

Red Hill C of E Primary School

PSHE and RSE Policy



At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated. **God created you to be amazing** (Ephesians 2:10)

Excellence & Enjoyment, Everyone & Everything

Amendment History

Date	Issue	Status	Reason for Amendment	Person responsible
5/3/23	1		Updated in line with full Jigsaw provision	Head
9/1/24	2		Reviewed	Deputy Head
3.5.24	3		Consultation additional information	Deputy Head
16.3.26	4		Updated in line with RSE guidance	Deputy Head/PSHE lead

Our School Vision

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.

We want to provide opportunities which enable our children to flourish and know that; 'God created you to be amazing' Ephesians 2:10

Our values underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Aims and Key Principles

Through our Christian values, we aim to ensure that every child is valued and encouraged to achieve their full potential and every member of our school community is encouraged to respect and value each other. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as confident members of the wider community.

Teaching of the PSHE curriculum through the Jigsaw programme aims to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Supplementary sessions are provided to ensure children are educated on safeguarding issues linked to our school's contextual safeguarding.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Introduction to PSHE requirements

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.

In July 2025 the Department for Education launched statutory guidance to accompany introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2025

The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools. The department engaged with a wide range of interested organisations and conducted a call for evidence on the content of the subjects, and the status of PSHE.

The findings gathered from the process have informed the drafting of the regulations, statutory guidance and regulatory impact assessment, on which the department is now consulting. This includes the department's decision to make Health Education compulsory, not all of PSHE.

Red Hill are confident that the Jigsaw Programme covers all aspects of Relationships and Sex Education and Health Education in an age-appropriate way; if there are any gaps, Jigsaw will provide its schools with materials to ensure all statutory duties are fulfilled. Where appropriate, supplementary sessions on contextual safeguarding are added using visitors and resources from the NHS, Police and other Worcestershire County providers.

This policy will be updated in line with government guidance when published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This PSHE policy is informed by existing DfE guidance on [Sex and Relationships Education](#) (Sex and Relationship Education Guidance, July 2025), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, June 2025 and [Keeping Children Safe in Education, Sept 2025](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2014).

Learning Outcomes

By the end of Year 6, pupils should:

- Be prepared for the opportunities, responsibilities and experiences of later life
- Value themselves and others
- Acknowledge and appreciate difference and diversity
- Be able to make informed choices
- Be prepared to be positive and active members of a democratic society
- Be able to consider and discuss issues which may affect their own lives and/or the lives of others
- Understand what constitutes a safe and healthy lifestyle
- Be able to form and maintain safe relationships
- Be able to use appropriate methods to understand and manage their emotions
- Be able to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Be prepared for puberty through their understanding of physical development and the importance of health and hygiene
- Understand how babies are conceived and born
- Develop feelings of self-respect, confidence and empathy
- Be able to use the correct vocabulary to describe themselves and their bodies

In addition, children will be informed about how to keep themselves safe with regards to contextual safeguarding in Worcestershire including Child Criminal Exploitation, Child Sexual Exploitation and radicalisation.

Curriculum Content

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of children in Worcester.

PSHE is taught through discrete lessons for a minimum of 30 minutes per week. These timings may be combined to create longer teaching sessions when this supports the learning objectives. Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

When appropriate, supplementary lessons will be provided to inform children about contextual safeguarding within our local area. This may include visits from the local Police, Get Safe team or NHS.

Each lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, bullying, and internet safety.

At Red Hill, only qualified teachers who are familiar with the needs of the children will be delivering Relationships and Sex Education and Drug and Alcohol Education. All staff (Teachers, teaching assistants and support staff) have received Safeguarding training. All needs of individual children are taken into consideration prior to lesson delivery and if felt appropriate a consultation with parents will be held and adjustments made.

The curriculum is split into six core themes (puzzles). Each theme is taught over a 6 week period as set out below.

