Highfield St Matthew's CE Primary School

As Jesus tells us, 'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:13).

PSHE, Including Relationships and Sex Education Policy

September 2026

Review Date: September 2027

Vision and Values

At **Highfield St Matthew's CE Primary School**, our PSHE and RSE curriculum is rooted in our Christian vision, *"Let your light shine before others"* (Matthew 5:16). We believe that every child is unique and should be empowered to develop the knowledge, skills, values and confidence needed to flourish in modern society. Through a nurturing, inclusive and supportive environment, we teach children to value themselves and others, build positive and respectful relationships, make safe and informed choices, and understand their responsibilities as members of a diverse community. Our Relationships and Sex Education (RSE) programme promotes dignity, respect, kindness and compassion, helping pupils to grow emotionally, socially and spiritually while living out our school values. By encouraging children to recognise and celebrate their God-given strengths, we inspire them to let their light shine through their actions, achievements and contributions to the world around them.

This document should be read in conjunction with other Safeguarding related school policies and Reference documents.

- Behaviour Policy
- Child Protection & Safeguarding Policy.
- Teaching and Learning Policy
- Equal Opportunities Policy

Policy Rationale

At LDST and Highfield St Matthew's our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people, and through a planned approach to PSHE, we promote the development of the whole child.

In our distinctly Christian schools, we strive to enable children of all faiths and none to know how to love and to be loved, and so through this policy we aim to support, encourage, empower, love and equip each of our children so that they can flourish during their time at school and throughout their adult lives.

The purpose of this PSHE, Relationships and Sex Education (PSHE/RSE) Policy is to set out the ways in which our school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life. Through our policy and curriculum, we focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health

Aims

PSHE stands for Personal, Social, Health and Economic education.

Our PSHE curriculum is informed by Department for Education guidance and delivered through the Jigsaw PSHE programme. Jigsaw provides a progressive and comprehensive curriculum through the six puzzle themes:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

By following this programme of study, our curriculum incorporates the statutory objectives of Relationships Education and Health Education within a broader PSHE curriculum.

Highfield St Matthew's CE Primary School provides a PSHE programme that follows the continued statutory requirement to include RSE and Health education in their curriculum from September 2026.

We aim:

- To teach PSHE as a positive subject – supporting children to thrive in their communities, lives and future workplaces.
- To ensure the PSHE curriculum is a preventative curriculum that positively safeguards all of our children.
- To develop PSHE as a cohesive curriculum that covers all aspects, and is sequenced towards the end of KS2 endpoints, as set out in the RSHE guidance, taking account of the specific context of the school and the community.
- To develop a curriculum, underpinned by teaching the importance of kindness, care, and empathy, that addresses cultures of misogyny and teaches that sexual violence and sexual harassment are always wrong.
- To teach, in a way that is sensitive to the cultural backgrounds and identities of all pupils, about healthy and respectful relationships and healthy lifestyles.
- To equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- To ensure that all children: develop confidence in talking, listening and thinking about feelings and relationships, develop their self-esteem, body confidence and sense of responsibility, are able to name parts of the body and describe how their body works, are prepared for puberty, are taught the knowledge and skills to keep themselves safe, both on and off-line, and know when and how to ask for help and support and understand how physical and mental well-being are inter-connected.

How do we achieve these aims?

- We ensure that curriculum content is relevant to the age, experience and maturity of pupils.
- We acknowledge that any aspects of PSHE can be personal to members of our class and are sensitive in how we approach topics; we never make judgements or use language that may stigmatise.
- PSHE is delivered by class teachers who know the children and are trained to deliver lessons sensitively and knowledgably, although support from outside agencies, such as the school nurse, the police or Compass Bloom may be used in Key Stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's Christian vision.
- We have a range of strategies to ensure lessons are as safe as possible and that children have a sense of belonging as they explore some sensitive topics, including:

Establishing ground rules for the class

Using distancing techniques
Avoiding shock, fear or shame tactics
Handling questions and concerns sensitively
Having 'I have a question' boxes
Using carefully selected resources to meet the learning objectives in an age-appropriate and relevant way for the children in our school.

As with all curricular areas, we encourage children to take an active role in their learning during PSHE sessions and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues.
PSHE lessons regularly include signposting to trusted adults/other agencies so that children know how and where to make any disclosures or discuss any concerns.

