

	Reviewed	May 2025
	Next Review	May 2028

St Lawrence C of E (Aided) Junior School PSHE and Relationships Policy

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.

PSHE

At St Lawrence C of E Junior School, we teach Personal, Social, Health 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.

The overview of the 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.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword, DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at St Lawrence C of E Junior 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 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*, 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.

Our PSHE policy is informed by existing DfE guidance:

- *Keeping Children Safe in Education* (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/Keeping_Children_Safe_in_Education.pdf)
- *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 \(educateagainsthate.com\)](https://educateagainsthate.com/)
- *Behaviour and Discipline in Schools* (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/Behaviour_and_Discipline_in_Schools.pdf)
- *Equality Act 2010 and schools* [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/Equality_Act_2010_and_schools.pdf)
- *SEND code of practice: 0 to 25 years* (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/SEND_code_of_practice_0_to_25_years.pdf)
- *Alternative Provision* (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/Alternative_Provision.pdf)
- *Mental Health and Behaviour in Schools* (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/Mental_Health_and_Behaviour_in_Schools.pdf)
- *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](https://www.nice.org.uk/guidance/NG118)
- *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 \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/Promoting_and_supporting_mental_health_and_wellbeing_in_schools_and_colleges.pdf)
- *Preventing and Tackling Bullying* (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/Preventing_and_Tackling_Bullying.pdf)
- *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 \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/advice-and-guidance/equality-and-human-rights-commission)
- *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 \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626862/Promoting_fundamental_British_values_through_SMSC.pdf)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

It is also aligned with the Church of England's *A Charter For Faith Sensitive And Inclusive Relationships Education, Relationships And Sex Education (Rse) And Health Education (RSHE)* [Relationships, Sex and Health Education | The Church of England](https://www.churchofengland.org/faith-and-religion/relationships-sex-and-health-education) and draws on the advice given in the Church of England document *Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying* (Church of England Education Office, [second edition updated summer 2019](https://www.ceeo.org.uk/valuing-all-gods-children)).

What do we teach when and who teaches it?

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.

Puzzle (Unit)	Content
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.
Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
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
Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At St Lawrence C of E Junior School we allocate 40-60 minutes to explicit PSHE lessons each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Usually, class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

- Praise and reward systems and other behaviour systems
- Cross curricular links especially with RE, Science and PE
- Special events, services, performances and out-of-classroom experiences e.g. residential trips
- Daily collective worship themes that support the Christian ethos and values of the school
- Leadership and mentor opportunities, including but not limited to: school councillors, worship ambassadors, reading ambassadors, wellbeing ambassadors, eco councillors house captains, sports captains and our learning partner mentoring system between Year 3 and Year 6

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Teaching and Learning Methods

St Lawrence recognises the importance of teaching PSHE using strategies that take account of pupils' age, maturity, understanding and needs. Pupils need to work in an environment with a trusted adult with whom they have had the opportunity to build a relationship and learn ground rules and boundaries. Effective PSHE lessons involve:

- A trusting relationship between adults and learners to allow sensitive issues to be raised and discussed e.g. class teacher, circle time, worry boxes
- Collaborative work where all contributions are valued e.g. group discussions, group project
- Opportunities for reflection and opinion forming, respect for differences e.g. conscience alleys, debates, collective worship
- Challenge within a safe environment and learning how to deal with failure/making a mistake
- Negotiation e.g. making rules, inventing games, team challenges
- Practising skills through role play, dialogue and debate

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

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

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: *Jigsaw 3-11 and Statutory Relationships and Health Education*.

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.

Parents should also be aware that the Church of England states in *Valuing All God's Children* (2019) that Relationships and Sex education should: "Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop

understanding that there are a variety of relationships and family patterns in the modern world.” (Page 34)

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: *Jigsaw 3-11 and Statutory Relationships and Health Education*.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the *Calm me* time, social skills are grown every lesson through the *Connect us* activity and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

What does the DfE statutory guidance say about Sex Education in primary school?

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. However, ‘Sex Education is not compulsory in primary schools.’ (p. 23)

Schools are to determine the content of sex education at primary school. 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’.

At St Lawrence C of E Junior School, we believe children should understand the facts about human reproduction before they leave primary school and so choose to offer Sex Education as part of our PSHE curriculum, taught during the Changing Me Puzzle (unit) in the Summer term.

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

"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 p.17

At St Lawrence C of E Junior 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), specifically the following lessons:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by email before the Changing Me Puzzle (unit) is taught. This email will detail the content of all lessons in the unit, including those which are statutory, and will make clear which lesson parents can request their child be withdrawn from. Parents should contact the class teacher in the first instance, via email, where they will have the opportunity to discuss and view any materials used in the lessons. If a parent still wishes to withdraw, further contact should be made with a member of SLT before this decision is put in writing and recorded in school.

We strongly believe that children should participate in Sex Education lessons. We believe that there is always a risk that children will be exposed to content of this nature via other means, and may therefore receive misinformation. We also believe that it is important for children to participate from a safeguarding perspective, giving them the right context and vocabulary to discuss any potential concerns with a trusted adult. However, we understand that parents reserve the right to withdraw their children, as laid out above.

Monitoring and Review

The PSHE curriculum is monitored and evaluated by the Subject co-ordinator in conjunction with the Headteacher. The Subject co-ordinator works closely with the PE subject co-ordinator in the area of Healthy Eating and Living, as well as the RE co-ordinator.

The Curriculum Committee of the governing body monitors this policy on a bi-annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum 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.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "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 they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone 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".

The Church of England document *Valuing all God's Children* states:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic (HBT) behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

At St Lawrence C of E Junior 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 LGBT relationships in the PSHE (RSHE) Programme please see: *Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?*

All pupils at St Lawrence participate in and learn from the PSHE curriculum and activities and discussions are planned, organised and adapted appropriately to allow all children to learn in an inclusive way and at a level that provides them with sufficient challenge and support when needed. All children are given equal opportunity to express their views, share cultural experiences and participate in all activities regardless of ability/disability, gender, ethnicity or faith.

Appendix

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) [jigsaw-3-11-and-rshe-overview-map.pdf](#)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships? [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf](#)
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE? [Charter for Relationships, Sex and Health Education | The Church of England](#)