrounds but there is a range of minority groups represented within the school. There are approximately 450 pupils currently on role. There is an above average proportion of children entitled to Pupil Premium and an above average proportion of children with SEND.

PSHE Intent

At Albert Bradbeer Primary Academy, the personal, social and health education (PSHE) scheme we provide aims to enable our pupils to develop their knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. We teach PSHE as a whole-school approach to underpin children's development as people because we believe that this also supports the learning capacity. The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme which brings consistency and progressions to our children's learning in this vital curriculum area.

Values and attitudes:

- Become increasingly responsible for their own learning.
- Develop self-esteem and recognise their own worth.
- Value themselves and others, recognising and respecting others ideas and views.
- Understand the importance of respect, love and care within friendships and the family unit.

Knowledge and understanding:

- Understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Understand that there are a number of different relationships and be able to recognise positive relationships.
- Have an understanding of safe and unsafe situations and have the right to feel and be safe.
- Have the correct terminology to talk about their bodies.
- Be able to keep themselves clean and healthy and develop self-respect.
- Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up.
- Understand how life cycles including how babies are conceived and develop.
- Have a basic awareness of contraception and sexually transmitted infections and that they have a choice whether or not to be sexually active.
- Have an understanding of the responsibilities of parenthood.
- Have acknowledge of the legal age of consent.

Skills:

- Keep themselves safe and be able to ask for help in the different situations they may face.
- Use knowledge and make informed choices.
- Have the communication and negotiation skills they need to act upon the choices they make.

- Have the skills necessary to deal with situations involving peer pressure.
- Form positive relationships and work well with others.
- Reflect on their experiences.

Emotional understanding:

- Understand, talk about and deal positively with their emotions, feelings and beliefs and those of others.

Objectives/Pupil Learning Intentions

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 with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	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 diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what I would like to do for work and working together to design and organise fund-raising events in order 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 Health Education in the context of coping positively with change.

Relationships and Health Education (RHE)

5a. Definition of Relationship and Health Education

Since the then Right Honourable Justine Greening, Secretary of State for Education, declared, on March 1st 2017, that it is her aim to make Relationships Education statutory in Primary schools from September 2019.

Effective RHE can make a significant positive impact to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RHE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

5b. Current RHE Requirements

“The Relationships 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

Maintained primary schools are legally obliged to have an up-to-date RHE policy that outlines the content and organisation of sex education taught outside science in the National Curriculum. In primary schools if the decision is taken not to teach sex education beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents/carers on request. It is the school governors’ responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give ‘due regard’ to the RHE 2000 guidance and to maintain an up to date RHE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).

It is good practice for academies, free schools, colleges and independent schools to have a policy on RHE. All state-funded schools must publish information in relation to each academic year, about the content of the school’s curriculum for each subject, and this includes any teaching in personal, social, health and economic (PSHE) education and RHE (see 2.5 in the National Curriculum framework (DfE 2013a) and Statutory Instrument 2012 No. 1124).

5b2. 2020 Statutory Requirements

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

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

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.

5c. Compulsory/Statutory Aspects

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs.

5d. RHE and Statutory Duties in School

RHE plays a significant part in achieving the statutory duties all schools have to meet. RHE helps children understand the difference between safe and abusive relationships and equips them with the skills to acquire help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). At Albert Bradbeer Primary Academy, children are taught RHE by their class teacher using the Jigsaw Scheme of work as a guide.

- When any school provides RHE they must have regard to the [Secretary of State’s guidance](#); this is a statutory duty. Academies do not have to provide RSE but must also have regard to Secretary of State’s guidance when they do (DfE, 2013). Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64).
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

RHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Behaviour Policy
- Confidentiality Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

5e. Role of the head teacher

It is the responsibility of the head teacher to ensure that staff and parents are aware of the RHE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The head teacher liaises with external agencies regarding the school RHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The head teacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

5f. Equality

It is intended that the school's RHE policy and the Jigsaw will reflect the ethos of the school, by providing a secure, non-judgemental environment in which to learn. Therefore, no child or family will be discriminated against on grounds of race, gender, health, ability or sexuality. The policy will comply with the Local Authority (LA) and Government guidance.

Inclusive RHE will foster good relations between pupils, tackling all types of prejudice and promoting a good understanding of respect.

5g. RSE Content in Jigsaw

A copy of the grid which outlines the RSE learning intentions for each year group in the 'Changing Me' and 'Relationships' Puzzles is available from Mrs Robinson, if requested.

5h. Withdrawal from RHE Lessons

Parents/carers have the right to withdraw their children from any non-statutory RHE lessons. This must be done by completing the partnership form and submitting it to the head teacher. A meeting will be held before the lessons are taught so that parents are able to ask questions about their children's learning before they make the decision to withdraw.

From September 2020, Relationships and Health Education will also be made compulsory meaning parents will be unable to withdraw children from these parts of the RHE content. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

5i. Working With Parents/Carers

The school is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation.

In promoting this objective we:

- Invite parents to work collaboratively with us in planning the lessons through parental questionnaires and meetings.
- Inform parents about the school's policy and practice;
- Answer any questions that parents may have
- Take seriously any issues that parents raise with teachers about this policy
- We believe that, through this mutual exchange of knowledge and information, children will benefit from being consistent messages about their changing body and their increasing responsibilities.

6. How is Jigsaw PSHE organised?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

7. Differentiation and SEN.

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to use their skills and understanding of their class to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces 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. To further help teachers differentiate for children in their classes with SEND each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

8. Safeguarding

Teachers need to be aware that disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguard policy is followed and the concern is logged on bromcom.

9. Monitoring and Evaluation

The PSHE lead will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

10. The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, 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 Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

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 (confidentiality)

11. Teaching Sensitive and Controversial Issues

Sensitive and controversial issues will arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

12. Answering Difficult Questions

Staff members are aware that views around RHE. However, while personal views are respected, all RHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RHE questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. Questions that are not appropriate or are beyond the curriculum scope will not be answered. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL and log on bromcom if there is a concern.

13. Pupil Consultation

It is valuable to allow children to be consulted on their own personal, social and citizenship development. Therefore, we ensure that we ask pupils, either in individual classes or through the school council, what sort of person they would like to be by the time they leave the school; what qualities, skills, attitudes, values are important to them as people? We will develop this further by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

14. Links to Other Policies

As a school, we recognise the clear link between Jigsaw PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Behaviour Policy
- Confidentiality Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- Safeguarding Policy
- SEND Policy
- Science curriculum

15. Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Parents/carers are given the opportunity to comment upon the draft policy. Copies are available from the school office on request form parents/carers.

16. Confidentiality and Safeguarding

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned unless this person believes that the child is at risk or in danger. In that case, they will record this on bromcom and speak to the DSL. All staff members are familiar with the policy and know who the DSL's are.