

**Personal, Social, Health Education Policy,  
Including Relationships and Sex Education.**

**Spring 2025**

**Introduction**

At St John's Primary School we choose to deliver Personal, Social, Health Education, including RSE, using Jigsaw, the mindful approach to PSHE as our core programme. The Jigsaw Programme covers all aspects of Relationships and Sex Education (RSE) within the context of a full PSHE programme in an age-appropriate way. At St John's we have incorporated other schemes and approaches in our RSE teaching so that we are:

- Providing pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Encouraging pupils to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

So that they learn to:

- Recognise their own worth, work well with others and become increasingly responsible for their own learning
- Reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- Understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Some areas of teaching re supplemented by Go Givers – a teaching resource to support the citizenship curriculum.

St John's PSHE curriculum supports children in developing an age appropriate understanding of safeguarding so that they recognize risks to themselves and can develop healthy and safe life styles. This policy supports our school safeguarding and child protection practice and ethos.

**Objectives/Pupil learning intentions:**

Jigsaw PSHE supports the development of the skills, attitudes, values and behaviour, which 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

## Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

### How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. There are six Puzzles in Jigsaw that are designed to progress in sequence from Autumn to June/July.

Each Piece (lesson) has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory Relationships and Health Education guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

### Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers tailor each Piece (lesson) to meet the needs of the children in their classes.

### Monitoring and evaluation

The PSHE co-ordinator monitors delivery and impact of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted through:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### **Assessment and Record Keeping**

Long term, medium term and short term planning documents show knowledge covered by the schemes of work based on school guidelines.

Older children will be encouraged to reflect on, evaluate and feedback on the sex and relationship education as appropriate.

## **Relationship and Sex Education (Relationships, Sex and Health Education)**

### **Definition of Relationships, Sex and Health Education (RSHE)**

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the *'changing adolescent body'*, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships and Sex Education 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. This is why the DfE recommend:

*"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."* (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

At St John's Primary School we believe that having a carefully designed and delivered Relationships, Sex and Health Education programme is an important part of the process that enables children to pass safely and successfully through the transition from childhood to adolescence.

### **Compulsory aspects of Relationships, Sex and Health Education.**

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019).

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes' (1.13)
- Children should learn 'how a baby is conceived and born' before they leave primary school (1.16)

## **Equalities**

In line with the Equality Act 2010 we ensure that issues are taught in a way that does not subject pupils to discrimination and ensures that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSHE fosters good relations between pupils, tackles all types of prejudice – including homophobia – and promote understanding and respect.

## **Responding to Pupils' Questions**

During lessons on sex education pupils may ask questions about topics which are not specifically taught as part of a planned programme. Such topics might include contraception, sexually transmitted diseases, homosexuality, abortion and rape. The teacher has to decide whether:

- To answer the question right away.
- To ask the child to wait for the answer until the class has been dismissed.
- To contact the child's parents.
- To deal with the question in accordance with the school's Child Protection Policy

As a general rule, if the question is about something which is likely to be appropriate to and relevant for the majority of the class, then it should be answered honestly, openly and right away.

All staff, including teaching and support staff, may be asked questions relating to sexual matters. The adult should be clear about what the child wants to know and the reason why. This will give an indication of the child's own level of understanding. If possible a simple, honest answer should be given but if a member of staff feels uncomfortable then the question should be referred to the head teacher and/or the child's class teacher.

Staff should not promise confidentiality. If a child protection issue came to light, it must be reported to the head teacher who would take the appropriate action.

## **Use of Visitors**

If visitors, for example the school nurse, are used to support the provision of sex education, the teacher(s) must ensure that:

- A preliminary meeting has taken place to ensure appropriate content
- That the content of the school's policy is known and understood
- That the needs of the individual class are catered for
- The teacher is present so they can follow up the input at a later stage
- The visitor can offer something specific and useful that the teacher cannot
- The pupils have been told before hand of the visit and are prepared
- That the visitor has experience in RSE and working with children.

### **Jigsaw RSE Content**

The grid below shows specific RSE content for each year group:

<b>Age</b>	
4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

10-11 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

### **Withdrawal from RSE lessons**

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or class teacher in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the **specific sex education lessons** until the request for withdrawal has been removed.

From **September 2020** Parents and carers cannot withdraw from any aspect of Relationships Education and also in maintained schools, Health Education lessons covering the changing adolescent body (puberty).

### **Working with parents and carers**

At St. John's Primary we respect the fact that parents are key people in teaching their children about sex and relationships, helping them to cope with the physical and emotional aspects of growing up, preparing them for the challenges and responsibilities that sexual maturity brings.

It is our intention to support and complement the role parents take in talking about sex and relationships with their children by keeping them informed of the input that pupils at the school receive through our RSE programme.

The school informs parents when aspects of the relationship and sex education programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex and relationship education not included in the Science National Curriculum - alternative work will be set.

### **Health Education including substance education, mental health education and safety education**

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

## Moral and Values Framework

The Health Education programme at our school reflects the school ethos and values including:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

## *Jigsaw's Health Education Content*

The grid below shows specific Health Education content for each year group:

<b>Age</b>	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including

vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.

