



OXFORD
HIGH SCHOOL

G D S T
GIRLS' DAY SCHOOL TRUST

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

School: Oxford High Prep School

Date of Policy: January 2021

Member of Staff Responsible: Mrs Stacy Ramsay

Review Date: January 2022

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.

The PSHE curriculum will also contribute to fulfilling our duty as a school, as set out by the 2006 Education and Inspections Act, 'to promote the wellbeing of pupils at the school'.

This policy is informed by the Oxford High School ethos, which is one of intellectual challenge combined with real heart, resulting in an atmosphere of true originality. We create learning opportunities and environments that encourage girls to take risks, make connections and develop strength as well as insight. Our girls are encouraged to be individuals, but as part of a closely bonded network of friends, teachers and parents.

Our PSHE programme is underpinned by our school values: educating high achieving girls with drive and determination; developing resourceful girls unafraid of challenge; encouraging girls to make the most of their individual strengths; encouraging girls to reach their academic potential while learning skills for life; an outward facing approach to our community; and friendly and down to earth approach that encourages every girl to find her own voice. It also supports our Key Attributes – Kindness, Resilience, Creativity, Respect, Courage and Responsibility.



OXFORD
HIGH SCHOOL

G D S T
GIRLS' DAY SCHOOL TRUST

PSHE

At Oxford High Prep School, we teach girls Personal, Social, Health Education as a whole-school approach because we believe that this supports their learning capacity and we are committed to the development of the 'whole child'. The wellbeing of each individual girl is at the heart of everything we do.

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 found as an appendix to this policy.

We recognise the right of all pupils to have access to PSHE learning which meets their needs and teaching will take into account the age, ability, readiness, cultural backgrounds and SEND to ensure that all can fully access PSHE provision.

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.



Our PSHE policy is linked to, and should be read in conjunction with the following school policies:

- Safeguarding and Child Protection
- Equality and Diversity
- Behaviour – Rewards and Sanctions
- Anti-Bullying

What we teach, When we teach it, 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



OXFORD
HIGH SCHOOL

GDST

At Oxford High Prep School, we allocate 1 x 30 minute lesson 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 including: through relationships across the school (child to child, adult to child and adult to adult); assemblies; a praise and reward system; class learning charters; and an allocated wellbeing form time each week. Our provision is further supported by off-timetable enrichment days and visiting external speakers.

PSHE is delivered by class teachers in Reception, Year 1 and Year 2. The class teachers will receive regular training and support from the Head of PSHE.

In Years 3 – 6, PSHE is delivered as a specialist subject by the Head of PSHE who will receive regular training as a member of the PSHE Association, and other relevant National and GDST CPD Programmes.

Progress and Assessment

Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE. Pupils need opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. They also need a comprehensive, balanced and relevant body of factual information to inform their present and future choices. It is important to recognise that assessment in PSHE is not about passing or failing or behavioural outcomes. Assessment in PSHE will focus on learning, set against the lesson objectives and outcomes. For more detail please see:

Jigsaw Overviews with assessment statements

Engagement

PSHE is strongest when there is communication and collaboration between school and home. At Oxford High Prep School, we are committed to working with parents and carers. Parents and carers will have the opportunity to be involved in policy review, we will offer an online information workshop with question and answer session, and we will make parents and carers aware of external information and guidance materials from relevant organisations that they can use and explore with their children.



Statutory Relationships and Health Education

DfE Guidance

"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 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."

"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...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."

"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."

"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."

"All schools must have in place a written policy for Relationships Education and RSE."



Here, at Oxford High Prep School 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.

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.

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.

In addition, teaching children about puberty is now a statutory requirement in the DfE guidance which sits under Health Education within the ‘Changing adolescent body’ strand. 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 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’. 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 Oxford High Prep School, we believe that Sex Education requires a cross-curricular approach as it encompasses both human reproductive biology and the relationships and emotions that come with this. Children should understand the facts about human reproduction before they leave primary school and we intend to teach this through our Science curriculum. This will be taught alongside the relevant Relationships content in PSHE and the two will complement each other and strengthen our whole school approach.



OXFORD
HIGH SCHOOL

G D S T
GIRLS' DAY SCHOOL TRUST

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

DfE guidance states, "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"

At Oxford High Prep School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). It will also be covered in the Science curriculum. We conclude from the DFE Guidance that Sex Education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships Education as we believe this is most appropriate for our children. Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Stacy Ramsay.

Access, Monitoring and Review

This policy was produced by the Head of PSHE after consultation with pupils, staff and parents. Consultation took the form of: Pupils – questioning and discussion, Staff – questionnaires, Parents – online workshop with question and answer. It will be reviewed again in January 2022.

The policy is accessible on the school website.

The Curriculum Committee of the GDST will monitor this policy on an annual basis. This committee reports its findings and recommendations to the GDST and the school, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSE) 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.

Equality

This policy will inform part of the school's Equality and Diversity Plan.

The DfE Guidance 2019 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 Oxford High Prep School, we promote respect for all and value each 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.

For further explanation, as to how we approach LGBT relationships in the PSHE/RSE Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Jigsaw PSHE documents needed to explain this policy:

Appendix 1

Relationships Education in primary schools – DfE Guidance 2019

Appendix 2:

Jigsaw 3-11 and statutory Relationships and Health Education mapping document

Appendix 3:

Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?

Appendix 4:

Jigsaw Overviews and Assessment Statements

Policy Review

This policy is reviewed annually.

	Signed Teacher in charge	Signed Headteacher	Signed Chair of Governors
Date of review:			
Date of next review:			