



## PSHE RSE POLICY

# HYDE PARK INFANT AND JUNIOR SCHOOLS

<b>Date of Policy</b>	November 2025 (Revised: V3.0)
<b>Staff Responsible</b>	Miss C Brown (PSHE Lead)
<b>Statutory Compliance</b>	DfE Relationships Education (RE) and Health Education (HE) 2020
<b>Curriculum Resource</b>	Jigsaw Programme: The Mindful Approach to PSHE
<b>Next Review Due</b>	September 2026

There is a DfE review of RSHE teaching and new guidance due for statutory implementation in September 2026. Our policy will be reviewed in line with this guidance and implemented fully in September 2026.

## **1. Aims**

This policy applies to Hyde Park Infant School and sets out how Personal, Social, Health Education (PSHE) is delivered, including the statutory requirements for Relationships Education and Health Education. This document constitutes the school's statutory Relationships and Sex Education (RSE) policy within the wider PSHE framework and should be read alongside safeguarding, behaviour, online safety and equality policies.

Statutory Guidance and Legal Duties: This policy is written having regard to the Department for Education (DfE) statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education. The school will ensure full compliance with revised statutory guidance from 1 September 2026.

### **1.1 Statutory Context and Aims**

This policy fulfils the requirement for all schools to publish a Relationships and Sex Education policy within the wider context of PSHE. PSHE promotes the spiritual, moral, cultural, mental, and physical development of pupils and prepares pupils for the opportunities and responsibilities of later life.

We aim to:

- Fulfil the statutory requirement to teach Relationships Education (RE) and Health Education (HE), which are compulsory for primary schools.
- Ensure the curriculum is broadly based, balanced, and meets the needs of all pupils.
- Significantly contribute to the school's Safeguarding and Equality Duties, the British Values agenda, and SMSC development.

### **1.2 Policy Review Cycle and Future Guidance**

We recognise the DfE is conducting a review of RSHE teaching, with new guidance expected to be statutory by September 2026. This policy will be fully reviewed and implemented in line with that forthcoming statutory guidance by July 2026, once the updated Jigsaw materials are available.

### **1.3 Consultation Process**

This policy was developed through extensive consultation with key stakeholders to ensure it reflects the specific ethos and needs of our community:

- Meetings with the Governing Body (Curriculum Committee).
- Consultation with the School Council to gauge pupil perspective on curriculum effectiveness and safety.
- Opportunities for parental feedback via a dedicated consultation period prior to ratification.

### **Relationships and Sex Education**

- RSE provides a framework in which sensitive discussions can take place
- RSE prepares pupils for puberty, and gives them an understanding of sexual development and the importance of health and hygiene
- RSE helps pupils develop feelings of self-respect, confidence and empathy
- RSE creates a positive culture around issues of sexuality and relationships (both face to face and online relationships)

- RSE teaches pupils the correct vocabulary to describe themselves and their bodies
- RSE is not about the promotion of sexual activity

## **2) Statutory Requirements**

As a primary academy school, we must provide relationships education to all pupils as per Section 34 and 35 of the Children and Social Work Act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirement teach science which would include elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

It is not a statutory requirement for primary schools to teach Sex Education. However, following a consultation with Governors and Parents, and whilst also considering the local needs of the community and the local context, we continue to have a Relationships and Sex Education curriculum. This is in addition to our Statutory Relationships Education and Science curriculum. Further information about this non-statutory part of our curriculum can be found later in this policy.

## **3) How is RSHE monitored/consulted upon?**

- Through talking to parents
- Consultations with the School Council
- Meetings with the Board of Governors/ our Link Governor for RSHE
- Collaboration with the Learning Academies Trust PSHE team
- Attendance at Local Authority RSHE training hubs
- Scrutiny of local data and statistics to further tailor our programme to the needs of our local community
- Consulting staff via a whole school RSHE audit

The PSHE lead will monitor the delivery of the subject by observing lessons. They will also undertake thorough and regular termly monitoring of lesson plans and resources, suggesting adaptations and possible improvements to the delivery of the subject. The PSHE Lead will be supported by and agree subject specific targets with members of the Senior Leadership Team to further enhance and develop RSHE across the school.