Our PSHE Curriculum

PSHE is an umbrella term for a planned programme of learning opportunities and experiences, including relationships education, health education and non-statutory aspects of PSHE including primary sex education and strands relevant to our context. This programme helps children and young people grow and develop as individuals and as members of families and communities. It equips them with knowledge, understanding and practical skills, appropriate to their age, ability and maturity, in order to live healthy, safe, fulfilled and responsible lives, both on and off-line.

This programme includes:
Relationships education (RSE), which must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. This is in keeping with advice and guidance contained in the *2025 DfE guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education*, which states: "The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."
Health education, which starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Here we emphasise the relationship between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.
Sex education, it is recommended that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for Science. The National Curriculum for Science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. In our schools, we define sex education as lessons about conception and birth. Whilst not compulsory in primary schools, it is vital that we teach sex education to prepare children both for the next stage in their education and their future experiences and responsibilities in life.

Our Jigsaw PSHE Programme

At Highfield St Matthew's CE Primary School, PSHE is taught through the **Jigsaw Programme**, a comprehensive and progressive scheme that supports children's personal, social, emotional and health development. Rooted in our Christian vision, "*Let your light shine before others*" (Matthew 5:16), Jigsaw helps pupils develop the knowledge, skills and values needed to flourish as confident, responsible and compassionate members of society.

In the Early Years Foundation Stage, learning is organised around the themes of **Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships** and **Changing Me**, supporting

children's personal, social and emotional development. These same six themes are revisited and developed throughout Key Stages 1 and 2, enabling children to build upon prior learning and deepen their understanding as they grow.

The Jigsaw programme fully supports the statutory requirements for **Relationships Education, Relationships and Sex Education (RSE) and Health Education**, while also drawing upon the PSHE Association Programme of Study to enrich learning beyond statutory expectations. Through carefully planned lessons, pupils develop emotional literacy, resilience, self-awareness, positive relationships and an understanding of how to stay physically and mentally healthy.

Our curriculum promotes the values of respect, dignity, inclusion and equality. Children learn to celebrate diversity, challenge stereotypes and value the uniqueness of every individual as part of God's family. Through high-quality discussions, reflection and collaborative learning, pupils are encouraged to recognise their own strengths, make positive choices and contribute positively to their communities.

Each Jigsaw lesson follows a consistent structure that supports engagement, reflection and personal growth:

- **Connect Us** – Building a sense of community and belonging.
- **Calm Me** – Developing mindfulness and emotional regulation.
- **Open My Mind** – Introducing and exploring new learning.
- **Tell Me or Show Me** – Applying and practising new knowledge and skills.
- **Let Me Learn** – Reflecting on learning and considering next steps.

By nurturing children's wellbeing, character and relationships, our PSHE curriculum empowers every child to develop their God-given potential and truly **let their light shine before others** through their actions, attitudes and achievements.

Relationships and Sex Education (RSE)

At Highfield St Matthew's CE Primary School, Relationships and Sex Education (RSE) is delivered through the **Jigsaw PSHE Programme** and reflects our Christian vision, *"Let your light shine before others"* (Matthew 5:16). We believe that every child should be equipped with the knowledge, understanding and values needed to develop healthy, respectful relationships, care for their physical and emotional wellbeing, and grow into confident individuals who live out our school values.

Jigsaw's RSE content is carefully planned and age-appropriate, supporting children to understand themselves, their emotions and their relationships with others. Learning begins in the Early Years through developing friendships, recognising feelings and understanding the importance of kindness and respect. As pupils progress through school, they explore topics including families and caring relationships, personal safety, online relationships, physical and emotional health, puberty, body changes and human reproduction. The programme ensures that children receive accurate information in a safe and supportive environment, enabling them to ask questions, challenge stereotypes and develop respect for themselves and others.

The Jigsaw **'Changing Me'** unit provides the core statutory RSE learning, teaching children about growth, change and transition in an age-appropriate way. In Year 6, pupils learn about puberty, human reproduction and the responsibilities that come with growing up, preparing them for the next stage of their education and life.

Our RSE curriculum promotes the values of dignity, compassion, respect, equality and inclusion. Through open discussion, reflection and collaboration, children learn to value diversity, celebrate differences and understand that all people are worthy of love and respect as part of God's family. By helping pupils to build positive relationships, make informed choices and develop emotional resilience, we encourage every child to recognise

their God-given potential and **let their light shine before others** through their words, actions and relationships.

