John Perry Primary School

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

Last Reviewed on: July 2026

Next Review Due By: July 2028

John Perry Primary School

Aims of the PSHE Policy

As children and young people grow up in an increasingly complex online and offline world, they face a widening range of opportunities and challenges. It is therefore essential that we equip pupils with a strong foundation of knowledge, attitudes and skills to enable them to lead healthy, happy and responsible lives as respectful, engaged and successful members of society.

We will achieve this through our PSHE aims, which are to support our young people to:

- Support pupils' personal development, helping them grow in confidence, self-esteem and resilience.
- Promote mental and physical wellbeing, including emotional literacy, healthy lifestyles, and strategies for managing feelings and stress.
- Develop social skills and positive relationships, such as communication, empathy, respect and cooperation.
- Equip pupils with life skills needed for adulthood, work and financial independence.
- Encourage responsible, safe decision-making, particularly around health, relationships, online safety and risk.
- Promote equality, diversity and inclusion, fostering respect for differences and challenging discrimination.
- Prepare pupils for the opportunities and challenges of modern life, including economic wellbeing and understanding rights and responsibilities.
- Support safeguarding by helping pupils recognise unsafe situations and know how and where to seek help.
- Enable pupils to become active, informed citizens who can participate positively in society.

Purpose of the PSHE Policy

This policy is intended to provide clear guidance for staff, external visitors, parents and carers, and pupils regarding the school's PSHE programme. It outlines:

- The school's overall vision, intentions and aims for the delivery of PSHE, including Relationships, Sex and Health Education (RSHE).
- The school's definitions of Relationships Education, Sex Education and Health Education.
- Guidance for staff and external contributors on the planning and delivery of PSHE, including curriculum content, organisation, and the principles that ensure safe and effective teaching.
- Information for parents and carers about the full PSHE programme, including details of Sex Education, annual parental engagement processes, and the right to withdraw children from Sex Education.
- The school's commitment to developing a skilled and confident PSHE delivery team through appropriate CPD opportunities.
- How PSHE is monitored, **evaluated and assessed, including arrangements for reviewing this policy.**

PSHE Policy Development

This policy has been developed by school governors, senior leadership team and PSHE Subject Lead, in line with the latest DfE statutory and non-statutory guidance. It has been informed by feedback gathered from school and community stakeholders, including pupils, parents/carers and wider partners.

A Skilled PSHE Delivery Team

To maintain the high-quality, effective delivery of our programme, we provide a range of Continuing Professional Development (CPD) opportunities for our staff. These support the development of the high level of knowledge, skills and confidence needed to teach PSHE effectively, particularly in more complex, sensitive and challenging areas.

This is achieved through a range of CPD activities, including on-site staff training, online courses, networking events, and 1:1 mentoring and support. We also draw on the expertise and specialism of relevant local and national organisations where possible.

Visitors, Higher Level Learning Support Assistants (HLLSA) or external agencies **will not be permitted** to deliver RSE. Alternative lessons will be provided if a teacher's taught if a teacher's RSE lesson falls on such a day.

Responding to all Pupils' Questions

We will ensure that all pupils' questions are responded to appropriately, with an emphasis on supporting the child. Questions may be addressed in small group activities or on a one-to-one basis, as appropriate.

We recognise that if children's questions go unanswered—particularly in relation to content not covered in our curriculum or for those pupils who have been withdrawn—they are likely to turn to other sources of information, which may be unreliable. Therefore, teachers will respond appropriately or encourage pupils to speak to their parents/carers, a trusted adult, or signpost them to appropriate organisations for further information or support.

Pupils will also be able to raise questions anonymously by placing them in a class question box. Teachers will check this regularly and respond sensitively.

Meeting the Needs of SEND Learners

PSHE lessons must be accessible to all pupils, including those with special educational needs and disabilities. The SEND Code of Practice outlines the need for schools to prepare children for adulthood outcomes.

These pupils may be more vulnerable to exploitation and bullying; therefore, sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure accessibility by adapting content and pace, using appropriate resources, facilitating small group work, providing 1:1 support, and delivering relevant CPD for staff.

Legislation and Guidance

From September 2026, it will be mandatory for all schools to follow the updated DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, July 2025), made under sections 34 and 35 of the Children and Social Work Act 2017. Schools may adopt this earlier from September 2025.

This guidance makes Relationships Education compulsory for all primary pupils, and Health Education compulsory for all primary pupils (except in independent schools where PSHE is already statutory).

Our PSHE policy complies with these requirements and recommendations.

In addition, the DfE recommends that all primary schools provide a Sex Education programme appropriate to the age and maturity of pupils. We follow this recommendation.

Links to Other Policies

PSHE is embedded within the school's whole-school approach to personal development. This policy should be read alongside:

- Equality Act (2010)
- Keeping Children Safe in Education (September 2025)
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Drug, Alcohol and Tobacco Policy
- E-Safety Policy
- SEND Information Report

Scheme of Work

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 - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

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

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.

