

Worlingham CEVC Primary School



PSHE (Personal, Social, Health Education) Policy including RELATIONSHIP AND SEX EDUCATION POLICY

Due consideration has been given to all children/adults/stakeholders with regard to the protected characteristics under the Equality Act 2010.

Date approved:	07.10.25
Name of Committee:	Curriculum and Ethos
Chair of Committee signature:	<i>Mr Peter Hobbs</i>
Date of next review:	Autumn 2026

Headteacher: Mrs Holly Marchand
School No. 935 3111

Worlingham CEVC Primary School
**PSHE (Personal, Social, Health Education) Policy including
RELATIONSHIP AND SEX EDUCATION POLICY**

PSHE

At Worlingham CEVC Primary School, we teach Personal, Social, Health Education and Relationships and Sex 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.

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 policy, the Government's British Values agenda, mental and physical development and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. It prepares the pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationship and Sex Education is part of the Personal, Social and Health Education (PSHE) curriculum in our school. When we inform our pupils through relationship education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use Relationship and Sex Education as a means of promoting any form of sexual orientation.

Here, at Worlingham CEVC Primary 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, and that we are all valued 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.

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 our 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.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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.

At Worlingham CEVC Primary School we allocate one hour to PSHE each week in order to teach the PSHE 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, Learning Charter, 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.

Class teachers deliver the weekly lessons to separate year group classes..

Sex Education

At Worlingham CEVC Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction. We refer to the DfE document 'Relationship and Sex Education Guidance' (DfE0116/2000). In the DfE document, Relationship and Sex Education is defined as 'learning about physical, moral and emotional development'. The guidance states, 'It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'.

Through our PSHE lessons, we teach children about different kinds of relationships, and we encourage children to discuss issues. We teach about the parts of the body, how these work, and we explain to the children changes that will occur as they grow up.

In Early Years, we teach children the name of some parts of the body, and they learn that we grow from baby to adult. The children discuss how they have changed from a baby and what might change for them as they get older.

EYFS Key Vocabulary taught

Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.

Key Stage 1

In Year 1, we teach children about how animals, including humans move, feel, grow and reproduce. Children learn that humans have a life cycle and discuss some of the changes which happen as we grow up. Children learn to appreciate the fact that people are not all the same, that it is normal for people to grow up at different rates and the importance of respecting each other. Children are taught the correct names of male and female private body parts, that these parts of the body are private and that nobody has the right to hurt these. Children are taught who to ask for help if they feel worried or frightened.

Year 1 Key Vocabulary taught

Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

In Year 2, children continue to learn about human life cycles, understanding how their bodies have changed from when they were a baby and that they will continue to change as they age. They learn the physical differences between male and female bodies and the correct names for private body parts. Children are taught that private body parts are special and that no one has the right to hurt these. Children learn that there are different types of touch and that some are acceptable and some are unacceptable. It is reinforced who children can ask for help if they feel worried or frightened.

Year 2 Key Vocabulary taught

Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Looking forward, Excited, Nervous, Anxious, Happy.

Lower Key Stage 2

In Year 3, children learn that in animals and humans lots of changes happen between conception and growing up, and that it is usually the female who carries the baby. Children learn that in humans a mother carries the baby in the uterus and this is where the baby develops. Children discuss how babies need love and care from their parents/carers as well as their basic needs met. Children are taught that the male and female body needs to change at puberty so their bodies can make babies when they are adults. The children learn how some of the outside body changes during puberty as well as internal body changes.

Year 3 Key Vocabulary taught

Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Sperm, Penis, Ovaries, Egg, Ovum/ova, Womb/uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.

In Year 4, we teach children that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm. Children learn that babies are made by a sperm joining with an ovum. We teach children the names of different internal and external body parts that are needed to make a baby, as well as changes that occur to the male and female body during puberty. Children learn the importance of personal hygiene during puberty. Children know that change is a normal part of life, that some changes can not be controlled and that these changes can bring out a range of different emotions.

Year 4 Key Vocabulary taught

Personal, Unique, Characteristics, Parents, Sperm, Egg/ovum, Penis, Testicles, Vagina/vulva, Womb/uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Cycle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.

Upper Key Stage 2

In year 5, children continue to learn how girls' and boys' bodies change during puberty and they understand the importance of looking after themselves physically and emotionally. Children are taught that sexual intercourse can lead to conception and that some people may need help to conceive. Children develop their understanding of becoming a teenager and that this involves various changes and also brings growing responsibility.