Equality

All schools are required to comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149), when teaching RSHE. All children should see themselves, and their families, as represented. We therefore ensure that PSHE resources are relatable, and topics are taught in a way which are inclusive and ensure children know that they belong. Different family types are represented in our curriculum, including same-sex parents along with other family arrangements. Pupils should understand the importance of equality and respect and have an awareness of the protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Pupils with special educational needs and disabilities (SEND)

Teaching at our school is developed to ensure PSHE is accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years. Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. PSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

Whilst we try to keep conversations within the classroom, pupils know that confidentiality can never be guaranteed.

Pupils with needs will be supported according to their individual needs, and therefore the type of support they receive will vary. Some examples are:

- Prior access and teaching of key vocab and terms from the Unit Overviews
- Support with reading and writing.
- Extra teacher/ TA support for pupils who have difficulty using language to express their ideas and views.
- Specific vocabulary mats used alongside pictures to support children
- Adapted support/questioning
- Differentiated questioning

Engaging with parents and the right to withdraw

We believe in the importance of schools and families working in partnership. This is because teachers, parents/carers, pupils and all members of each school's community have an important contribution in preparing children for a healthy and fulfilled life where positive relationships enable them to flourish. We therefore are pro-active in ensuring our parents/carers are well informed about curriculum content, vocabulary, and how to discuss and answer questions about sensitive topics.

At Highfield St Matthew's CE Primary School, we want to equip parents to continue conversations started in class. Therefore, in consultation meetings, we share a representative sample of the resources that we plan to use and, if requested, ensure that parents can view all curriculum materials used to teach RSHE. Parents should know that the materials must not be shared more widely, due to copyright laws.

Parents **do not** have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the Science curriculum, including Science topics related to puberty or sexual reproduction.

Parents **do** have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. The following content is deemed to be sex education:

At Highfield St Matthew's CE Primary School, the majority of the Jigsaw *Changing Me* unit forms part of the statutory Relationships and Health Education curriculum and therefore cannot be withdrawn from. This includes learning about:

- Different types of families and caring relationships.
- Friendship, respect and healthy relationships.
- Growing and changing.
- Puberty, including physical and emotional changes.
- Personal hygiene and self-care.
- Keeping safe and seeking support.
- Human development from birth to old age.
- Reproduction as included within the National Curriculum for Science.

The specific aspects of the Jigsaw programme that are classified as **non-statutory Sex Education** and from which parents may request withdrawal are:

Year 6 – Changing Me

- The lesson explaining the process of **human conception**, including how a sperm and egg join together to create a baby.
- Discussion of **sexual intercourse** as part of human reproduction and conception.

These lessons go beyond the statutory requirements for Relationships and Health Education and the National Curriculum Science programme and therefore fall within parents' right to request withdrawal.

Before granting any request for withdrawal of a child from sex education, we will meet with parents/carers, and the child if appropriate, to discuss and understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. We will always document this discussion to ensure a record is kept. Following this discussion, the head teacher will grant a request to withdraw a pupil from specific lessons covering reproduction and birth in PSHE, as set out above. This is other than statutory content that is taught as part of the science curriculum.
When a pupil is withdrawn from sex education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

As a Church of England school, we believe that providing age-appropriate, accurate and sensitive RSE helps children develop healthy relationships, respect themselves and others, and understand the responsibilities that come with growing up.

Monitoring and Evaluation of PSHE

The cohesive PSHE programme will be regularly monitored and evaluated to ensure that it is meeting our aims as set out in this policy, to the same standard as all other curriculum subjects. Leaders ensure that teachers are kept up to date with PSHE information and have access to high-quality training.

The Head Teacher and Subject Leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

- Scrutiny of planning
- Lesson observations
- Learning walks
- Evidence of learning
- Feedback from staff
- Feedback from parents/carers
- Feedback from children

Safeguarding

Teachers recognise that effective PSHE and RSE may lead to disclosures of concerns or safeguarding issues. Any disclosures made by pupils will be managed in accordance with the school's Child Protection and Safeguarding Policy and Keeping Children Safe in Education guidance.

Assessment

Assessment in PSHE focuses on children's knowledge, understanding, skills and personal development. Teachers use discussion, observation and pupil reflection to assess progress and inform future planning. Assessment is not based upon pupils' personal beliefs, values or experiences.