Term	Puzzle name	Content
Autumn 1:	Being Me In My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Me Includes Sex and Relationship Education in the context of looking at change

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes. To support this differentiation, many Jigsaw lessons suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each lesson includes suggested activities for children working at different levels.

Relationship and Sex Education (RSE)

Under the Relationships Education, Relationships and Sex Education (RSE) and Health Education, Sept 2025 guidance 'Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.'

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 and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.² They also make health education compulsory in all schools except independent schools...Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE

Definition of Relationship and Sex Education:

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Compulsory aspects of RSE

The DfE SRE Guidance (July 2025) states 'Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.'

RSE and statutory duties in school

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- Sex and Relationships Education (SRE) is an important part of PSHE Education
- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty.

It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science which must be taught to all pupils of primary and secondary age e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2023](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2020\)](#) which includes a section for schools.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006)

(which includes homophobic, sexist, sexual and transphobic bullying) and 6 Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

RSE Jigsaw curriculum at Red Hill

The grid below shows specific RSE learning intentions for each year group in the ‘Changing Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intentions ‘Pupils will be able to...’
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others’ needs and feelings
1	Piece 4 Boys’ and Girls’ Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vulva and anus. respect my body and understand which parts are private
2	Piece 4 Boys’ and Girls’ Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private describe what I enjoy about being a boy or girl whilst understanding we are all different
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Outside Body Changes	understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies identify how boys’ and girls’ bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 3 Inside Body Changes	identify how boys’ and girls’ bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 3 Girls and Menstruation	describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl’s body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me

	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need help from doctors to have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally can express how I feel about the changes that will happen to me during puberty
	Piece 3 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Real Self and Ideal Self	beware of the importance of a positive self-esteem and what I can do to develop it express how I feel about my self-image and know how to challenge negative 'body-talk'

Withdrawal from RSE lessons

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate.

Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum.

If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

Drug and Alcohol Education

Definition of 'Drugs': This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime).

The term 'Drugs' includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled. Red Hill have added the teaching of 'vaping' to meet current needs in Worcestershire and Nationally.

- All over-the-counter and prescription medicines Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 5 Medicine Safety	understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking and Vaping	know facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking and Vaping	know there are health risks with smoking and vaping and can tell some of the ways that they are harmful to the body make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Exploitation	understand that some people can be exploited and made to do things that are against the law suggest ways that someone who is being exploited can help themselves
	Piece 6 Managing Stress and Pressure	recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

		use different strategies to manage stress and pressure
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Pupils' Questions

Teachers will reply to, and answer, children's questions sensitively. They will ensure that unbiased and balanced information is provided which will take into account the different views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the teaching of RSE, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context without bias and in accordance with the Equality Act 2010.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and/or the parent of the child.

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation alongside work recorded in floor books, including visual as well as written work. Children will be encouraged to talk about and reflect on their own experiences.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the Safeguarding (Including Child Protection) policy is adhered to.

The Role of Parents

The school is well aware that the primary role in children's PSHE and RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's PSHE/RSE policy and practice
- Inform parents when their child will be learning about puberty and sex education
- Answer any questions that parents may have about their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSHE/RSE in the school

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that staff and parents are informed about the RSE policy, and that the policy is implemented effectively. It is also the responsibility of the Headteacher to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

The Headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to School Improvement Board, when requested, on the effectiveness of the policy.

The Role of Subject Leader

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil and teacher evaluation of the content and learning processes

- Monitoring learning
- Staff meetings to review and share ideas

The Role of Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to PSHE/RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher.

The Role of Pupils

Pupils are expected to engage fully in PSHE/RSE and, when discussing issues related to the subject, treat others with respect and sensitivity.

The Role of the School and Other Members of the Community

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE programme.

We encourage valued members of the community to work with us to provide advice and support to the children with regard to the PSHE curriculum. All external professionals are expected to work within the school's PSHE/RSE policy and on the instructions of the Head of School.

Consultation

This policy has been created in consultation with key stakeholders, including parents and ratified by Governors.