



Children and learning at the heart of our CARE-ing community

Old Fletton Primary School PSHE Policy (incl Relationships, Sex & Health Education)

Version 2 - April 2025

OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

PSHE (Relationships, Health and Sex Education)	<p>RSHE is an entitlement to learning about ourselves. It is about the emotional, social, health, moral and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity.</p> <p>RSHE involves a combination of teaching set information, and exploring issues and values. RSHE is not about the promotion of sexual activity.</p>
Teacher's Role	<p>When delivering RSHE and/or PSHE lessons, sensitivity to the child and the content is required, difference and diversity must be taken into account when delivering and shaping lessons. Special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background, all affect access to and understanding of the content.</p>
Parents' Role	<p>RSHE is most effective when provided in partnership with the school. Parents should familiarise themselves with the detail of the curriculum being taught and pre-teach if they feel it would be of benefit, plan to have regular conversations with their child(ren) during the Block of delivery to be able to answer any questions.</p>
Curriculum	<p>The curriculum is wholly consistent with the National Curriculum, DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum. Some elements of our RSHE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on the non-statutory PSHE guidance.</p>
Why is there a need for a RSHE policy?	<ul style="list-style-type: none"> ✓ There is a legal requirement for Primary Schools to teach Relationships and Health Education as per section 34 of the Children and Social work act 2017. ✓ The Department for Education continues to recommend that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils and we agree and support this view. See guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf
What is the policy for?	<ul style="list-style-type: none"> ✓ Ensuring all members of the Old Fletton Primary School community have a common understanding and agreement about what to expect from the RSHE curriculum content and delivery.
Who has devised and contributed to this policy	<ul style="list-style-type: none"> ✓ This policy has been initially devised by the Headteacher, reviewed and amended by PSHE lead Sarah Dudley following the guidance from DfE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf ✓ Direct consultations with: parents, staff, children and governors.

<p>What evidence and advice has been used to inform this policy</p>	<p>Our PSHE policy is informed by existing DfE guidance:</p> <ul style="list-style-type: none"> ✓ Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK (www.gov.uk) ✓ Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com) ✓ Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK (www.gov.uk) ✓ Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk) ✓ SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk) ✓ Alternative Provision (statutory guidance) Alternative provision - GOV.UK (www.gov.uk) ✓ Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK (www.gov.uk) ✓ Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview Social, emotional and mental wellbeing in primary and secondary education Guidance NICE ✓ Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk) ✓ Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk) ✓ The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance Equality and Human Rights Commission (equalityhumanrights.com) ✓ 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) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk) ✓ SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Regulating independent schools - GOV.UK (www.gov.uk) <p>The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. pshe-association-programme-of-study-2020-map.pdf</p>
<p>How will this policy be communicated?</p>	<ul style="list-style-type: none"> ✓ This policy is available in the Leadership Office and is online on the school's website.
<p>How will this policy be monitored?</p>	<ul style="list-style-type: none"> ✓ Subject champion: Sarah Dudley will follow the school monitoring cycle activities per unit, ensuring coverage and checking pupil and staff voice ✓ Policy will be reviewed in line with other linked policies as required ✓ Governors will be able to talk with subject champion to ensure the resources and curriculum is delivered ✓ Governors are able to speak with children regarding their learning experiences

Aims

The aims of PSHE Policy (Relationships Sex and Health Education at Old Fletton is to:

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.

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children.
- Help children to understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations, protect themselves and ask for help and support.



These aims compliment the teaching of the Science Curriculum in both Key Stage 1 and Key Stage 2 and align perfectly with our values

Curriculum content

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.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects evaluated 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 children.

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 children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), 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.

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
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At Old Fletton Primary School we allocate 40 minutes 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, 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 lessons weekly to their own classes and in Yr1 as a blocked week that is revisited through Continuous Provision.

Relationships Education

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 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

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 Old Fletton Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction

We intend to teach this as part of PSHE lessons

We carry out the main RSHE curriculum in PSHE lessons Our topic, RSHE, combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best

location for our provision of non-statutory sex education. Although 'RSHE' as a subject is not statutory at primary level, many aspects of our RSHE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSHE topic are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses). However we also teach RSHE through other subject areas e.g. PE, RE, where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing in order to make healthy and informed choices during their lives. The ICT curriculum also delivers the required elements of online safety.

The governing body

The governing body has delegated the approval of this policy to the STAR Committee.

The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

The headteacher also:

- Ensures that members of staff are well supported, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

All staff are responsible for:

- Delivering RSHE in a sensitive way, that is inclusive of all
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Class teachers are responsible for teaching Sex Education at Old Fletton Primary School.

Teachers will reply to, and answer, children's questions sensitively and openly where they fit with the curriculum content. Teachers will also facilitate the opportunity for children to ask questions anonymously or to raise issues through systems such as the Ask It Basket whereby the class teacher can answer questions and provide information when needed. Questions that are of a more sensitive note and go beyond the curriculum content, the child will be sensitively directed to their families for more information. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context of the curriculum.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the subject champion (Sarah Dudley) in the first instance. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious, social or cultural factors, and to parents' wishes before questions are answered.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity in line with the school's values of CARE.

Parents and Carers

The school is well aware that the primary role in children's RSHE 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 our CARE values, we will:

- Inform parents about the school's RSHE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSHE (Jigsaw letter to parents / Knowledge organiser)
- Answer any questions that parents may have about the RSHE of their child; this includes providing opportunities for parents to view the resources that are used in lessons

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school.
- Acknowledge parents and carers have the right to withdraw their children from the non-statutory components of sex education within RSHE. However, we hope this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education.
- Keep a register of any pupils who are removed from lessons will be kept and distributed to all teachers involved.

Parents' and Carers' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. At Old Fletton Primary 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 3 (Conception, birth)

Requests for withdrawal should be put in writing and addressed to the headteacher. The headteacher will typically support the requests, however making the risks clear to parents that their child will then probably hear the content second hand from children chatting on the playground etc and this is far from ideal.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSHE will be given to all pupils to ensure equality of access for all pupils, regardless of gender, race, sexual orientation or disability, so giving equal opportunities and avoiding discrimination. Parents of known children with any protected characteristic will be able to work closely with the school to ensure the curriculum is as inclusive as possible. 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.

At Old Fletton 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.

Complaints

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the Old Fletton Primary School complaints procedure if they feel things are not resolved, the form is available from the office upon request.

Linked policies

In conjunction with this policy, please also see:

- Behaviour and Expectations policy

- Safeguarding and Child Protection policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions: <https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>



RSHE Withdrawal Form

Name of child:		Class:	
Term:			
Action: Teacher communicated with parent	Date:	Details:	Outcome:
Action: PSHE Subject Champion communicated with parent	Date:	Details:	Outcome:
Action: Letter received by Headteacher	Date	Details:	Outcome:
Learning objectives covered			Removed (R) Included (I)
1.			
2.			
3			
4			
5			
Alternative resources / support provided for Home Learning	Details:		Outcome:

Withdrawal completed Date:

Signed: (Headteacher)