



Caring community; Serious about learning

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

Version 3 - April 2026

### OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

<b>PSHE (Relationships, Health and Sex Education)</b>	<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>
<b>Teacher's Role</b>	<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>
<b>Parents' Role</b>	<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>
<b>Curriculum</b>	<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>
<b>Why is there a need for a RSHE policy?</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ 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: <a href="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">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</a></li> </ul>
<b>What is the policy for?</b>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>
<b>Who has devised and contributed to this policy</b>	<ul style="list-style-type: none"> <li>✓ This policy has been initially devised by the Headteacher, reviewed and amended by PSHE lead Sarah Dudley following the guidance from DfE <a href="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">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</a></li> <li>✓ Direct consultations with: parents, staff, children and governors.</li> </ul>

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

## **Our Vision for PSHE Education**

At Old Fletton Primary School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment. It is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

### **We are committed to:**

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

### **Statutory Requirements and Curriculum Framework**

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via [\[website link\]](#).

### **Whole-School Approach**

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core

Mindful practice

Connection and community

Developing skills for respectful dialogue

Age-appropriate spiral curriculum

Interactive, participative teaching

### The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately a unit:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education)

### Relationships Education (statutory)

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

### Health Education (statutory)

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.

- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

### **Sex Education** (non statutory)

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Old Fletton Primary School, our approach to sex education is:

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

### **Adapting Jigsaw for Our School Community**

We recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children (lead by Subject Champion), and Class Reps
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

### **When and who teaches it?**

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.

## **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 5: Conception

Year 6: Babies: Conception to 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)