# Nerrols Primary School and Nursery

## PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education, and our position on Sex Education)

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| **Lead reviewer** | Headteacher |
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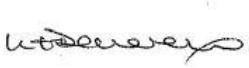
| **Signed (Chair of Governors)** |  |

**Contents:**

1. Policy Name
2. Statement of intent
3. Statutory Relationships and Health Education (RHE)
4. Our position on Sex Education
5. Roles and responsibilities
6. Aims and structure of the PSHE (including RHE and Sex Education) curriculum
7. Consultation with parents
8. Withdrawal from lessons
9. Equality and accessibility
10. Safeguarding
11. Monitoring and Review

## 1. Policy Name

PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education, and our position on Sex Education). For clarity, the policy will be referred to as the PSHE Policy throughout this document.

## 2. Statement of intent

At Nerrols Primary School and Nursery, we are committed to providing a broad and balanced curriculum that promotes our children's spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We teach Personal, Social, Health Education (PSHE) using a whole-school approach to underpin our children's development as people, as well as supporting their learning and academic development. We believe that a strong PSHE education is important to help our children develop into well-rounded members of society, who can make a positive contribution to their community.

We will also provide age-appropriate Relationships and Health education (RHE) to all children as part of our broad and balanced approach to the curriculum. We aim to assure parents, carers and our children that all aspects of RHE will be taught in a safe space, allowing time and compassion for questions at a level that every child understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

This Policy also sets out our position of the teaching of Sex Education to our children and clarifies that we **do** teach such content beyond what is required of the Science curriculum.

The Jigsaw Programme that we use to support our curriculum design, teaching and learning in PSHE, RHE and Sex Education offers us a comprehensive, carefully planned and sequenced plan that brings consistency and progression to our children's learning in these vital curriculum areas.

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.

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).

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

## 3. Statutory Relationships and Health Education (RHE)

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to the children.

We understand that children must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to RHE, which is required to be delivered to every primary-aged child. Primary schools also have the option to decide whether children are taught Sex Education.

RHE focusses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. It also focusses on equipping the children with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

At Nerrols Primary School and Nursery 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 statutory RHE within our whole-school PSHE Programme.

## 4. Our position on Sex Education

Although it is not statutory to deliver Sex Education outside of the Science curriculum at primary level, the DfE recommends that all primary schools should have a programme in place. This should be tailored to the age, and physical and emotional maturity of children, and should ensure that children are prepared for the changes adolescence brings, drawing on knowledge of the human life cycle.

All children must be taught the aspects of Sex Education outlined in the primary Science Curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The School is then free to determine whether children should be taught Sex Education beyond what is required of the Science curriculum. At Nerrols, we **do** teach children Sex Education beyond what is required of the Science Curriculum.

Parents and carers are fully consulted in the organisation and delivery of our Sex Education curriculum, in accordance with the *'Consultation with parents'* section of this policy. Parents and carers should be reassured that the age and development of our children is always considered when delivering Sex Education.

## 5. Roles and responsibilities

The Huish Board of Directors and the Local Governing Board of Nerrols Primary School are responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.

- Providing clear information for parents and carers on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE, RHE and Sex Education and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE and Sex Education.
- Ensuring the School's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- The overall and effective implementation of this policy.
- Ensuring adequate time on school timetable to deliver PSHE (including RHE and Sex Education) as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of PSHE (including RHE and Sex Education); for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and that resources are available to parents beforehand.
- Discussing and reviewing requests from parents to withdraw their children from the subjects, and, where necessary, organising alternative education that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.
- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy and Procedure document.

The Personal Development Leader is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced PSHE (including RHE and Sex Education) curriculum in school.
- Ensuring the subjects are age-appropriate, high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements.
- Ensuring the PSHE curriculum (including RHE and Sex Education) is inclusive and accessible for all children.

- Working with other subject leaders to ensure the RHE and Sex Education curriculum complements, but does not duplicate, the content covered in other subject areas.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum (including RHE and Sex Education) is comprehensive and extensive.
- Acting as a positive role model for all pupils and staff members.

The SENDCo is responsible for:

- Advising teaching staff how best to identify and support children's individual needs.
- Advising staff on the use of Learning Support Assistants (LSAs) in order to meet children's individual needs.
- Ensuring that the needs of vulnerable children are taken into consideration in designing and teaching these subjects.

Class teachers are responsible for:

- Delivering a high-quality and age-appropriate PSHE (including RHE and Sex Education) curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all children.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of children with SEND.

## 6. Aims and structure of the PSHE (including RHE and Sex Education) curriculum

We recognise that it is now a statutory requirement to teach much of PSHE education via the statutory content, including covering RHE at key stages one and two. We also recognise that these areas of learning also complement several other curriculum subjects and therefore, where appropriate, will look for opportunities to make links between the subjects and integrate teaching.

