



School Policy



PSHE and RSE Policy

2025-2026

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

Towards the end of the summer term (2025), the Department for Education (DfE) published the **updated statutory guidance for Relationships, Sex and Health Education (RSHE)**. This guidance will replace the current 2019 guidance, schools will have until September 2026 to adapt their curriculum and policies to reflect these updated requirements.

Here, at Lightmoor Village Primary School we value PSHE and RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

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 children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

As a school we have reviewed the Jigsaw scheme alongside the statutory requirements and have adapted it to meet the needs of our pupils and our community.

Alongside Jigsaw we supplement our curriculum with resources from:

- Expect Respect
- Picture News
- No Outsiders
- NSPCC
- Mini First Aid
- School Nurse Team
- Oral Health NHS
- Smashlife

The overview of our programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated 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.

What do we teach?

Whole-school approach

Term	(Unit)	Content
Autumn 1:	Relationships (Jigsaw)	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
	Expect Respect	Includes a whole school focus on Domestic Abuse.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	Changing Me (Jigsaw)	Includes Relationships and Sex Education in the context of coping positively with change. Children across the school will be learning the correct terminology for body parts.
	NSPCC Pants	Includes information around keeping bodies safe.
Spring 2:	Healthy Me (Jigsaw)	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	No Outsiders	Includes promoting an ethos of inclusion and tolerance with the aim to prepare children for life in modern Britain.
Summer 2:	Being Me in My World	Includes understanding my own identify and how I fit well in the class, school and global community.
	First aid	Includes a whole school focus.

At Lightmoor Village Primary School we allocate time 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 including our culture and ethos in school and whole school assemblies.

Relationships

Our Relationships Education will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

We also use the 'no outsiders' scheme to teach about relationships alongside the relationships unit of 'Jigsaw'.

What is 'No Outsiders' about?

Teaching children to respect and accept difference and diversity using the Equality Act 2010 (British Law) as a solid foundation

Taking a proactive approach to bullying

Reducing potential for radicalisation

Preparing children for life in Modern Britain

Teaching "British Values

The Equality Act 2010 The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

How is it taught?

35 picture books

5 in each year group from EYFS to Y6

Picture books deal with all equalities in the Equality Act (race, religion, gender, gender identity including transgender, age, disability, sexual orientation)

Each characteristic is taught in context with British Law

Creates and develops a whole school ethos The resource aims to bring children and parents on board from the start so that children leave primary school happy and excited about living in a community full of difference and diversity

Lesbian, Gay, Bisexual and Transgender (LGBT)

36. In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

37. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

As a school we teach our children about the protected characteristics and how different people choose to live their lives. We do not teach our children how to be, only to be respectful.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At Lightmoor Village Primary School our sex education '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'.

Parent/ Carers

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance.

At Lightmoor Village 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 as below:

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

The school will inform Parents and Carers when the unit 'Changing Me' is delivered and a copy of this policy will be shared so that Parents/ Carers know their rights.

There will also be an opportunity for Parents / Carers to request to come into school and view the resources being used for PSHE and RSE or request information to be sent home.

Equal Opportunities

This policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

We aim to fulfil the educational needs of the children who are represented in the community. The children come from a varied cross section and represent different social, ethnic and religious values, beliefs and customs.

We value equality of opportunity highly. As part of our whole school approach our RSE program fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying. We are respectful of how people choose to identify themselves, understanding that their sexual orientation and gender identity may be emerging.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in any relationship, can lead to a disclosure of child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. (Refer to Safeguarding Policy.)

SEND

It is recognised that SEND pupils may require additional support and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils may be involved and consulted.

The policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every 2 years.

The governing body monitor our relationship and sex education policy. They report the findings and recommendations, giving consideration to any comments from parents about the relationship and sex education programme.

Written by: Lucy Cowan (Headteacher)

Reviewed and amended: September 2024

Review date: July 2025