10-11

Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

### Policy Review

This policy is reviewed annually by the PSHE lead and HT.

Date agreed: Spring 2025

Date of review: Spring 2026

St John's Primary School PSHE RSE policy,

Appendix A -progression in Sex Education, EYFS to Year 6

Year group	Key learning outcomes	New/key vocab	Resources
			Jigsaw CM Living and Growing Twinkl Life
EYFS	I can name parts of my body	Eye, ear, chest, forehead etc	Jigsaw CM 1 My body
	I understand that we all grow from babies to adults		Jigsaw CM3 growing up
	<i>Some parts of my body are private</i>	<i>Pant Rule</i>	NSPCC
Year 1	Starting to understand life cycles of animals and humans	Changes, life, baby, adulthood, grow	Jigsaw CM <b>Science Curriculum</b>
	Body changes as I grow up	Adult, mature, change	Jigsaw CM <b>Science Curriculum</b>
	Different male and female body parts and use correct names  <b>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</b>  <i>And know some parts of my body are private</i>	Male, female, vagina, penis, testicles, anus          <i>Private – Pants Rule</i>	Jigsaw CM <b>Science Curriculum</b>          NSPCC
Year 2	Cycles of life in nature  <b>Understand that animals, including humans, have offspring which grow into adults.</b>	Change, grow, life cycle, baby, adult, fully grown	Jigsaw CM <b>Science Curriculum</b>
	Natural process of growing from young to old, understand not in my control	Growing up, old, young, change, respect, appearance, physical	Jigsaw CM

	How my body has changed since a baby and where I am on continuum from young to old	Baby, toddler, child, teenager, adult, independent, timeline, freedom, responsibilities	Jigsaw CM
	Physical differences between boys and girls, use correct names for parts of the body and appreciate that some parts of my body are private	Male, female, vagina, vulva, penis, testicles, anus, public, private	Jigsaw CM NSPCC
	Understand that there are different types of touch and I can tell you the ones I like/don't like	Touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable	Jigsaw CM
Year 3	Animals and humans change between conception and growing up, female usually has the baby	Baby, uterus, womb, nutrients, survive, love, affection, care	Jigsaw CM piece 1
	Babies grow and develop in mother's uterus, what babies need to live and grow.	"	Jigsaw CM piece 2  NOT pieces 3 or 4
	I can start to recognise stereotypical ideas I might have about parenting and family roles	Stereotypes Task Roles Challenge	Jigsaw CM piece 5
Year 4	Learn about human reproduction  Label male and female body parts and what they are for	Reproduction, male, female, penis, vagina, breasts, species, womb, uterus, egg, foetus, baby, testicles, sperm.	Twinkl Year 4 Growing up units  1 Human reproduction (Instead of Jigsaw CM pieces)
	Changes in body and emotions for a boy in puberty	Puberty, adult, Adam's apple, male, testes, testicles, penis, hair, bigger, stronger, sweat, acne, erection, hormones, sperm, reproduction, sex hormone, testosterone, species	Y4 Twinkl 2 Changes in boys

	Changes in body and emotions for a girl in puberty	Puberty, adult, Adam's apple, male, testes, testicles, penis, hair, bigger, stronger, sweat, acne, erection, hormones, sperm, reproduction, sex hormone, testosterone, species	Y4 Twinkl 3 changes in girls  Not using additional menstruation units or 4 changing emotions
	To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. (NOT To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.) To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. I understand that there are many different types of relationships and families.	Parents, grandparents, offspring, siblings, brother, sister, relatives, aunt, uncle, cousin, same-sex, single-parent, fostered, adopted, orphaned, married, civil partnership, step-, half-.	Twinkl 5 relationships and families –
Year 5	be aware of my own self-image and how my body image fits into that	Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation	Jigsaw CM piece 1
	To learn about human reproduction. I can describe how babies are made and how they are born	Reproduction, male, female, penis, vagina, breasts, species, womb, uterus, ovaries, egg, embryo, fetus, umbilical cord, amniotic sac, baby, testicles, sperm.	Twinkl 6 where do I come from?
	explain how a girl's body changes during puberty and understand the	Puberty Menstruation Periods Sanitary towels Sanitary pads	Jigsaw CM piece 2

	importance of looking after myself physically and emotionally	Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus	
	describe how boys' and girls' bodies change during puberty  <b><i>Describe the changes as humans develop into old age.</i></b>	Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormone	Jigsaw CM piece 3  <b><i>Science Curriculum</i></b>
Year 6	aware of my own self-image and how my body image fits into that	Self-image Self- esteem Real self Celebrity	Jigsaw CM piece 1
	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally	Opportunities Freedoms Responsibilities Puberty vocabulary	Jigsaw CM piece 2
	understand that sexual intercourse can lead to conception and that is how babies are usually made		Year 5 Jigsaw CM piece 4  Unit 2 Living and growing
	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born	Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife	Jigsaw CM piece 3  Unit 2 Living and growing (not live birth clip)