We want out children's education in PSHE (including RHE and Sex Education) to address both their current experiences and preparation for their future. Our programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

For the purpose of this policy:

- "**Relationships Education**" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

- "**Health Education**" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex Education**" is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

Through effective organisation and delivery of PSHE, the School will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

Our programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum (more on this below)
- 'Circle' or 'Group' time
- Use of external agencies and services
- School ethos
- Assemblies
- Enrichment days or weeks
- Residential trips

We will use designated teaching via timetabled lessons to teach PSHE (including RHE and Sex Education). Our children will be taught PSHE (including RHE and Sex Education) through a range of teaching and learning opportunities, including active techniques such as discussion and group work. Our children's opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE (including RHE and Sex Education) lessons will be tailored to the children being taught, with consideration of their:

- Chronological age.
- Developmental understanding.
- Current knowledge of, and readiness to learn about, the topic being covered.
- Cultural background, and whether they speak EAL.
- SEND or other needs.

Our Jigsaw programme covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education and Sex Education. The table below gives the learning theme of each of the six Puzzles (units) that are taught across the School and as described above.

| Term | Puzzle (Unit) | Content |
|---|---|---|
| **Autumn 1:** | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| **Autumn 2:** | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| **Spring 1:** | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| **Spring 2:** | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |
| **Summer 1:** | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| **Summer 2:** | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

## 7. Consultation with parents

We understand the important role parents and carers play in enhancing their children's understanding of all areas of learning. We will provide parents and carers with frequent opportunities to understand and ask questions about the school's approach, particularly in areas such as RHE and Sex Education.

We will consult closely with parents and carers when reviewing the content of the school's RHE and our position on Sex Education, and will give them regular opportunities to voice their opinions. We will use the views of parents and carers to inform decisions made about the curriculum content and delivery; however, parents and carers will not be granted a 'veto' on curriculum content, and all final decisions will be made by the headteacher. We will permit parents and carers access to all curriculum materials and will not enter into contracts with outside providers that seek to prevent parents and carers from seeing materials.

We aim to build positive relationships with parents and carers by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents and carers will be encouraged to provide their views at any time.

## 8. Withdrawal from lessons

PSHE and RHE are statutory at primary school and parents and carers do not have the right to withdraw their child from these lessons.

As Sex Education is not statutory at primary level, other than what must be taught as part of the Science Curriculum, parents and carers do have the right to request to withdraw their child from all or part of the Sex Education curriculum.

The headteacher will automatically grant a parent or carer's request to withdraw their child from Sex Education, other than the content that must be taught as part of the Science Curriculum; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss the benefits or receiving this important education and any adverse effects that withdrawal may have on the child – this could include, for example, social and emotional effects of being excluded.

Requests to withdraw a child from Sex Education lessons will be made in writing to the headteacher.

Where a child is withdrawn from Sex Education, the headteacher will ensure that the child receives appropriate alternative education.

For requests concerning the withdrawal of a child with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

## 9. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. We will ensure that our PSHE curriculum, including RHE and our position on Sex Education, is inclusive, and caters to the needs, of children with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to children with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to harassment.

When deciding whether support is necessary to support children with a particular protected characteristic, we will consider our children's needs, including the gender and age range of our children.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all children, we implement a robust Behaviour and Relationships Policy, as well as a Safeguarding and Child Protection, which sets out expectations of our children.

We understand that PSHE, including RHE and Sex Education, may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, we encourage staff to approach their Line Manager to discuss this.

**10. Safeguarding**

The School recognises the role it plays in preventative education and will ensure that children are taught about how to keep themselves and others safe, including online.

We will implement a whole-school approach to PSHE, including RHE and Sex Education, that prepares our children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Confidentiality within the classroom will be an important component of these lessons, and teachers will be expected to respect the confidentiality of the children as far as is possible, in compliance with the School's Safeguarding and Child Protection Policy. Children will be informed prior to delivery of particular lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will be passed on to the Designated Safeguarding Lead and the correct procedures followed form there.

Due to the nature of the matters discussed in PSHE, including RHE and Sex Education, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the School's Safeguarding and Child Protection Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage children to discuss the issues raised in the lesson with a member of staff if they wish to do so. Children will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) will be involved in the development of safeguarding-related elements of the PSHE curriculum.

## 11. Monitoring and Review

This policy will be reviewed by the headteacher and Personal Development Leader on an annual basis. The Local Governing Board (LGB) gives serious consideration to any comments from parents and carers about the School's PSHE programme, and, where necessary, will scrutinise and ratify teaching materials to check they are in accordance with this policy and the School's ethos.