



WICKERSLEY
PARTNERSHIP
TRUST.

PSHE (Personal, Social, Health Education) Policy (Primary)

(including Relationships and Health Education and our position on Sex
Education)

DATE: June 2025

OWNED BY: PSHE Director

APPROVED BY: Trust Board

WICKERSLEY PARTNERSHIP TRUST

Swanage Court, Dodds Close,
Bradmarsh Business Park, Rotherham, S60 1BX

 01709 807600  contactus@wickersleypt.org

 wickersleypt.org **CEO:** Mrs H O'Brien



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This policy does not form part of the contract of employment and from time to time may be altered following consultation and negotiations with recognised Trade Unions. Any changes will be communicated to employees with reasonable notice. The policy may vary from time to time on a case-by-case basis in consultation and agreement with Union Representatives.

1. Context

In Wickersley Partnership Trust (WPT) schools, students' wellbeing, happiness and safety remain our first priority, and PSHE is the key vehicle through which this is achieved. Our PSHE programme aligns with the statutory requirements for Relationships Education, Health Education and the growing emphasis on safeguarding, equality and online safety.

2. What is RSE?

- RSE is the emotional, social and cultural development of pupils, including learning about healthy relationships (friendships and family), healthy lifestyles, diversity and personal identity.
- RSE combines factual information with exploration of issues and values.
- RSE does not promote sexual activity.

3. PSHE Aims

Our PSHE curriculum aims to:

- Provide a framework for sensitive discussions
- Prepare pupils for puberty and promote health and hygiene
- Develop feelings of self-respect, confidence and empathy
- Create a positive culture around relationships
- Foster caring, respectful friendships & safe online relationships
- Equip pupils with language & confidence to talk about their bodies, feelings, and consent
- Prepare children to recognise concerns and seek help from trusted adults.

4. RSE Delivery

RSE is delivered through PSHE (primarily the Jigsaw programme) and the science curriculum. Additional content on online safety, AI-generated content, image-based abuse and misinformation is incorporated in response to the Online Safety Act 2023 and updated "Teaching Online Safety in Schools" (DfE, 2024).

- Integrated into PSHE with flexible age-appropriate sequencing and age appropriate resources
- Delivered by class teachers, supported by trained external agencies when relevant
- Inclusive approach adhering to Equality Act and guidance on LGBT+ inclusion
- Use of ground rules to create safe discussion spaces; correct anatomical terminology encouraged for de-stigmatisation

Managing questions

- Honest responses tailored to developmental stage; redirect to parents if needed
- Follow DfE advice: pupils may ask about sensitive issues; staff must respond appropriately.

5. Statutory Guidance

This policy is informed by (latest editions unless otherwise stated):

- Education Act 1996

- Education & Inspections Act 2006
- Children & Social Work Act 2017 (s34)
- Equality Act 2010
- Online Safety Act 2023
- Keeping Children Safe in Education 2024 & draft 2025
- Working Together to Safeguard Children 2023
- SEND & AP Improvement Plan 2023
- Ofsted Education Inspection Framework 2024
- Relationships, Sex & Health Education statutory guidance 2019 (with 2024 digital safety addendum)
- Mental Health & Behaviour in Schools 2023
- Prevent Duty guidance 2023
- Sexual Violence & Harassment between Children in Schools 2024

6. Curriculum

We follow Jigsaw 3-11, mapped to PSHE Association and statutory outcomes.

Age appropriate AI and digital literacy are interwoven across puzzles “Relationships”, “Online Safety” and “Healthy Me”.

7. DfE & National Guidance

All updates published to June 2025 are embedded, including:

- Generative AI use in schools – DfE non-statutory guidance (April 2024)
- Ofsted “Inspecting Safeguarding” (Jan 2025 update)

Additional Guidance Links

- DfE Statutory Guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- Primary-specific Content: <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health>
- Curriculum Framework: <https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>
- Parent Guide: <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>
- PSHE Association Roadmap: <https://pshe-association.org.uk/guidance/ks1-5/relationships-sex-health-education-rshe>

8. What we Teach & who Teaches it

See appendix tables. PSHE is taught for 1 hour per week by class teachers. External agencies (e.g. NHS School Nursing) may support puberty sessions in Y5-6.

