



PSHE
(Personal, Social, Health and Economic)
and
RSE
(Relationships and Sex Education)
Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 7.7.26

PSHE and RSE Policy

“Be the change you want to see in the world.”
Mahatma Gandhi

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.

Our PSHE Curriculum and policy have been informed by Department for Education guidance), is reviewed every three years and is approved by the Children and Learning Committee of Governors.

1. What is the vision for PSHE and RSE at Stamford Green?

It is our vision that our children:

- Understand how to keep themselves safe in both the real world and virtually too
- Explore their own identity and celebrate the differences of themselves and others
- Explore the relationships with those around them, know how to sustain friendships and build confidence in new situations
- Have a greater understanding of the world around them and the role they play in society, by exploring themes such as democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs, citizenship and environmental issues
- Become aspirational in setting themselves goals for the future and overcoming challenges that they may face

2. Our PSHE curriculum is brought to life by our seven commitments:

HAPPINESS

In our PSHE lessons, we will be exploring different types of relationships and how they contribute to making us feel happy. We will enable the children to develop skills to make positive relationships with the people in their lives, whilst also understanding how to manage any conflict that they may face. As part of our PSHE offer, we ensure that there is a timetabled daily slot in every classroom to listen to a story for enjoyment. Class story time is that special time when the children can listen and enjoy a story, read by their class teacher. In the Early Years and Year 1, children regularly enjoy a book from their '5 Special Books' in order to foster a love of reading and that sense of enjoyment, a familiar story can bring.

INSPIRING

We want the children to be inspired to make a difference through their learning of our PSHE curriculum offer. We will ensure that the children understand and celebrate the differences between individuals and know how to help people who may be treated differently because of this. Our curriculum aims to inspire to children as they learn and develop their own social and emotional skills and understand how to make the world a better place. Children will learn about the role they play as global citizens and will feel inspired to 'do their bit' for society.

LEARNING

Our offer for the PSHE curriculum is based on six key components:

- The use of the Jigsaw curriculum to enable the children to learn emotional literacy, social and life long skills, RSE and resilience in an age appropriate manner.
- The teaching of neuroscience using MindUp, allowing the children to understand how their brain works and how to regulate their emotions;
- The teaching and use of Zones of Regulation, helping children to understand and manage their emotions and feelings
- The Golden Run – ensuring that the children are physically active on a regular basis
- Daily story time – to develop reading for enjoyment and to teach the children how reading can contribute to mental wellbeing;
- Whanau – bringing together the community of the school to discuss and explore current issues, building on social skills with others and celebrating diversity in the world.

The key learning in PSHE lessons is around the wider world that the children live in and the effect that their footprint has. Children learn about diversity and accept everyone's right to difference. Children know how to keep themselves safe and healthy, both in reality and online. Our PSHE curriculum also teaches the children that the changes that will take place in their life, including puberty. The Jigsaw curriculum is a spiral curriculum that is taught on a weekly basis and as a result, all children across the school learn the same theme or 'puzzle' at the same time, in an age appropriate way.

TOGETHERNESS

Throughout our PSHE curriculum, children will work together as a class to share their views and develop their social and emotional skills. As part of the teaching sequence, there are regular opportunities to develop positive relationships and work collaboratively with their peers. Children in Year 1 to Year 6 take part in a weekly community group called Whanau. This is where children from different year groups come together to discuss and explore pertinent issues, such as themes introduced in our Diversity, Equality, Inclusion and Belonging assemblies. Whanau sessions are led by our year six children, developing their leadership skills. As part of our year group welcome meetings with parents/carers at the end of the summer term, in preparation for the next academic year, parents are informed about the RSE teaching that takes place. As a result, they are knowledgeable about the curriculum coverage for the 'Changing Me' puzzle, including which parts are statutory and which parts parents are free to withdraw their children from.

VALUES

Our PSHE lessons encourage the children to demonstrate the school's twenty two values as well as the British values of democracy, rule of law, respect and tolerance, individual liberty. Our curriculum encourages the children to show compassion to others, have hope and aspirations for themselves and respect others. The curriculum teaches the children about tolerance and acceptance and to understand a sense of justice. Children will know about democracy and being democratic and will understand what is meant by individual liberty through their PSHE lessons.

AMBITION

We want our children to be ambitious for themselves. The 'Dreams and Goals' puzzle aims to help children think about their own hopes and dreams, their goals for success, what their personal strengths are and how to overcome challenges. Children learn about experiencing and managing feelings of pride, ambition, disappointment and success. We aim that the children are ambitious for themselves and support their peers in being aspirational too. As a school, we are ambitious for our staff through regular continuing professional development and learning opportunities to deepen knowledge and skills of PSHE.

