



St Cuthbert's C of E Junior School

Roots to grow, wings to fly

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



Date Agreed	January 2026
Review Date	January 2029



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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.

PSHE

At St Cuthbert's Junior C of E Junior School, we teach Personal, Social and 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

Here, at St Cuthbert's Junior C of E Junior 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.



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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.

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.

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).

It is also aligned with the Church of England's "*A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)*" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

At St Cuthbert's Junior C of E Junior School we allocate 45 minutes to PSHE/RSE each week in order to teach the knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system including Class Dojo, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.



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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.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

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 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.

At St Cuthbert's Junior C of E Junior 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



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this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning 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.

RSE (formerly SRE) 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.

We teach about sex and relationships through different aspects of the curriculum. While we carry out the main sex and relationship education in our personal, social and health education (PSHE) curriculum, we also do some sex and relationship education through other subject areas (e.g. science and PE) which we believe contribute significantly to children's knowledge and understanding of their own bodies, and how they are changing and developing.

We teach pupils about the parts of the body, and how these work, and we explain to the children what will happen to their bodies during puberty. For example, we teach the children that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the children to ask for help if they need it.

Sex and relationship education is a statutory part of the National Curriculum for science. Consequently in science lessons teachers will explain to children about the changes that will occur to their bodies during puberty and how a baby is born. For this aspect of our teaching, we follow national guidance in science. We teach about life processes, and the main stages of the human life cycle, in greater depth.

In Year 6, we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how children's bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

We arrange a meeting for all parents and carers of children in Year 6 to discuss this particular programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school



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teaching.

uses in its

Parents' right to request their child be excused from Sex Education

The role of parents and carers

The school is well aware that the primary role in sex and relationship education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents and carers of children at our school, through mutual understanding, trust and cooperation.

To promote this objective, we:

- inform parents and carers about the school's sex and relationship education policy and practice
- answer any questions that parents or carers may have about the sex and relationship education of their child
- take seriously any issue that parents or carers raise with teachers or governors about this policy, or about the arrangements for sex and relationship education in the school

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities. Parents and carers have the right to withdraw their child from all or part of the sex and relationship education programme that we teach in our school (but not from the biological aspects of human growth and reproduction necessary under the National Curriculum for science).

It is a parent's right to withdraw their child from some aspects of sex education. 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 work will be given to pupils who are withdrawn from these lessons.

"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



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Monitoring and Evaluation

The RSE/PSHE Governor monitors this policy on a bi-annual basis alongside the subject leader. The Governor reports their findings and recommendations to the full governing body, as necessary, if the policy needs modification. The RSE/PSHE Governor gives serious consideration to any comments from parents about the PSHE/RSE programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010 and must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

St Cuthbert's Junior School will make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for the provision of RSE and other subjects.

We will consider whether it may be appropriate or necessary to put in place additional support for pupils with particular protected characteristics. We will also be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.

At St Cuthbert's Junior C of E Junior 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 our approach to some aspects of Relationships, Health and Sex Education.

Policy Review

This policy is reviewed every three years

Date of next review:	January 2029
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