

# Heptonstall J & I School



## Personal, Social and Health Education (PSHE) & Relationships and Sex Education (RSE) Policy

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| <b>Approved by:</b> | Local Governing Body | <b>Date:</b> 06.10.26 |
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| <b>Last reviewed on:</b> | August 2026 |
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| <b>Next review due by:</b> | August 2027 |
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## **Aim**

The aim of relationships education at our school is to help pupils develop self-respect, confidence and empathy. Pupils will learn about what makes healthy relationships, focusing on family and friendships, in a way that is age appropriate and sensitive to their faith. This will include online relationships, and how to seek help if they feel unsafe. Our RSE curriculum is set within a moral framework that matches the pupils' level of maturity and it involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity. Relationships education is not about sexual relationships.

We aim to offer pupils a carefully planned program on human development, relationships, sexuality and family life within a safe, comfortable atmosphere. We use Jigsaw as a whole school approach to teaching PSHE and RSE. It allows us to deliver a unique, spiral, progressive and effective PSHE and RSE curriculum that takes into account the needs of our pupils. It helps prepare our pupils for life, helping them really know and value who they are and understand how they relate to other people in this everchanging world.

## **Policy Development**

This policy has been developed in consultation with staff, governors, pupils and parents/carers as required by the Department for Education. We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships education programme. This process involved the following steps:

1. Review – a working group pulled together all relevant information including national and local guidance.
2. Staff consultation – staff had the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to work with us on the policy, look at examples of resources, and make recommendations.
4. Pupil consultation – we spoke to pupils about the skills they would like to learn.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

## **Statutory Requirements**

Relationships education became compulsory in primary schools from 2020, with additional amendments from 2026, so all pupils must take part in these lessons.

Sex education is not compulsory for primary schools. Pupils will learn about puberty as part of science and health education lessons in years 5 and 6. Other aspects of sex education will not be covered.

## **Links to other policies and curriculum areas**

### **Curriculum**

At Key Stage 2, the science curriculum includes teaching about changes to the human body as it grows from birth to old age, including puberty. This remains statutory.

Religious education links to relationships education by looking at family, values and morals, and the celebration of marriage in different traditions.

Health education, which is statutory in state funded schools from September 2020, includes teaching on feelings as they relate to mental wellbeing, the importance of friends and family, the impact of bullying, and how children can seek help if they have worries. It also requires schools to teach about the emotional and physical changes that take place during puberty. These will be taught to children in years 5 and 6 (in separate groups for boys and girls). In year 6, children will be taught the correct vocabulary for 'private' body parts – vagina, vulva, penis, testicles, anus, scrotum, nipples.

## **Policies**

The content of relationships education is supported by our anti-bullying policy, equality policy and safeguarding policy.

## **Delivery of relationships education**

Relationships education will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010.

Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex/gender, sexual orientation, marriage and civil partnership and pregnancy and maternity. These characteristics will only be taught explicitly to children when they are in year 6. Some will be covered in earlier year groups (age, disability, race, religion or belief, marriage).

Across all Key Stages, pupils will be supported to develop the following skills as appropriate to their age:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions.

These skills are taught within the context of family life and friendships, in an age appropriate way. The school environment will reflect, value and celebrate the diversity of friendships and relationships. Lessons will be delivered by school staff.

Children will sometimes ask questions pertaining to relationships that go beyond what is set out in the curriculum. If questions go unanswered by school staff, children may turn to inappropriate sources of information including the internet. We will answer any questions in a way that is sensitive to children's family and faith backgrounds, appropriate to their age and understanding, and consistent with the relationships education policy and scheme of work. This may necessitate discussion on a one-to-one basis or in small groups, as not every child in a class will have the same type of

questions. We may contact parents if we need guidance about a child's needs or if we think a child would benefit from their parents' input around a particular issue.

The Department for Education (DfE) has set out guidance on what children must learn by the end of year 6, under a series of themes. The statutory content as written by the DfE is set out below. Some themes will recur throughout school while others will be taught in the most appropriate years.

### **Families and people who care for me**

- That families are important for children growing up safe and happy because they can provide love, security and stability.
- The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up.
- That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

### **Respectful, kind relationships**

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we

balance the needs and wishes of different people in relationships and why this can be complicated.

- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

### **Online safety and awareness**

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

## **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

## **Health and wellbeing education**

In addition, children will also be taught the following in an age appropriate way:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Please refer to the PSHE whole school overview for a further breakdown of teaching in each year group.

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the relationships education policy, and hold the Executive Headteacher and Head of School to account for its implementation.

### **The Executive Headteacher and Head of School**

The Executive Headteacher and Head of School are responsible for ensuring that relationships education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education lessons, if applicable.

## **Staff**

Staff are responsible for:

- Delivering relationships education in a sensitive way, taking account of pupils' family and faith backgrounds
- Modelling positive attitudes to relationships education, as with any other subject
- Monitoring children's learning in order to ensure they make progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education lessons, if applicable.

## **Pupils**

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school.