ACHIEVEMENT

Through the experience of setting goals, the children will learn about a sense of achievement. Children will know about the resilience that is needed on the journey to meet goals and that steps to success may be required. The structure of each PSHE lesson allows the children time to reflect on their learning experiences and their progress. By reflecting, children can process and evaluate what they have learnt, which enables them to consolidate and apply their learning. It

is our aim that children achieve age appropriate milestones which demonstrate the learning, knowledge and skills that have taken place each year.

3. By the end of Year 6 at Stamford Green...

Behaviours	The children will demonstrate the behaviour of respect to each other and celebrate their similarities and differences, values and cultures. They will know what behaviour is expected of them and will understand what constitutes anti-social behaviour. When help or further support is needed, both in keeping themselves safe and when encountering and dealing with conflict, children know who to seek for help and support and how to resolve.
Attitudes	The children will demonstrate positive attitudes to each other and know how to form relationships with others. Children will recognise what constitutes a positive and healthy relationship and will recognise unhealthy relationships. Children will understand the importance of challenging stereotypes and be confident with their own self-identity. The PSHE curriculum will encourage the children to want to make a difference to society and have high aspirations for themselves and others.
Skills	The children will have the skills to negotiate the different relationships that they will have throughout their lives. Children will feel confident to speak out and ask for help if necessary and will demonstrate the skills to keep themselves safe, including when they are online. Children will develop the skills to resolve conflict and be able to support others.
Knowledge	The children will understand the importance of keeping themselves healthy. They will know what constitutes a healthy lifestyle and keeping themselves active through taking part in the Golden Run. Through studying mindfulness and using elements of the Mindup curriculum, the children will demonstrate the understanding and knowledge about how their brain works and will be able to recognise and deal with a range of emotions. They will develop and learn coping strategies.
Experiences	Our six key components for our PSHE curriculum, enable the children to have experienced an in-depth approach to their area of the curriculum. In addition to learning about the wider world and the role they play in it, children will have experienced coming together as a school community to discuss important issues. Our Golden Run ensures that the children are active on a regular basis and work together to achieve goals, such as our termly initiatives.
Technology	Technology continues to evolve and it is of the utmost importance that the children know how to behave safely when they are online. Children need to recognise potential dangers and the importance of 'live real, play virtual'. The children will understand that everything that they see online is not always true or representative and they understand the social media effect. Children will understand the impact of a digital footprint and consider their future.
Sustained	The PSHE curriculum will ensure that the children will be encouraged to use the skills and attitudes to keep themselves safe, particularly as they get older and have more responsibility. Children will develop high aspirations for themselves; will set achievable goals and will begin to consider potential careers for the future.

4. Subject Organisation

- a) 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 (RSE) within our whole school PSHE learning.
- b) The Jigsaw scheme of work is taught across the school from Nursery to Year 6 on a weekly basis. This ensures progression throughout the school. The scheme of work's update policy

ensures that we are always using the most up to date teaching materials and that teachers are well supported. Please see the PSHE and RSE Compendium for greater detail about what is being taught in each year group.

- c) The Jigsaw scheme of work significantly contributes 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.
- d) PSHE is taught on a weekly basis for all children in Nursery – Year 6 and is taught by the class teacher and/or a Higher Level Teaching Assistant.

5. Relationships, Sex and Health Education

- a) Relationships, Sex and Health Education does not exist in isolation. It forms a vital part of the school's wider curriculum, contributing to every school's Personal Development expectations.
- b) There are three distinct strands: Relationships Education; Sex Education and Health Education.

Relationships Education	Statutory – no parental right to withdraw
What it is:	Teaching children about the building blocks of positive, healthy relationships – with family, friends, peers and others. It covers topics including families, friendships, respect, boundaries, conflict resolution, online safety and recognising when relationships are unhealthy or unsafe.
What it is not:	Relationships Education does not involve teaching children about sexual activity. It can, and should, address sensitive safeguarding topics (such as inappropriate online contact) without describing intimate physical relationships that are not age appropriate.
Parent withdrawal:	Parents do not have the right to withdraw their children from Relationships Education as it is statutory content at primary.

Health Education	Statutory – no parental right to withdraw
What it is:	Teaching children to make good decisions about their own health and wellbeing. Includes physical health (including changing adolescent body and puberty), mental wellbeing, healthy eating, drugs/alcohol/tobacco awareness, basic first aid, online wellbeing and personal safety.
Puberty sits here:	The 2025 DfE guidance is clear that teaching about puberty (including the physical and emotional changes that occur during adolescence, menstruation, and the correct names for body parts) is part of Health Education.
Parent withdrawal:	Parents do not have the right to withdraw their children from Health Education as it is statutory content at primary.

Sex Education	Non-statutory. Parental right to withdraw when taught as part of PSHE/RSE
What it is:	In the primary context, Sex Education means teaching about human reproduction – specifically what happens in order for babies to be conceived and born. Although sex education is not compulsory in primary schools, the DfE recommends that primary schools teach Sex Education in Years 5 and 6 aligned with the National Curriculum for Science content on reproduction. There is 1 lesson taught in Year 5 and 1 lesson taught in Year 6 that is considered to be Sex Education.