Term	Puzzle	Key Content
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 - see Section 6).

Definitions for RSE

RSE is about the emotional, social and cultural development of pupils. It includes learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The DfE states:

"The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships…"

Health Education focuses on physical health and mental wellbeing, and how these are interconnected.

Sex Education is lifelong learning about the physical, social and emotional aspects of human sexuality, including reproduction, relationships and identity.

RSE involves sharing information and exploring values; it is not about the promotion of sexual activity.

DfE Recommendation for Sex Education

Whilst Sex Education is not compulsory in primary schools, we follow DfE guidance which 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 John Perry, 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.

Engaging with Parents/Carers

We prioritise open and transparent engagement with parents/carers. This includes:

1. Discussions on entry to the school
2. Annual RSE meetings with opportunities to review resources
3. Access to curriculum materials on request
4. Updates in response to emerging issues

We respect cultural and religious views while upholding our Equality, Diversity and Inclusion policy.

Parental Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do not have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Requests must be submitted in writing to the Headteacher. Alternatively, the form can be found in Appendix 1. Alternative work will be provided.

Implementation of PSHE

ll teaching staff deliver weekly 40-minute PSHE lessons, supported by enrichment opportunities such as Anti-Bullying Week and Children's Mental Health Week.

Content is organised into:

- Relationships Education (statutory)
- Health and Wellbeing Education (statutory)
- Living in the Wider World (non-statutory)

See our website for our PSHE Education Curriculum Overviews - https://johnperryprimary.co.uk/ourcurriculum/#1616589782034-16946c8c-d371

Safeguarding and Confidentiality

Discussions about a wide range of PSHE issues, including sensitive areas, may lead to personal disclosures and increased safeguarding reports, for example pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the school's Safeguarding/Child Protection policy and procedures, in line with the current DfE guidance 'Keeping Children Safe in Education' 2025, to ensure that they are clear about what is required in such circumstances. Staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils, and that the pupils themselves know that teachers cannot offer them unconditional confidentiality, whilst always being reassured that their best interests will be maintained. The pupils will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents/carers and other trusted adults and are provided with support to do so.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If a safeguarding issue does arise, teachers will consult with the Designated Safeguarding Lead and in his /her absence their Deputy or any other member of the Safeguarding Team. If no one is available, teachers should consult with the Headteacher or Deputy Head Teacher.

Adaptations to the PSHE Curriculum

The organisation of our PSHE curriculum is flexible where needed, allowing us to respond to the feedback gathered by school and community stakeholders, alongside emerging concerns, relevant local health information, data such as from the local SHEU survey, community issues, and/or news related events.

We regularly engage our pupils, parents/carers and wider stakeholders in the review and development of our PSHE curriculum, as follows:

- Pupil engagement – annual surveys, focus groups, subject reviews, PSHE/Circle time discussions, pupil voice
- Parental engagement – annual RSE information and engagement evenings, policy 'feedback comments'
- Community partners – partner discussions, external training content, local/national data provided by partner organisations, policy 'feedback comments'

Equality, Diversity and Inclusion

As an inclusive school we value the difference and diversity of our community and the wider world. Within our PSHE programme we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010 and the Equalities Act and Schools Guidance 2010.

Within this duty to foster an understanding of equality and respect, we ensure that all pupils grasp the concept of protected characteristics as directed under British law, in an age appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion of belief, sex and sexual orientation. We also promote British values within our whole school aims and values. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

We recognise and value our diverse community at school, valuing all our young people, parents/carers, staff and visitors who may be, for example, from varying backgrounds, faiths, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married or in civil partnerships, children living in care, or young carers, or those living in

poverty. In exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, our young people can live respectfully with all members of the community, in preparation for their lives in a globally connected world.

Impact: Monitoring, Evaluating and Assessing PSHE

The PSHE Lead will be responsible for ensuring the quality and effectiveness of the teaching and learning in PSHE and measuring the progress and outcomes of pupils within PSHE as follows:

- ensuring the policy and programmes are implemented as agreed
- monitoring and evaluating the teaching of PSHE through lesson observations, learning walks, planning scrutiny, pupil work scrutiny, floor book looks, pupil voice, PSHE subject reviews
- ensuring assessment is built into the PSHE teaching and learning programme in all year groups, including baseline and endline assessments, and ongoing formative assessment, to measure pupil progress, (amend as appropriate) in line with the school's assessment procedures
- the use of annual surveys and consultation processes to gather the views of pupils, staff and parents/carers and inform the continuing development of our PSHE programme

RSE Policy Review Date

As part of effective RSE provision, the RSE policy should be reviewed at least every 18 months / 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Therefore, this policy will be reviewed by July 2028 by the PSHE Subject Lead in correspondence with the Curriculum Lead.

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		**Class**	
Name of parent/carer		**Date**	
Relationship to the child			
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	Any children who are withdrawn from sex education lessons will be placed in *another class during this time and will have work provided for them to complete.