# The Sherwood School
# RSHE Policy

**Our Mission Statement:**

We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued and supported by our staff, children and families.

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| **Approved by:** | Teaching & Learning Committee | **Date:** 7th October 2026 |
| **Last reviewed on:** | Autumn 2026 | |
| **Next review due by:** | Autumn 2028 | |

**Our Values Statement:**

The Sherwood School is a Rights Respecting School, which is based upon the UNICEF Convention on The Rights of the Child. The rights within this convention cover basic needs including education, mental and physical wellbeing and experiencing a safe and secure childhood. All staff at The Sherwood act as 'duty bearers' of this convention and are responsible for upholding and promoting these four 'General principles' that underpin the Convention in its entirety:

1. **Article 2 (non-discrimination):**

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

2. **Article 3 (best interests of the child):**

The best interests of the child must be a top priority in all decisions and actions that affect children.

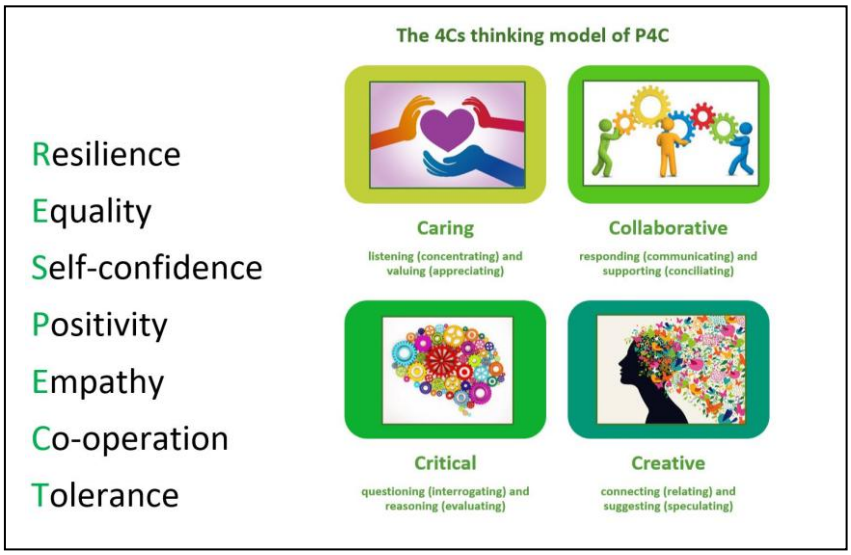
3. **Article 6 (life, survival and development):**

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

4. **Article 12 (respect for the views of the child):**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

We believe that all children should be aware of these rights and respect them for themselves and others, along with the British Values that underpin our society. Being a Rights Respecting School underpins this policy and we believe that this will promote positive behaviour and develop caring, successful, responsible citizens of the future. We have created a simple acronym and thinking model to summarise these values.

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## 1. Subject intent & aims

At The Sherwood School, we believe in the concept of lifelong learning and the notion that learning should 'ignite' curiosity. Learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding as set out in the National Curriculum 2014.

We value PSHE as one way to support children's 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 and Health Education within our whole-school PSHE Programme.

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

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 your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships 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.

We realise the importance of preparing our children for the world in which we live today. We recognise that the personal development of pupils plays a significant part in their ability to learn and achieve. We believe that PSHE is fundamental to the development of the individual potential of all of our children.

- To build a PSHE curriculum which builds an understanding of living in the wider world and the importance of building positive relationships. This will allow children to develop safe and healthy relationships now and in the future.
- To promote children's moral, social, spiritual, cultural and physical development through a broad and balanced PSHE curriculum.
- To develop children's self-confidence and self-esteem so they can be active and happy members of the school community.
- To understand factors and develop a range of skills and strategies to live a healthy, safe and fulfilling life.
- To provide opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.
- To understand the importance of British Values.
- To provide children with accurate and relevant knowledge.
- To develop children's understanding of being a global citizen and their place in the wider world.