What it is not:	Sex Education does not teach about puberty or teaching about families and relationships.
Parent withdrawal:	Parents do have the right to withdraw their children from Sex Education

5. Sex Education

- a) The DfE Guidance 2025 (p11) states that 'sex education is not compulsory in primary schools but we recommend that primaries teach sex education in Years 5 and 6, in line with content about conception and birth, which forms part of the National Curriculum for science.'
- b) 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'.
- c) We believe that children should know and understand the facts about human reproduction before they leave primary school so this will be taught in conjunction with the statutory science curriculum in Year 5, where the children are taught about the life process of reproduction in some plants and animals and describe the changes as humans develop to old age.
- d) The DfE Guidance 2025 (p11) states that 'schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.'
- e) We define Sex Education as human reproduction, conception and birth.
- f) Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE programme in the 'Changing Me' puzzle unit. As we define Sex Education as human reproduction, conception and birth, we inform parents/carers of their right to request their child be withdrawn from PSHE lessons that explicitly teach conception and birth. Parents/carers can request to withdraw their child from the following lessons:
 - i) Year 5, Lesson 4: Conception
 - ii) Year 6 Lesson 3: Conception to birth
- g) Staff will answer children's questions in an age appropriate, factual way, ensuring responses are in line with the planned curriculum.
- h) The school will inform parents/carers of what is taught for each Changing Me puzzle, and opportunities to view sample materials and their right to request withdrawal of the two lessons each September in the first weekly information of the year. In addition, parents and carers will be informed about the weekly PSHE learning, including sample materials in the Weekly Information that is emailed out to parents/carers each Monday. If parents/carers wish to view materials used, they are able to email the school and gain access to the Jigsaw Parent Portal.
- i) We will consult with parents and carers through a consultation workshop each time this policy is reviewed and/or there is a curriculum change or update. Parents and Carers will be informed of the workshops in the school newsletter and weekly information. During the workshops, parents and carers will understand what is taught and why, be informed of any curriculum changes, be able to view teaching materials and ask any questions.

6. Equalities Plan

- a) 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 the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".
- b) 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.
- c) School is a place where all children should feel safe and respected. There are a variety of family situations in British society; some children will have parents/carers who are separated, some may live with a mum and a dad. Some may have other family arrangements and some will have LGBTQ parents/carers or other family members. Any child who lives in a family that is different from the stereotypical household of mum, dad and children should not be made to feel less accepted, or that their family is any less loving. Therefore, curriculum resources ensure that all family types are pictured and included.

7. Gender Identity

- a) The Jigsaw scheme of work works hard on ensuring age-appropriateness throughout the programme. The scheme does not introduce the terms transgender or gender questioning in any of the primary age materials.
- b) At no point does the Jigsaw scheme of work say there are only two genders but equally it doesn't suggest there are more; neither in the primary programme, does it refer to gender fluidity.
- c) There are explicit lessons that help children understand what stereotyping is, why it can be damaging and how to avoid doing this, always encouraging children to be who they are and celebrate their own identity and to treat others in the same way.

8. Feedback and Assessment

- a) For further information about how the school provides feedback to the children and how teachers make assessments about a child's learning, please refer to the Assessment (including marking and feedback) policy.

9. Inclusion

- a) Learning opportunities will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their learning. They will listen to, and participate in, a variety of experiences in a positive and constructive manner.
- b) We recognise that in all classes, children have a wide range of abilities and so therefore we seek to provide suitable learning opportunities for all children by matching the challenge of the learning to the ability of the child.

- c) Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood.
- d) The DfE Guidance (p37) states that 'schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.'
- e) For further information, please refer to our Special Educational Needs and Disabilities (SEND) policy and our Teaching and Learning policy.
- f) For children who may access the Club Room, PSHE will either be taught to them, in line with their year group curriculum, by their Class Teacher or Club Room Teacher.

10. Monitoring and Evaluation

- a) The work of the PSHE and RSE Subject Leaders involve ensuring that the curriculum is well planned, being informed about current developments in this area and providing a strategic lead and direction for the subject in the school. The RSE leader will ensure that all parents are informed of the RSE teaching in each year group.
- b) This policy was written in consultation with parents/carers through two evening workshops.
- c) The content of RSE is reviewed with all parents/carers through our weekly information communication and annual open morning presentations.

11. Links with other policies

- a) This policy has been written in conjunction with other policies, such as Teaching and Learning, Safeguarding, Assessment and Special Educational Needs and Disabilities.
- b) Staff are aware that lessons on RSE could trigger disclosures from children and will follow the school's procedures as detailed in the Safeguarding policy for reporting disclosures.