Year 5 Key Vocabulary taught

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (ovum). Period, Fertilised, Infertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenage, Responsibilities, Rights.

In Year 6, we teach children about how girls' and boys' bodies change during puberty and the importance of looking after themselves physically and emotionally. Children learn how a baby develops from conception through nine months of pregnancy and how it is born. Children develop their understanding of relationships, knowing how being physically attracted to someone changes the nature of the relationship. Children are taught the importance of self esteem and what they can do to develop it.

We always teach sex education with due regard for the emotional development of the children.

We encourage the children to ask appropriate questions and will have a questions box available for the children. Teachers do their best to answer all questions with sensitivity and care.

Children are informed that all women and men can have control over when, and if they become parents. It is important to make choices about contraception. Talking with doctors or parents about the choices, is an option.

Children are also informed that the chances of getting pregnant are lowest if a contraception method is used correctly and every time you have sex unless pregnancy is desired. There are many methods of contraception including the condom or the pill. No one should ever try to persuade someone to have sex. No one should ever put pressure on another person to have sex.

Year 6 Key Vocabulary taught

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Negative body-talk, Mental health, Uterus, Womb, Oestrogen, Fallopian tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Midwife, Labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenage, Responsibilities, Rights, Opportunities, Freedoms, Responsibilities, Attraction, Relationship, Love, Sexting, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Excitement.

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

The school is well aware that the **primary** role in children's relationship education lies with parents and carers. We therefore wish to build a positive and supportive relationship with the parents of

children at our school, through mutual understanding, trust and cooperation. To promote this objective, we:

- Inform parents about the school's Relationship and Sex Education policy and practice.
- Answer any questions that parents may have about the Relationship and Sex Education of their child.
- Take seriously any issue that parents raise with teachers or Governors about this policy, or about the arrangements for Relationship and Sex Education in the school.
- Encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary.
- Inform parents about the best practice known with regard to Relationship and Sex Education, so that the teaching in school supports the key messages that parents and carers give to children at home.

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.

At Worlingham CEVC Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

Parents have the right to withdraw their child from all or part of the sex education programme that we teach to our Year 6 children in school. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

Confidentiality

Teachers conduct Relationship and Sex Education lessons in a sensitive manner. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of Safeguarding. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for Safeguarding issues about their concerns. The Senior Designated Person will then deal with the matter in consultation with health care professionals (see our Safeguarding policy).

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our Relationship and Sex Education policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach about relationships and sex effectively, and handle any difficult issues with sensitivity.

Monitoring and Review

The Curriculum and Ethos Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary,

if the policy needs modification. The Curriculum and Ethos Committee gives serious consideration to any comments from parents about the PSHE (RSHE) 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.

At Worlingham CEVC Primary 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.

For further explanation as to how we approach lesbian, gay, bisexual, transgender and questioning (LGBTQ) relationships in the PSHE (RSHE) Programme please see 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

<p>Online relationships</p>	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
<p>Being safe</p>	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy living	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

SAFEGUARDING STATEMENT TO ACCOMPANY POLICY DOCUMENTS

Throughout this policy runs our commitment to safeguarding the well being of all our pupils at Worlingham CEVC Primary School. The values, beliefs and ethos of Worlingham Primary School are shared by all members of staff and the adherence to the guidance as stated in the school's Safeguarding Policy is of paramount importance.

The well being and safety of pupils has a positive impact on their attendance, behaviour, their own Health and Safety, learning within the school environment as well as on educational visits.

Throughout the curriculum children are taught how to manage risk and how to keep themselves safe. The children know that if they need help they can talk to a member of staff at school. Children are taught how to keep themselves safe whilst using ICT equipment and are instructed to report any inappropriate material to the member of staff leading the session.

Children who have an identified SEN which creates difficulties with communication may need additional support in expressing concerns to a member of staff. Staff will need to follow the guidance in the safeguarding policy when dealing with a disclosure, taking into account the ability of the individual.

A copy of the Safeguarding policy can be found on the school website, in the Headteacher's office and also the staff room. This policy provides comprehensive detail in identifying types of abuse and the procedures that need to be followed.

Within the Safeguarding Policy is a section on The Prevent Duty and what it means for our School.