



**PSHE (Personal, Social, Health Education) Policy
(including Relationships and Sex Education (RSE) and Health Education, statutory from September 2020)**

Name of school	The Deanery CE Academy
Date of policy	February 2025
Member of staff responsible	Laura Connors
Review date	February 2027

Context

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.

PSHE

At the Deanery CofE Academy PSHE curriculum is designed to nurture the holistic development of every pupil, rooted in Christian Values and teachings. We aim to create a safe, inclusive, and supportive environment where students can grow spiritually, emotionally and academically.

Our Intent:

Emotional Well-being: To equip students with the skills to manage their emotions, build **RESILIENCE**, and develop a positive self-image, instilling **HOPE** for their future.

Social Development: To promote respect, empathy, and kindness, enabling students to build healthy relationships and contribute positively to their community through acts of **SERVICE**.

Health Education: To provide knowledge and understanding of physical health, mental well-being, and safety, empowering students to make informed choices of **WISDOM**.



Economic Understanding: To prepare students for the future by teaching financial literacy, career education, and the importance of responsible citizenship fostering **RESILIENCE** and **HOPE**.

Through our **JIGSAW PSHE Curriculum**, we strive to develop well-rounded individuals who are prepared to face the challenges of the modern world with the confidence, compassion and strong moral compass, embodying the Christian values of **WISDOM, HOPE, RESILIENCE, and SERVICE**.

At The Deanery CE Academy, we teach Personal, Social, Health Education as a whole-school approach to underpin students' development as people and because we believe that this also supports their learning capacity. Our PSHE programme also includes careers education.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through Scheme of Work bringing consistency and progression to our students' learning in this vital curriculum area.

- This 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 young people.

Statutory RSE and Health Education

Our school's approach to RSHE seeks to be faith sensitive and inclusive. It is underpinned by our school values and vision that we believe that each member of our school community is created by God and our aim is to achieve our full potential (being fully alive). All we do is rooted in this hope of who we are as people and who we can become. We are particularly inspired by Jesus' statement 'I have come that you might have life and life in all its fullness' (John 10 v10) and Irenaeus' 'the glory of God is a human being fully alive'.

At The Deanery CE Academy, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God. Our teaching of RSHE will be taught through the lens of our values, recognizing that all students have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion are treated with dignity and respect.

Our Jigsaw Curriculum seeks to ensure that the RSHE curriculum protects, informs and nurtures all students. It clearly differentiates between factual teaching (biology, medicine, the law, marriage, different types of families) and moral teaching about relationships and values.

RSHE teaching at The Deanery CE Academy will:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships



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- Teach students the correct vocabulary to describe themselves and their bodies Help students realise the importance of their own health (including sexual health), wellbeing and dignity
- Provide understanding of family structures, committed relationships and the legal status of different types of long-term relationships
- Help students understand and make sense of the real-life issues they are experiencing in the world around them.
- Help students to manage and explore difficult feelings and emotions
- Enable students to consider how their choices affect their own wellbeing and that of others
- Develop students to be informed and responsible citizens
- Enable students to understand and ensure the protection of their rights throughout their lives

“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 and Sex Education compulsory for all pupils receiving secondary 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 and Relationships and Sex Education compulsory in all secondary schools, 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. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils’ understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.”

“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 and Sex Education.”



DfE Guidance p.11.

Here, at The Deanery School we value PSHE as a way to support students' 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.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our students' needs. The mapping document, 'Jigsaw 11-16 and statutory RSE and Health Education', shows exactly how Jigsaw and , therefore, our school, meets the statutory RSE and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up-to-date teaching materials and that our teachers are well-supported.

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).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE (mapping document available on the Community Area of www.jigsawpshe.com) and aligned to the definitions of Relationships and Sex Education offered by the Sex Education Forum (National Children's Bureau, April 2020).



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What do we teach when and who teaches it?

Whole-school approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE 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.

