

Amotherby C P School

PSHE Policy

(Including RSE)



January 2026

Introduction

This policy covers our school's approach to the teaching of Sex and Relationships Education and provides information about the statutory entitlement for children in line with the Department for Education guidance and advice. This policy was produced following guidance from the Department for Education (Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019) and the NYCC Key stage guidance documents and also through consultation with teaching staff, parents/carers and governors. This policy is available to parents/carers on the school website and a hard copy can be requested from the school office. This policy will be reviewed on a regular basis (yearly) to ensure that it continues to reflect the attitudes and belief of the school and its pupils and also continues to follow up to date guidance from the Government and the DfE.

Our overarching aims for Relationships and Sex Education (RSE) at Amotherby School is to assist young people in preparing for adult life by supporting them through their physical, emotional and moral development and helping them to understand themselves, respect others and form and sustain healthy relationships and this is why we feel it is important for our pupils and our school. We also ensure RSE fosters gender equality and LGBT+ equality.

PSHE

At Amotherby 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 required 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

Relationships Education Definition

The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults. Amotherby CP School has the aim of promoting the principles of positive and healthy relationships, both online and offline, with family, friends and others whilst also recognising that families and relationships take on many forms. We also promote an understanding of boundaries and how to deal appropriately with unhealthy relationships. We understand the importance of teaching children about appropriate and inappropriate touching and consent and we also see the importance of teaching our children that their body is special and belongs to them.

Sex Education Definition

Sex Education has links with and builds on our Science curriculum where children are taught about the external body parts, about growth from birth to old age and reproduction in some animals and plants. At Amotherby CP School we understand the importance of Sex Education and its role in preparing children for the changes they will undertake physically and also the importance of learning about sex, sexuality, emotions, relationships and sexual health. We also see the importance in teaching our children the correct terms for their private body parts and use these within our teaching.

Current RSE Requirements

Maintained primary and secondary schools are legally obliged to have an up-to-date RSE policy that describes the content and organisation of RSE taught outside science in the National Curriculum. This includes special schools. In primary schools if the decision is taken not to teach RSE beyond the National Curriculum this should also be documented in the policy. The policy should be made available to parents/carers on request. It is the school governors’ responsibility to ensure that the policy is developed and implemented. School governors are in law expected to give ‘due regard’ to the SRE 2000 guidance and to maintain an up to date RSE policy which must be made available to parents/carers. (Learning and Skills Act, 2000).

Compulsory Aspects of RSE

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually-transmitted infections. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in RSE such as menstruation, contraception, safer sex and abortion.

Our PSHE policy is informed by existing DfE guidance:

- **Keeping Children Safe in Education** (statutory guidance)
- **Respectful School Communities**: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- **Behaviour and Discipline in Schools** (advice for schools, including advice for appropriate behaviour between pupils)
- **Equality Act 2010**
- **SEND code of practice**: 0 to 25 years (statutory guidance)
- **Mental Health and Behaviour in Schools** (advice for schools)
- **Preventing and Tackling Bullying** (advice for schools, including advice on cyberbullying)
- **Sexual violence and sexual harassment between children in schools** (advice for schools)
- **The Equality and Human Rights Commission Advice and Guidance** (provides advice on avoiding discrimination in a variety of educational contexts)
- **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))

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

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.

Term	Puzzle (Unit)	Content
Autumn 1:	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.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	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
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Amotherby School we allocate dedicated lesson time to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship,
- Praise and reward system,
- Jigsaw 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 the school community.

Class teachers deliver the weekly lessons to their own classes.

Parental Involvement

At Amotherby School we view the partnership of home and school as vital in providing the correct context for learning and therefore are committed to working with parents and carers. As part of our whole school approach to RSE, parents will be notified of the dates of the Year 5 and Year 6 Sex education sessions, which take place within the summer term, and will be asked for permission for their child to attend these.

Parents are also given the opportunity to view materials and resources prior to the sessions taking place and are also invited to attend the sessions with their children if they feel this is right for them.

Safe and Effective Practice

A range of teaching methods and activities are used to ensure all children are able to access the Sex and Relationships curriculum, including those with special educational needs and disabilities (SEND). Teachers will assess the prior knowledge and abilities of the children and will reflect on their own practice to help tailor sessions accordingly. All sessions will be at an age-appropriate level designed to meet the needs of all children and will use high quality resources such as books and films to support and promote understanding.

We will ensure a safe learning environment by establishing and agreeing ground rules and opportunities will always be given for children to ask questions. This may take the form of class or group discussions or may take the form of a comment placed in a comment box.

Pupils' questions will be answered by the class teacher either as a class, group or on an individual basis depending on the question. However, any questions raised by pupils which are not appropriate to be answered in front of others or that are directly concerning the act of sexual intercourse or sexually transmitted diseases or any other content we deem sensitive issues will not be answered in front of the whole class and instead the class teacher may say: "that is a fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working" or the class teacher may respond by saying: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you." This will then allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management. This information will then be relayed back to parents/carers by letter or phone call so that they can answer them in the home environment.

If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.

Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Roles and Responsibilities

The RSE programme will be led and monitored by the PSHE lead and the Headteacher. It will be taught by class teachers and will be supported by teaching assistants, governors and parents. We believe it is important that lessons are delivered by classroom teachers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers know our children and so this means class teachers are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class. Teaching staff will receive guidance, updates and advice from the PSHE lead who will attend training to support both teachers and pupils.

Monitoring and Review

The governing body monitors this policy on an annual basis. The FGB 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.

Teachers will critically reflect on their work in delivering RSE. Pupils learning will be assessed by their class teacher against the end of year key stage requirements and each year groups learning objectives. This information is then passed onto the Subject leader and Head teacher for monitoring and evaluating. Pupils will also be given the opportunities to review and reflect on their own learning during lessons and pupil voice will be used to influence teachers in adapting and amending planned activities.

Child Protection and Safeguarding

Our school is committed to ensuring that pupils are aware of behaviour towards them that is not acceptable, how they can keep themselves safe, how to share a concern and complain. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue and any disclosures made by a pupil relating to incidents

of sexual or other forms of abuse will be treated as a child protection issue and advice from Social Services will be sought in accordance with the North Yorkshire Child Protection Policy and Guidance. Confidentiality will be maintained at all time if such incidents occur and teachers will consult with the designated safeguarding lead and in his /her absence their deputy safeguarding lead. We recognise the importance for children to have a trusted adult who they can disclose information to and therefore children will be informed of whom the designated safeguarding lead is but also of whom they can talk to, both in and outside of school.

Adaptations for SEND Pupils

At Amotherby School, PSHE, including Relationships and Sex Education (RSE), is delivered through the Jigsaw PSHE scheme and is carefully adapted to meet the needs of all learners, including those with SEND. Lessons are differentiated through adapted resources, scaffolded activities, visual supports and pre-teaching where appropriate, ensuring pupils can access learning at a level suited to their understanding and developmental stage. Our SENCo, Miss Cooper, works closely with class teachers and the PSHE Lead, Mrs Wade (Headteacher), to ensure that individual needs are identified and supported effectively. Where required, content is personalised and delivered in smaller steps or through additional adult support. We work in close partnership with parents and carers to ensure that provision matches each child's needs, particularly for more sensitive elements of RSE, so that learning is appropriate, inclusive and supportive

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”.

At Amotherby 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?’

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?



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