



# CHURCHER'S COLLEGE

## **RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION POLICY INCLUDING PSHE (PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION)**

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JUNIOR SCHOOL AND NURSERY (INCLUDING EYFS)

February 2026

## Relationships Education, Sex Education and Health Education Policy including PSHE

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<b>Authorised by</b>	Head of the Junior School
<b>Date</b>	March 2025
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<b>Review frequency</b>	Annual or earlier as required
<b>Date of next review</b>	September 2026
	<i>Complies with The Education (Independent School Standards) Regulations 2014 (SI 2014/3283), the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the DfE statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, June 2019</i>

## 1 Introduction

- 1.1 This policy relates to all children at Churcher's College Junior School and Nursery ("CCJS"), including the Early Years Foundation Stage (EYFS).
- 1.2 This policy is published on the School website and hard copies are available on request from the School Office.
- 1.3 CCJS provides a curriculum that is broadly based, balanced and meets the needs of all pupils, including those with special educational needs and disabilities. As such our PSHE curriculum has the following aims:
- To promote the spiritual, moral, cultural, mental and physical development of all pupils at the school.
  - To prepare pupils at CCJS for the opportunities, responsibilities and experiences of later life.
- 1.4 We are confident that our PSHE Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way.
- 1.5 This policy is also informed by relevant guidance and advice, including:
- The statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, June 2019)*.
  - Preventing and tackling bullying: Advice for head teachers, staff and governing bodies (DfE, July 2013, updated 2017)
  - DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies (September 2012)
  - Working Together to Safeguard Children 2023: A guide to multi-agency working to help, protect and promote the welfare of children (HM Government December 2023)
  - Keeping Children Safe in Education (DfE, September 2025)
  - The Equality Act 2010 and schools: Departmental advice for school leaders, school staff, governing bodies and local authorities (DfE, revised May 2014).

## 2 Aims of PSHE at CCJS

- 2.1 To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the wider community.
- 2.2 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.
- 2.3 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.

2.4 In our school we choose to deliver Personal, Social, Health and Economic Education using the Jigsaw scheme, the mindful approach to PSHE.

2.5 **Objectives/Pupil learning intentions:**

Our schemes of work in PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

2.6 **Content**

Our work covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills

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<b>Summer 2:</b> Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change
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### 3 **Definition of Relationships Education (RE)**

3.1 RE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities. We teach children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

### 4 **Relationships and Sex Education (Relationships, Sex and Health Education)**

4.1 Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

*“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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.”* (Relationships Education, Relationships and Sex Education and Health Education, DfE, 2019, para 67).

4.2 We teach RSHE as part of a broad and balanced curriculum within PSHE lessons and in the wider context of school life. Class teachers are responsible for the delivery of the RSHE programme to their classes.

4.3 We aim to ensure that:

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

4.4 Appropriate RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. We also aim to promote pupil well-being and good mental health through our teaching.

4.5 All PSHE teaching at CCJS shows awareness of our responsibilities to pupils under the statutory guidance *Keeping Children Safe in Education 2025*, DfE.

4.6 RSHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Culture and Ethos Policy (Formally Promoting Good Behaviour Policy)

- Equal Opportunities Policy
- Health and Safety Policy
- ICT – Online Safety Policy
- Child Protection and Safeguarding Policy and Procedures
- Learning Enrichment Policy

#### 4.7 RSE Content

The grid below shows specific RSE content for each year group:

##### **Age**

4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.
7-8	Seeing things from others' perspectives; Families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect Others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation

to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

9-10 Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

10-11 Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

#### 4.8 **Withdrawal from RSE lessons**

4.8.1 The School will inform parents at the start of each academic year of the topics their child will be taught within the RSE programme during the forthcoming year. Parents of children in Year 6 are also invited to a meeting at the School, where more detailed information about the content of the course programme for that year is provided.

4.8.2 Parents/carers have the right to withdraw their children from Sex Education provided at CCJS except for those parts included in the Science curriculum (Life Cycles) and that included within Statutory Relationships and Health Education. The School will automatically grant any such request. Those parents/carers wishing to exercise this right are invited to email the Deputy Head who will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

4.8.3 The School will document this process and ensure that a record is kept.

4.8.4 If a pupil is withdrawn from sex education, the School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

4.8.5 There is no right to withdraw from Relationships Education.

#### 5 **Health Education**

5.1 Health Education includes substance education, mental health education and safety education.

5.2 Effective Health 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 own and others' health and well-being.

5.3 The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

5.4 **CCJS's Health Education Content**

The grid below shows specific Health Education content for each year group:

**Age**

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure;

	celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

## 6 **Raising Resilience**

- 6.1 At CCJS all children from Years 1 – 6 have the opportunity to be taught techniques to support resilience by two external clinical psychologists. This program is drawn up in conjunction with the school and information on this is available to parents on Firefly pages. The practises and techniques contribute to the school's provision for Mental Health and Wellbeing.

## 7 **Assessment and Feedback**

Feedback to the child and assessment of attainment in PSHE and RSHE as well as information to parents regarding both the content and their child's progress in PSHE and RSHE is as follows:

- RSHE and PSHE is discussed at the "Meet the Teacher " evening in September,
- Curriculum overview RSE (Units 5 & 6 – is posted on Firefly curriculum pages),
- Opportunities to give feedback to parents exists at parent's evening,
- Individual Parent discussions/meetings can be set up as required,
- Children are given verbal feedback in each lesson,
- An end of topic pupil summative assessment grid completed and then shared with next teacher.

Teachers will use the Jigsaw summative assessment - tracking pupil progress document provided to assess against the attainment descriptors. This will be as a paper copy and the

document will be passed on to the next teacher to allow appropriate planning at the correct level for each child in a class.

A 'best fit' approach is recommended for each child to assess whether they are working towards, working at, or working beyond expectations for each of the 6 puzzles/units of work.

## 7 **Monitoring and evaluation**

7.1 The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

7.2 Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

## 8 **External contributors**

8.1 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 the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme.

8.2 Teachers MUST always be present during these sessions and remain responsible for the delivery of the PSHE programme. Visitors should sign in at the office and remain with school staff at all times.

## 9 **Confidentiality and Child Protection/Safeguarding Issues**

9.1 In accordance with *Keeping Children Safe in Education*, the School will ensure that children are taught about safeguarding, including about how to stay safe online.

9.2 As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he will speak to the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (Deputy DSL) and the procedures set out in the School's Child Protection and Safeguarding Policy and Procedures will be followed. All staff members are familiar with the policy and know the identity of the DSL and Deputy DSLs. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

9.3 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. If such a disclosure is made to staff, or if staff have any safeguarding concerns, they will contact a Deputy DSL and follow the procedures set out in the School's Safeguarding and Child Protection Policy and Procedures.

## 10 **Special Education Needs and Disabilities**

10.1 RSE must be accessible for all pupils. Teaching will be differentiated and personalised to ensure that the content is accessible for all pupils, including those with SEND. Teaching will be sensitive, age appropriate, developmentally appropriate and delivered with reference to

the law. When designing and teaching RSE, the School will take into consideration that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.

- 10.2 Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

## 11 **Equality**

- 11.1 The School will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect, with particular regard to the Protected Characteristics in the Equality Act 2010.

## 12 **Consultation**

- 12.1 This policy has been produced in consultation with parents and carers and seeks to take into account the views of teachers and pupils.
- 12.2 When the Jigsaw scheme was introduced, all parents and carers were invited into School so that they had an opportunity to find out more about the scheme and to ask questions.