St John's C of E VA First School

# Personal, Social, Health and Economic (PSHE) Relationships Education Policy

'Together we have roots to grow and the wings to fly.'

**This policy should be taken as part of St. John's C. of E. First School's overall strategy and is implemented within the context of our vision of Government aims and our values as a Church of England School.**

**Review**

| Review Cycle | Date of Current Policy | Author(s) of Current Policy | Review Date |
|---|---|---|---|
| Yearly | October 2026 | Nicole Simenton | October 2027 |

**Ratification**

| Role | Name | Signature | Date |
|---|---|---|---|
| **Chair of Governors** | **Jack Hill** | **JACK HILL** | **October 2027** |
| **Head of School** | **Nicole Simenton** | **NICOLE SIMENTON** | **October 2027** |
| **DSL** | **Nicole Simenton** | **NICOLE SIMENTON** | **October 2027** |

**Details of Policy Updates**

| Date | Details |
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## Introduction

At St. John's C of E VA First School we teach Personal Social Health Economic (PSHE) and the statutory Relationships Education curriculum in the context of the school's core values, vision and Christian ethos, as appropriate to the age of our pupils. Through our school core values and PSHE/ Relationship Education themes, we aim to foster and develop the whole child socially, emotionally, physically and spiritually to enable them to be the best they can be.

We believe that PSHE and Relationships Education is an integral part of every child's entitlement to receive a well-rounded education which encourages personal safely, health and wellbeing. Our PSHE and Relationships Education curriculum also develops a sense of personal identity and belonging to our school community and the wider community.

At St. John's C of E VA First 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, to empower them with a voice and to equip them for life and learning.

We believe that effective Relationships Education is essential for our pupils, as they grow, to be able to make responsible and well-informed decisions about their lives.

At St. John's C of E VA First School we use **Jigsaw, the mindful approach to PSHE** programme which delivers a comprehensive PSHE and Relationships Education programme.

## Purpose

At St John's C of E VA First School, we want all children to be the best version of themselves. We believe that high-quality Personal, Social, Health and Economic (PSHE) education, including Relationships, Sex and Health Education (RSHE), is vital for children's wellbeing, personal development and academic success.

Personal, Social and Health Education (PSHE) education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The DfE recommends that RSHE is delivered as part of a wider PSHE curriculum.

Relationships, Sex and Health Education (RSHE) is a key statutory element of PSHE education. RSHE involves learning about the emotional, social and physical aspects of growing up. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships and later to begin to take responsibility for their health and wellbeing.

We recognise that effective PSHE helps pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain.

There are statutory expectations of content for the Relationships and Health aspects of RSHE for all primary schools to deliver by the end of Key Stage 2 in the following categories:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Sex Education is non-statutory in RSHE, but the DfE recommends that it is taught in primary schools as part of RSHE. We believe that high-quality PSHE and RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood
- Be taught as part of a whole-school approach in a safe, inclusive learning environment
- Be appropriate to the age and maturity of pupils
- Be accessible to all pupils, including those with SEND
- Promote spiritual, moral, cultural, social and physical development
- Prepare pupils for the opportunities, responsibilities and experiences of adult life

Through PSHE/RSHE, we expect all schools to help pupils:

- Develop a stronger understanding of themselves and their identity
- Build personal values, a moral compass and individual conscience
- Understand the characteristics of healthy, loving and respectful relationships
- Learn about consent and its importance in all relationships
- Build self-respect and value the diversity in others
- Make informed choices free from prejudice and discrimination
- Develop emotional literacy and conflict resolution skills
- Understand and prepare for the physical and emotional changes of puberty and adolescence
- Know how to access reliable information, advice and support
- Establish habits that contribute to lifelong health and wellbeing
- Build resilience against negative peer influence and misleading media messages
- Develop critical thinking and decision-making skills for navigating complex social situations
- Build foundations for active citizenship and participation in wider society

Planned PSHE/RSHE will incorporate relevant safeguarding guidance to help pupils protect themselves from harm and navigate risks, particularly in digital environments.

This policy framework aligns with our school values of kindness, empathy and resilience and ensures our school approaches this important aspect of education with consistency, sensitivity and professionalism. We acknowledge the vital role of parents as children's first educators and commit to working in partnership with families across all our schools.

We are committed to promoting equal opportunities and positive relationships, preventing discrimination related to protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). We will take appropriate action to address any harassment or discrimination.

## Scope

This policy aligns with current statutory requirements and will be reviewed as and when new guidance is published. We follow the most up-to-date guidance from the DfE (as of September 2020: Plan your relationships, sex and health curriculum - GOV.UK).

At St John's C of E VA First School we;

- Use Jigsaw as our PSHE, Relationships Education, Health Education and Sex Education (see below)
- Ensure that we review and disseminate updated statutory guidance and evidence-based practices
- Define key terms to ensure the distinction between PSHE, Relationships Education, Health Education and Sex Education (see below)
- Designate a PSHE/RSHE subject leader with appropriate expertise and allocated time
- Establish a protected timetable commitment to PSHE (recommended minimum: 1 hour weekly)

- Ensure all staff delivering PSHE/RSHE receive appropriate training
- Engage with parents/carers transparently about curriculum content
- Ensure the implementation of a detailed, age-appropriate scheme of work covering all statutory elements

The majority of relationships, sex and health education is delivered through PSHE lessons.

Jigsaw PSHE is as a comprehensive, carefully thought-through scheme of work that brings consistency and progression to children's learning in this vital curriculum area. The programme covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

We deliver comprehensive, well-sequenced PSHE programmes that build emotional literacy and resilience year by year. We recognise and are mindful of the particular needs of pupils who are adopted, fostered, or who may be young carers, appreciating that roles and responsibilities within families vary considerably. Our approach acknowledges that families come in many forms, and pupils will learn to respect and value all types of families that provide love, care and support.

## Other Related Policies

This policy should be read in conjunction with the following national policies:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK (www.gov.uk)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK (www.gov.uk)
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)
- 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) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)

Jigsaw Making connections and Mapping documents;

- The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE jigsaw-making-connections.pdf (windows.net)
- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) jigsaw-3-11-and-rshe-overview-map.pdf (windows.net)