#### **4) Curriculum – Jigsaw**

Our curriculum is set out as per this policy but we may need to adapt it as and when necessary. For more information, please contact the school.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe

Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- How a baby is conceived and born

#### **What PSHE/RSHE looks like at Hyde Park:**

At Hyde Park Schools we use the Jigsaw programme to structure our PSHE education scheme of work. Lessons are delivered weekly or as a block of lessons in some cases (Changing Me unit). This mindful approach to PSHE covers all statutory aspects of Relationship and Sex Education (RSE) along with Health Education. These lessons are tailored and personalised to address specific needs within classes and supplement whole school events and themes.

Whilst our spiralling curriculum identifies a broad range of important issues that pupils should learn about, we feel it is essential that our children's experience of PSHE education is not simply a series of 'one-off', disconnected sessions each on a different topic and focusing only on factual content. The curriculum will provide relevant context for pupils to both broaden and deepen their understanding of the key concepts and to develop competence in the essential skills. We therefore aim to provide a cohesive, progressive PSHE curriculum which will prepare our children to become happy, well-rounded and successful citizen in today's society.

PSHE lessons are taught in the classroom by each class's teachers and teaching assistants. The lessons take place every week and are an important and celebrated part of the weekly timetable. These lessons are tailored and personalised to address specific needs within classes and supplement whole school events such as Friendship Week, E-Safety Day, R.E Day, Parliament Week and Maths Week. The concepts of each term are introduced to the whole school through a 'Cultural Capital' assembly, further promoting the importance of Jigsaw PSHE lessons to the whole school community. The scheme encapsulates Modern British Values education and spirals, building progressively to prepare our children to be resilient in our ever-changing world. Speakers and organisations are invited in frequently to supplement the children's experiences e.g. religious speakers, road safety awareness charities, animal education workers, local police officers and people who work in STEM to name but a few. At the forefront of our school development team is the School Council and School Parliament.

Elected democratically by their peers, they meet regularly as part of school, Academy and wider City Youth Council to debate current issues and make differences and improvements to their school experience.

What RSE is taught in Jigsaw lessons and when? Relationships

Unit

Year Group	Jigsaw Piece Relationships	Learning Intention
Reception		Knowing what a family is. Recognising some of the characteristics of a healthy and safe friendship. Knowing how to mend a friendship. Knowing reasons why others get angry.
Year One	Knowing that everyone's family is different and that there are lots of different types. Knowing that families are founded on belonging, love and care. Being aware that physical contact can be used as a greeting. Understanding the people in the school community.	

Year Two		To understand how families function and everyone's family is different. To know that there are lots of form of physical contact within a family. Being aware of reasons why friendships change and can contain conflict. Learning how to use positive problem-solving techniques. To understand trust.
Year Three		Knowing about roles and responsibilities within a family. Knowing that gender stereotypes can be unfair. Learning the skills of friendship. Knowing some strategies for staying safe online. Understanding lives of children around the world and their rights.
Year Four		Understanding jealousy, loss and negative feelings. Understanding change within relationships and friendships and how these can end if it is causing negative feelings or is unsafe.
Year Five		Knowing that a personality is made up of many different characteristics, qualities and attributes. Understanding the positive and negatives of an online community. Being aware of the rights and responsibilities of being online. Understanding that too much screen time is unhealthy.
Year Six		Learning that it is important to take care of their own mental health and how to do so. Understanding grief and loss. Knowing that people can sometimes take control or gain power. Online safety.

Changing Me - Sex Education Unit

Year Group	Jigsaw Piece (lesson)number	Learning Intention
Reception	3 - Growing Up	Seek out others to share experiences. Show affection and concern for people who are special to them. Explain own knowledge and understanding, and ask appropriate questions of others. ELG - Show sensitivity to their own and to others' needs'
Year One	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, vagina. Respect my body and understand which parts are private
Year Two	4 - Boys and Girls bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl.
Year Three	<p>1.How babies grow</p> <p>2.Babies</p> <p>3.Outside body changes</p> <p>4.Inside body changes</p>	<p>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.</p> <p>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family.</p> <p>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.</p> <p>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.</p>

Year Four	2 - Having a baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I currently feel about having children when I am an adult.
	3 - girls and puberty	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. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
Year Five	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.
	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.
	4 - Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.