The Deanery PSHE Overview 2025-2027

Term	1 Being Me in my World	2 Celebrating my Difference	3 Careers	4 Healthy Me	5 Relationships	6 Changing Me Sex Education
Year 7	How do I fit in to the world I am living?	Do we need to 'feel the same as' to belong?	Careers	To what extent am I responsible for my physical and mental health?	What can I make a healthy or less healthy relationship?	Do I stay the same when things around me change?
Year 8	Can I choose how I fit into the world?	How are we different really?	Careers	Can I become more responsible for my health and happiness?	How much such as what and who around us should impact our self-worth?	What factors can make an intimate relationship happier and healthier?
Year 9	To what extent does the world I live in effect our identity?	Is being different a good thing?	Careers	How can substances impact wellbeing?	Can relationships ever be equal?	How can change affect mental health?
Year 10	Is managing my online and offline world within my control?	Does difference result in inequality?	Careers	When it comes to health, to what extent am I in control?	Is love all you need?	Can all change be positive in some way?
Year 11	Is managing my online and offline world within my control?	Careers	Is it possible to stay true to yourself and be in healthy relationships?	When it comes to health, to what extent am I in control?		

At The Deanery CofE School, we allocate 1 lesson each week to PSHE years 7-9 and 1 hour each week to year 10 and 11 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 student to student, adult to student 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 tutors/ a dedicated PSHE Team deliver the weekly lessons.
- Each lesson has a one-hour timetabled slot each week.

Relationships and Sex Education

“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 self-respect.”

DfE Guidance page 25

“In teaching Relationships Education and RSE, 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...”

We expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.”

DfE Guidance page 15

The Sex Education Forum offers the following definitions:

“Sex education is learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes conception and contraception, safer sex, sexually transmitted infections and sexual health.”

“Relationships education is learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. Relationships education supports children to be safe, happy and healthy in their interactions with others now and in the future.”

Sex Education Forum, 2020

What does the DfE statutory guidance on Relationships Education expect young people to know by the time they leave secondary school?



RSE in secondary schools will cover 'Families', 'Respectful relationships including friendships', 'Online and media', 'Being safe' and 'Intimate sexual relationships, including sexual health'.

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'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, the Changing Me Puzzle covers much of the Sex Education and the Healthy Me Puzzle covers much of the Health Education, some of the outcomes are also taught elsewhere in Jigsaw. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

"It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves."

DfE Guidance page 35.

What does the DfE statutory guidance on Health Education expect young people to know by the time they leave secondary school?

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'.

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'.

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.

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

Sex Education

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

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 page 29.

At The Deanery CE Academy, we agree with the Sex Education Forum definition of Sex Education (as above).



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.

The grid below shows which lessons cover Sex Education

Year group	Being Me in My World	Relationships	Changing Me
	Autumn 1	Summer 1	Summer 2
Year 7	Lesson 5 – What are the consequences of what I do and say online? <i>We do not deem this to be Sex Education- but there are elements of sexualised behaviour discussed.</i>	Lesson 5 – Being assertive in relationships	Lesson 1 – Puberty This lesson is not a compulsory Health Education topic. It does not explicitly discuss sex education, but questions may arise from the content which could move towards sex education content. The signposts also may contain materials relating to sex education.
Year 8			Lesson 11 – Different types of relationship This lesson is on intimacy but does not have a focus on sexual intimacy. It also discusses sexual attraction.
Year 9	Lesson 5 – Risk <i>Slide 8 may include materials that could be deemed as Sex Education, but the focus of this lesson is not Sex Education.</i>	Lesson 1 – Healthier long-term relationships Lesson 5 – Better together?	Lesson 4 – Stereotypes and exploring relationships
Year 10		There is lesson that is not sex education, but does reference on one or two slides marital sex.	

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

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE...

... except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those Terms".

DfE Guidance pages 17/18.

Should parents wish to discuss withdrawing their child from Sex Education, they are advised to contact the school office.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on a two year 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.

Inclusion and SEND

At The Deanery CE Academy, we pride ourselves on our inclusive policy and on how we make provision for all students' needs.

PSHE is differentiated and personalised by adaptive teaching

Equality

This policy will inform the school's Equalities Policy

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 The Deanery CE Academy, we promote respect for all and value every individual student.



We also respect the right of our students, 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 RSE and Health Education.

Policy Review

This policy is reviewed every 2 years.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

Parent Consultation:

This policy was sent to all parents for consultation between on 25th February 2025

An in-person consultation was held on 11th March 2025.



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