Great Whelnetham C of E Primary School

PSHE & Relationships, Sex and Health Education (RSHE) Policy Document

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Subject Purpose

The aims of relationship, sex and health education (RSHE) at Great Whelnetham C of E Primary School are to:

- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Programme of Study

At Great Whelnetham Cof E we teach our PSHE curriculum (including RSHE) through our whole-school Jigsaw Programme. Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education and is a scheme accredited by the PSHE Association. At Great Whelnetham Cof E Primary School, we believe that effective teaching of Relationships and Sex education makes a significant contribution to the development of the personal skills needed by children if they are to establish and maintain positive, healthy relationships and also make responsible and informed choices about their health and well-being.

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:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Spring 2:	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
Summer 1:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
Summer	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication

2:	skills, bereavement and loss

The overview of our PSHE curriculum, including RSHE, can be found on the school website and the mapping document of the Jigsaw Programme can be found in Appendix 1.

The Jigsaw Programme also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. Biological aspects of RSHE are also taught within the science curriculum, and some other aspects are linked to our Religious Education curriculum.

At Great Whelnetham C of E Primary School we teach PSHE each week in order to teach the knowledge and skills in a developmental and age-appropriate way. Learning is also reinforced and enhanced in many ways. For example, sometimes through our daily assemblies, our praise and reward systems and through our relationships in school.

Statutory requirements

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 way the Jigsaw Programme covers these is explained in the mapping document on the school website.

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 way the Jigsaw Programme covers these is explained in the mapping document on the school website.

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.

Relationship Education

Since September 2020 all schools are required to teach relationships education. Relationships education (Primary) - GOV.UK

Government guidance December 2025 states that Sex Education is not compulsory in primary schools; the guidance focuses on Relationships and recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

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 Great Whelnetham C of E Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as understanding human reproduction and the scientific processes that are involved.

We intend to teach health, relationship and sex education through our PSHE lessons, following the Jigsaw Programme.

Policy development

This policy has been developed in consultation with staff, pupils and governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff collected all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation –parents were asked to review the policy online.

4. Ratification – once amendments were made, the policy was shared with governors and ratified

Curriculum

Our PSHE/RSHE curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary. Appendix 1 shows an overview of the Jigsaw Programme. For more detail, see the curriculum overview on the curriculum page of our website.

We have developed the curriculum in consultation with parents and staff taking into account the needs and feelings of our pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, taking appropriate actions where needed.

Inclusion and Equal Opportunities

As within all classroom practice at Great Whelnetham Cof E Primary School, we take into account the needs of our pupils, including their emotional and physical development, life experiences, and learning styles. We aim to ensure that all children are fully able to access our RSHE curriculum. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of all children, including those with Special Education Needs (SEND).

We promote diversity and inclusion and consider all pupils' needs by using materials, which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all. We aim our pupils to gain a positive sense of personal identify, value and self-esteem.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the Senior Leadership Team to account for its implementation.

The Senior Leadership Team

The Senior Leadership Team and PSHE Subject Leader are responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Liaising with our SENCO to identify and respond to the needs of pupils with SEND
- 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 RSE

Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of RSHE. The non-statutory components are found within the 'Changing Me' topics from years 3 – 6. Requests for withdrawal should be put in writing and addressed to the Senior Leadership Team. A copy of withdrawal requests will be placed in the pupil's educational record. The Senior Leadership Team will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSHE.

At Great Whelnetham Cof E 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). For more information on which lessons this includes, please see the PSHE curriculum document on our website or speak to the PSHE Subject Leader. Before these lessons are due to commence, parents will be written to with further information.

Training

Staff are regularly trained on the delivery of RSHE as part of their continued professional development.

Monitoring, Assessment and Review

The delivery of RSHE is monitored by the subject leader through learning walks, book scrutinies and pupil perceptions.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the governing board.

Appendix 1

Jigsaw PSHE 3 -11/12 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
	Identifying goals for the year Global citizenship	Perceptions of normality Understanding disability	Personal learning goals, in and out of school	Taking personal responsibility How substances affect the body	Mental health Identifying mental health worries and	Self-image Body image