

Priestley Primary School

Personal, Social, Health Education Procedures

(including Relationships, Health & Sex Education)
Spring 2025



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.

Aims

We educate our children about the diverse world in which we live as well as how to behave and live in a healthy manner, safeguarding the wellbeing of ourselves and those we love. RSE stands for “relationships and sex education” and as part of Relationships and Health Education, is a new approach to teaching children about relationships and health.

- The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place, exploring issues and values.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of relationships and sexuality.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Developing children emotionally, socially and culturally.
- Learn about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

Definition

At Priestley Primary School, RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

In the DfES document, sex education is defined as:

‘Learning about physical, moral and emotional development’.

The guidance states, ‘It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.’

Sex education is part of the personal, social and health education (PSHE) curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

PSHE Curriculum

At Priestley Primary School, we teach PSHE using ‘JIGSAW’.

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, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"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."

DfE Guidance p.8

"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."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"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."

DfE Guidance p.8

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

DfE Guidance p.11

Here, at Priestley Primary 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.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and are less likely to resort to seeking answers online.

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. Jigsaw resources are provided for each year group.

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.

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 (rules and expectations for learning).
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding which also links to E-SAFETY.
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 contribute to society?
Spring 2:	Healthy Me	Includes drugs and alcohol education for KS2. Self-esteem, confidence, healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other positive/negative relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me (including RSE)	Includes Relationships and Sex Education in the context of coping positively with change to the human body and understanding correct terminology

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Many of the biological and health aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). When studying healthy online relationships, the children study this within our computing curriculum. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.

- Respectful relationships.
- Online relationships.
- Being safe.

At Priestley Primary School we allocate a weekly time to teach PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These lessons are reinforced and enhanced in many ways: Assemblies, behaviour system (Spikey), Learning Character, through relationships child to child, adult to child and adult to adult across the school.

Class teachers, where possible, deliver the weekly lessons to their own classes. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances.

families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

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. The same topics are taught, in the same term, across the school, to promote consistency for the children and so the teachers can track progress and development.

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' and '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. 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, through all year groups 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) 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 Priestley Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We teach Sex Education discretely in Year 6. We invite Year 6 parents to come and see what is taught prior to these discrete lessons as we understand that this specific element is not compulsory for Primary Schools. Having discussed this with the school and understanding fully what is involved within the sex education lessons, they can only withdraw where the lessons are not in line with the curriculum (human reproduction) as laid out in the RSE, health or science curriculum, which is compulsory (this includes puberty which is STATUTORY in the health education part of PSHE).

Our Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings (exploring this in the context of PSHE rather than that laid out in the Science curriculum)
- How a baby is conceived and born

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 Priestley 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), and 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, not humans, this is where the JIGSAW unit 'changing me' is taught.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE Subject Leader through:

- Learning Walks
- Book Looks
- Pupil Conferencing
- Planning Peeks

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems in PSHE, Science and through questioning in class.

Roles and responsibilities

Governing Body

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way in line with the vision and values of our school
- Modelling positive attitudes to RSE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/ non science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher/PSHE subject leader.

Pupils

- Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Confidentiality

Teachers conduct SRE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or likely to be involved) in sexual activity (or states they have been a victim of abuse), then the teacher will take the reference seriously, and deal with it as a matter of child protection. The teachers will report the safeguarding issue using 'My Concern'.

They will follow our safeguarding policy and report to a designated safeguarding officer, for any child protection issues. The Headteacher will then deal with the matter in consultation with health care professionals.

(Please see additional safeguarding policy)

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 Priestley 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 some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'. Parents can access this from the public information tab of the jigsaw website.

To be reviewed Spring 2026

Signed.....

Date:.....

Headteacher

Signed.....

Date:.....

Chair of Governors