## 2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

Department for Education guidance states that by the summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"*It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement…*
*"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."*
Should you like to see the guidance from the government please visit:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

## 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

**Subject leaders:**

- Maintain and update subject policies in line with the school's identified school development priorities
- Attend regular training and share with teaching staff through CPD opportunities
- Complete monitoring tasks to support and promote development of teaching and learning in their subject
- Conduct activities that engage children, for example subject days or weeks, ensuring that children have access to a range of learning opportunities
- Seek ways to engage children's views about teaching and learning in their subject

**Phase leaders:**

- Maintain and update subject policies in line with the school's identified school development priorities
- Attend regular training and share with teaching staff through CPD opportunities
- Complete monitoring tasks to support and promote development of teaching and learning in their subject
- Conduct activities that engage children, for example subject days or weeks, ensuring that children have access to a range of learning opportunities
- Seek ways to engage children's views about teaching and learning in their subject

**Senior Leaders:**

- Ensure that subject leaders are appropriately supported to lead, promote and update their subject area, in line with the school's priorities.
- Conduct monitoring tasks to maintain and improve the quality of teaching and learning across all subjects of the curriculum
- Keep up to date with initiatives and pedagogical developments to ensure that the school's approaches to teaching and learning are up-to-date and meet the needs of the children in our particular community

**SENDCo:**

- Ensure that Quality First teaching is promoted throughout the school so that all learners are enabled to progress from their individual starting points
- Conduct monitoring tasks to maintain and improve the quality of teaching and learning across all subjects of the curriculum

- Keep up to date with initiatives and pedagogical developments to ensure that the school's approaches to teaching and learning are up-to-date and meet the needs of the children in our particular community

## 4. Implementation, Organisation and planning

At The Sherwood School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.
The overview of the programme can be seen on the school website.

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, Rights Respecting Schools Ethos, School Values, and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

**What do we teach when and who teaches it?**

**Whole-school approach**

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 |

At The Sherwood School we allocate 1 hour to PSHE each week 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, Circle Times, P4C lessons, praise and reward system, School Charters, theme and awareness days/weeks and through relationships child to child, adult to child 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 teachers deliver the weekly lessons to their own classes.

**Relationships Education**

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

Relationships Education in primary schools will cover '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 way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

**Health Education**

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

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'.

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.

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.

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.

**Sex Education**

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)

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'.

At The Sherwood School, we believe children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the Jigsaw guidance as part of the Summer 2 unit Changing Me.

**Parents' right to request their child be excused 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 Relationships and Sex Education" DfE Guidance p.17

At The Sherwood School, 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 4 (Conception, birth)

The school will inform parents of this right by a letter sent home during the Summer Term, prior to the Changing Me unit being taught. A Parents' meeting will also be held in Summer Term 2, where parents will be shown the Jigsaw RSHE presentation, explaining our statutory and non-statutory content of the PSHE lesson.

We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Samouel or Mrs Varchione-Francis.

## 5. Inclusion:

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### 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 The Sherwood 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 present varying approaches to some aspects of Relationships, Health and Sex Education.

## 6. Impact

By the time children leave The Sherwood School they will:

- Have a good understanding of how to stay safe, healthy and develop good relationships.
- Demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- Achieve age related expectations across the wider curriculum.
- Become healthy and responsible members of society
- Have a growth mindset and a willingness and ability to try new things, push themselves and persevere.
- Show an understanding of the importance of the United Nations Convention on the Rights of the Child (UNCRC) and a knowledge of Rights Respecting School articles.

- Demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Demonstrate a strong self-awareness, interlinked with compassion of others.

## Monitoring arrangements:

The SMSC 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

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring the school's assessment data at termly Teaching, learning & Community Meetings
- School visits
- Meetings with the school council
- Meetings with subject leaders

Subject leaders monitor the way their subject is taught throughout the school by completing the following tasks:

- planning scrutinies
- learning walks
- work scrutinies
- team teaching.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed and for reviewing and planning resources that will support teaching and learning in their subjects. This feeds into the school development and financial planning for the school and is finalised by the Headteacher.

This policy will be reviewed every two years by the Headteacher and will be reviewed at the Teaching, Learning & Community Committee. At every review, the policy will be shared with the full governing board.

## Safeguarding

Teachers need to be aware that sometimes 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 child protection and safeguarding policy should be followed.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Science Curriculum
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Child protection and safeguarding policy

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).

Further Government guidance

https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education