## **Parents' right to withdraw their children from lessons**

Parents do not have the right to withdraw their children from relationships education as this is compulsory for all children. Parents do however have the right to withdraw their children from the non-statutory components of sex education. We are of course happy to discuss the content of the curriculum and invite you to contact the Head of School to do so. At Heptonstall J & I School we encourage parents to consult with SLT if they have any concerns regarding our RSE curriculum. Requests to withdraw should be put in writing and be addressed to the Head of School. Alternative work will be given to pupils who are withdrawn from Sex Education.

## **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Head of School. The Head of School and designated safeguarding leads will then deal with the matter in consultation with health care professionals

## **Training**

Staff are trained on the delivery of relationships education as part of their induction and it is included in our continuing professional development calendar.

## **Monitoring arrangements**

The delivery of Relationships Education is monitored by the senior leadership team and the PSHE coordinator through, for example, work scrutinies, learning walks and staff/pupil interviews.

Pupils' development in Relationships Education is monitored by class teachers as part of our internal assessment systems with class records updated half-termly in line with what has been taught in PSHE lessons. This policy will be reviewed annually. At every review, the policy will be scrutinised and ratified by the governing board.

## What do we teach when in PSHE?

### Whole-school approach

Here is our long-term plan for PSHE and RSE which outlines the units that are covered in each year group. Children in Reception – Year 6 cover the same topics at the same time however the content of the topics is differs to ensure pupils receive an education that suits their age and maturity.

| Age Group         | Being Me In My World                                                                                                                                                                                                                             | Celebrating Difference                                                                                                                                                                                                        | Dreams and Goals                                                                                                                                                                                                                            | Healthy Me                                                                                                                                                                                                                      | Relationships                                                                                                                                                                                                                                                                                       | Changing Me                                                                                                                                                                                                            |
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| <b>Ages 3-5</b>   | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities                                                                                                                                   | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself                                                                                                               | Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals                                                                                                                               | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety                                                                                                                                      | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend                                                                                                                                                                                   | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations                                                                                                                       |
| <b>Ages 5-6</b>   | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the learning charter                                                                                     | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone                                                                       | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success             | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/ safety with household items<br>Road safety<br>Linking health and happiness                                             | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships                                                 | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition  |
| <b>Ages 6-7</b>   | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings                                                        | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Diversity<br>Celebrating difference and remaining friends                                      | Achieving realistic goals<br>Perseverance<br>Learning strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success                                                                                        | Motivation<br>Healthier choices<br>Relaxation<br>Healthy eating and nutrition<br>Healthier snacks and sharing food                                                                                                              | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships                                                                                                                       | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition                              |
| <b>Ages 7-8</b>   | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives                                | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments                 | Difficult challenges and achieving success<br>Dreams and ambitions<br>New challenges<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning processes<br>Managing feelings<br>Simple budgeting | Exercise<br>Fitness challenges<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe and why it's important online and off line scenarios<br>Respect for myself and others<br>Healthy and safe choices | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Being a global citizen<br>Being aware of how my choices affect others<br>Awareness of how other children have different lives<br>Expressing appreciation for family and friends | How babies grow<br>Understanding a baby's needs<br>Outside body changes<br>Inside body changes<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition                                               |
| <b>Ages 8-9</b>   | Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour                               | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions | Hopes and dreams<br>Overcoming disappointment<br>Creating new, realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes                                                   | Healthier friendships<br>Group dynamics<br>Smoking<br>Alcohol and vaping<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength                                                                                        | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting and Falling Out<br>Girlfriends and Boyfriends<br>Showing appreciation to people and animals                                                                                                                                          | Being unique<br>Having a baby<br>Girls and puberty<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change                                                                     |
| <b>Ages 9-10</b>  | Planning the year ahead<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating                                                                | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Materials wealth and happiness<br>Enjoying and respecting other cultures                                   | Future dreams<br>The importance of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation                                                                  | Smoking including vaping<br>Alcohol and vaping<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour                                    | Self-recognition and self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and gambling<br>Reducing screen time<br>Dangers of online grooming<br>SMARTT internet safety rules                                                       | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>Conception (including IVF)<br>Growing responsibility<br>Coping with change<br>Preparing for transition |
| <b>Ages 10-11</b> | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy                                     | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments                                                       | Taking personal responsibility<br>How substances affect the body<br>Exploitation including 'county lines' and gang culture<br>Emotional and mental health<br>Managing stress                                                    | Mental health<br>Identifying mental health worries and sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use                                                                               | Self-image<br>Body-image<br>Puberty and feelings<br>Conception to birth<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition                   |

At Heptonstall School we allocate at least 40 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These lessons are reinforced and enhanced in many ways: Assemblies and collective worship, 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 our school community.

### **Inclusion**

PSHE and RSE is taught in ways that enable each child to access and engage with IT, regardless of ethnic group, age, disability, SEN and gender. Work is accessible, challenging and engaging for all learners to ensure that they are adding to and building upon their PSHE and RSE education. Where children have significant needs, they may be taught and assessed against simplified objectives, in-line with their specific requirements.

### **Assessment and Feedback**

PSHE and RSE understanding is assessed by class and group discussions that take place. Teachers also assess children against all the objectives in the Jigsaw scheme. They do this on a half termly basis and assess whether a child is working towards, working at or working beyond the expectation. This information is then used to address any gaps in learning during the following half term.