9. Parental Right to Withdraw

“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 our school, puberty is taught as a statutory requirement of Health Education and covered in our Science curriculum and 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) for the following lessons:

- Year 4 - Having a baby
- Year 5 - Conception
- Year 6 Conception/ birth

The school will inform parents of this right by the Spring Term before the Changing Me Puzzle is taught.

10. Roles and Responsibilities

The Local Governing Body

The Local Governing Body will approve the RSE policy, and hold the Head teacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from components of Sex Education listed above (Year 4, 5 and 6).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the components of RSE

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 Headteacher.

The teaching of RSE in this school is led by the Head teacher and co-ordinated by Sue Burrows (PSHE school coordinator).

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

Students

Students are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Students with SEND

The school understands that students with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all students. Class teachers understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to students with SEND. Class teachers will follow DFE guidance entitled 'RSE for disabled pupils and those with Special Educational Needs.'

11. Monitoring and Review

The delivery of RSE is monitored by the Headteacher and the PSHE Coordinator/Director of PHSE (Trust). Quality assurance is carried out on a termly basis. Students' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the Director of PSHE (Trust). Any changes to the policy will be clearly communicated to all members of staff involved in the sex and relationship education programme.

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 students are appropriately met, and that all students 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...

Our School will teach their students about LGBT (Lesbian, Gay, Bisexual, Transgender) when relevant, in an age appropriate way, and ensure this content is fully integrated into the programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

Appendix A – Relationships Education Mapping (DfE 2019 outcomes to Jigsaw 3-11)

Whole-School Approach - Summary

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 our Primary schools we promote respect for all and value every individual child. We also respect the right of our students, their families and our staff, to hold beliefs, religious or otherwise.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc. can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 311 Programme.

The guidance states that, by the end of primary school:

	Students Should Know	How Jigsaw Provides the Solution
Families and people who care for me	<ul style="list-style-type: none"> R1 that families are important for children 	All of these aspects are covered in lessons within the Puzzles



	Students Should Know	How Jigsaw Provides the Solution
	<p>growing up because they can give love, security and stability</p> <ul style="list-style-type: none"> • R2 the characteristics of healthy family life, 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. • R3 that others' families, 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. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy 	<ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World



	Students Should Know	How Jigsaw Provides the Solution
	or unsafe, and how to seek help or advice from others if needed	
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed. 	
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or 	



	Students Should Know	How Jigsaw Provides the Solution
	<p>have different preferences or beliefs</p> <ul style="list-style-type: none"> • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference



	Students Should Know	How Jigsaw Provides the Solution
	<p>content and contact, and how to report them.</p> <ul style="list-style-type: none"> • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	
Being Safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. R32 where to get advice e.g. family, 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference



	Students Should Know	How Jigsaw Provides the Solution
	school and/or other sources.	



Appendix B – Physical Health and Mental Wellbeing Education in Primary Schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Students Should Know	How Jigsaw Provides the Solution
Mental Wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference



	Students Should Know	How Jigsaw Provides the Solution
	<p>important for children to discuss their feelings with an adult and seek support.</p> <ul style="list-style-type: none"> • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if access is early enough. 	
Internet Safety and Harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me



	Students Should Know	How Jigsaw Provides the Solution
	<p>actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <ul style="list-style-type: none"> • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	
Physical Health and Fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me



	Students Should Know	How Jigsaw Provides the Solution
	<p>or other forms of regular, vigorous exercise</p> <ul style="list-style-type: none"> • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	
Healthy Eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me



	Students Should Know	How Jigsaw Provides the Solution
	<p>the risk of sun damage, including skin cancer.</p> <ul style="list-style-type: none"> • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H31 the facts and science relating to immunisation and vaccination 	
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary • H33 concepts of basic first aid, for example dealing with common injuries, including head injuries 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • H35 about menstrual wellbeing including key facts about the menstrual cycle 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me



Appendix C – Parental Request for Withdrawal from Sex Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
I understand that I am withdrawing my child from the following sex education lessons:-			
Year 4 - Having a baby Year 5 - Conception Year 6 Conception/ birth			
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			





PSHE Policy (Primary)