



Potten End Church of England Primary School

PSHE Policy including Sex & Relationships Education

Potten End Church of England Primary School

Policy Review

This policy was agreed by the Governing Board on.....06.03.2025

It is due for review on... ..23/03/26.....

Signature Date

Head Teacher

Signature Date

Chair of Governors



Potten End Church of England Primary School

Rooted in faith, we nurture, grow and flourish

Introduction

All schools must provide a curriculum that is balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 a PSHE curriculum:

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

Aims and Objectives

To nurture secure, confident, resilient, enquiring, kind, respectful children who have a voice and understand the importance and responsibility of having that voice.

This will enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

At Potten End Church of England Primary School we use the Jigsaw PSHE scheme as a framework for delivering high quality learning opportunities.

Jigsaw is designed as a whole school approach, with all years working on the same theme (Puzzle) at the same time. Each piece has specific PSHE learning as well as focusing on emotional literacy and social skills. In addition to this we are mindful of the specific needs of our children and adapt and adjust lessons to ensure they prepare them for living in today's world; equipping them to cope with issues like body image, cyber bullying and internet safety. Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:



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Term	Puzzle name	Content
Autumn 1	Being Me In My World	Includes understanding my place in the class, school and global community
Autumn 2	Celebrating Difference	Includes anti-bullying (including cyber bullying) and diversity work
Spring 1	Dreams and Goals	Includes goal-setting and aspirations
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Sex and Relationships Education in the context of looking at change

In Year 5 and 6 these additional areas will be addressed:

Year 5/6		Explore the effects of stereotyping and media influences on body image and social inclusion
Year 6		Explore the negative effects of peer pressure – in the context of transition to secondary school



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Sex and Relationships Education

Definition of Health Education

Teaching children about physical health and mental well-being gives them information they need to make positive decisions about their own health and well-being. (83. DfE 2019)

Definition of Sex and Relationships Education

'SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999)

SRE in a primary school focuses on teaching the fundamental building blocks and characteristics of positive relationships – specifically: friendships, family relationships and relationships with and to other adults (54. DfE 2009)

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Compulsory aspects of SRE

The sex education contained in the National Curriculum science is compulsory in maintained schools. All state-funded schools must have 'due regard' to the Secretary of State's guidance on SRE (DfE 2019). This states that:

- Puberty, including menstruation, should be covered and, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience (88)
- Children should learn 'how a baby is conceived and born' before they leave primary school (65)

The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE.

Parent partnership

Parents are informed about the content of RSE through specific documentation (emailed and found on the school website) and information sessions. Parents' have the right to withdraw their children from the non-statutory components of RSE (any topic covered in the science curriculum is compulsory). Requests for withdrawal should be put in writing and addressed to the Head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Head teacher will discuss the request with parents and take appropriate action. Alternative provision will be made at school for children who have been withdrawn from RSE.



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Equalities

The Equality Act 2010 cover the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender. Inclusive SRE will foster good relationships between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The school is fully committed to delivering SRE that addresses the differing needs of our diverse community. This includes: gender (including perceived gender), sexual orientation, religious faiths, cultures, socio-economic and family background experiences.

Arrangements for monitoring and evaluation

The school will keep a record of the number of pupils withdrawn from lessons and the number of teachers and other staff involved in training on relationship and sex education. Lessons on relationship and sex education will be monitored in the normal programme of monitoring teaching.

Roles and responsibilities of head teacher, other staff, governors

The **governing body** will ensure:

- All pupils make good progress in achieving the expected educational outcomes
- The subject is well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided to parents on the subject content and the right to request their child is withdrawn
- The subject is resources, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

The **head teacher** will ensure that:

- The governing body is advised about the nature and organisation of sex and relationships education and how it reflects the aims and values of the school
- Relationship and sex education is provided in a way that encourages pupils to consider morals, the value of family life and the importance of relationships
- Pupils are protected from inappropriate teaching materials; a scheme of work is agreed and implemented
- Parents are included and educated about the programme for sex education.

Staff who teach relationship and sex education are expected to:



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- Provide relationship and sex education in accordance with this policy and in a way which encourages pupils to consider morals and the value of family life
- Participate in training to provide relationship sex education in line with the school curriculum policy
- Implement the agreed scheme of work ensuring that teaching is accessible to all pupils, including those with SEND through differentiation
- Draw to the attention of the head teacher any materials which they consider to be inappropriate
- Respond sensitively to those pupils whose parents wish them to be withdrawn from sex education
- Respond sensitively and use their professional judgement using scientific and factual vocabulary to answer questions that go beyond the curriculum and speak to parents when necessary.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Dealing with Sensitive Questions.

- Clear parameters about what is appropriate and inappropriate should be discussed whole class.
- Teachers should set the tone so that issues are discussed in a sensitive, sensible and matter-of-fact way.
- Children should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to these before the next session.

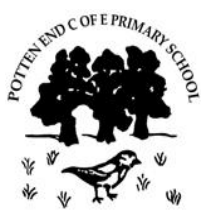


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- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- Teachers should listen to children but not lead or further question the child, in line with the school’s child protection guidelines.
- If a teacher is concerned that a pupil is at risk of abuse this needs to be noted down and reported to the Head teacher and the usual child protection procedures followed.

The grid below shows specific RSE learning intentions for each year group in the Jigsaw ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Learning aims:
1	Piece 4 Boys’ and Girls’ Bodies	Pupils will be able to: <ul style="list-style-type: none"> • identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina • respect my body and understand which parts are private
2	Piece 4 Boys’ and Girls’ Bodies	Pupils will be able to: <ul style="list-style-type: none"> • recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • tell you what I like/don’t like about being a boy/girl
3	Piece 1 How Babies Grow	Pupils will be able to: <ul style="list-style-type: none"> • understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • express how I feel when I see babies or baby animals
	Piece 2 Babies	Pupils will be able to: <ul style="list-style-type: none"> • understand how babies grow and develop in the mother’s uterus and understand what a baby needs to live and grow • express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Pupils will be able to: <ul style="list-style-type: none"> • understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies • identify how boys’ and girls’ bodies change on the outside



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		<p>during this growing up process</p> <ul style="list-style-type: none"> recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can



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		reproduce in these ways
6	Piece 2 Puberty	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally • express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • ask the questions I need answered about changes during puberty • reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	<p>Pupils will be able to:</p> <ul style="list-style-type: none"> • understand how being physically attracted to someone changes the nature of the relationship • express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this