Year Six	2 - Puberty	Explain how bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes
	3 - Girls talk and boy talk	Ask the questions I need answered about changes during puberty. Reflect on how I feel about and about the answers I receive.
	4 - 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 about development / birth.
	5 - attraction	Understand how being physically attracted to someone changes the nature of the relationship. The growing independence of becoming a teenager and am confident that I can cope with this.

## **Diversity & the Equality Act**

Under the Equality Act 2010, we ensure that we do not discriminate against any pupils due to their age, sex, race, disability, religion or belief or gender. We ensure that all of our pupils can access both our Relationships and Relationships and Sex Education curriculum and make adjustments as needed, taking advice from professionals, parents and carers as appropriate.

Homophobia, biphobia and transphobia, like any discrimination, will not be tolerated and is challenged through our whole-school approach. We will ensure that all children feel safe.

Teachers do not promote any one lifestyle as the only one accepted for society and a variety of contexts will be discussed through Relationships Education and Relationships and Sex Education.

Hyde Park does not tolerate any harmful sexual behaviour, online sexual abuse or sexual violence. Any reported incidents would be referred directly to HT.

Considerations will be made for:

- Religious and cultural diversity
- Differing needs for girls and boys
- Diverse sexuality of children and young people
- Homophobic/ transphobic bullying and behaviour (online and peer to peer)
- Children's age and physical/ emotional maturity
- Pupils who are new to English

Coverage will be age appropriate and sensitively approached.

## **Safeguarding**

PSHE is fundamental to the *Being Safe* strand of Relationships Education. We explicitly teach boundaries, the concept of privacy (R26), recognizing feelings of being unsafe (R29), and how to ask for advice and report concerns until they are heard (R30, R31, R32).

## **Managing difficult questions**

The Jigsaw scheme has information to support staff with difficult questions that may occur during sessions. Teachers can also seek support about what is appropriate for whole class discussions and what may require a conversation away from a whole class setting. This support can come from the PSHE lead or a member of SLT.

## **SEND**

We recognise that children with SEND benefit from a whole school approach to their PSHE education - RSHE is particularly important to some pupils with Social, Emotional and Mental Health needs. This is taken into consideration when planning lessons.

We are committed to adapting lessons to take account of SEND pupils needs. Lesson plans are monitored by the PSHE Lead and suggestions for how to make lessons more accessible for SEND/ resources that might be beneficial are added. This also might include altering the pace of lessons, extra time to explain key concepts and vocabulary, extra support for learning abstract concepts, altering lesson activities and using accessible words. We use EHCPs and IEPs to help tailor our school programme to the specific needs of learners.

### **Sex Education and the Right to Withdraw**

Parents do not have the right to withdraw their children from Relationships Education.

The DfE guidance recommends that all primary schools consider a sex education programme. Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the National Curriculum Science curriculum. A letter will be sent to parents and carers explaining that they can exercise their right to withdraw their child from the non-statutory elements of sex education. Parents and carers do not have to give reasons for the withdrawal, but we respectfully invite them to do so - sometimes, we can then resolve concerns.

Statutory content (no withdrawal) includes Puberty and the changing adolescent body. Parents cannot withdraw their child from these statutory lessons.

Non- statutory content (right to withdraw):

- Year 4 Lesson 2: Having a baby
- Year 5 Lesson 4: Conception
- Year 6 Lesson 3: Conception and birth

Requests for withdrawal should be put in writing and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education. However, this rarely happens. By working in partnership with parents they recognise the importance of this aspect of their child's education. If, as a parent, you feel it necessary to withdraw your child please arrange to come to school and discuss your concerns with the Head teacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the sex education lesson is over.

### **6.2 What the school will do following a request for withdrawal from a parent**

- We will discuss the nature of the concerns with the child's parent and if appropriate, reassure them.
- We consider whether the programme can be amended or improved in any way to reassure the parent. NB care will be taken to make sure that the integrity of

the Relationships and Sex Education Programme is not undermined, and the entitlement of other pupils is upheld e.g. certain sessions may take place in single sex classes.

- We attempt to ensure that where a pupil is withdrawn that there is no disruption to other parts of their education.
- We point out that pupils may receive inaccurate information from their peers.
- We offer parents access to appropriate information and resources to facilitate effective home discussions around sex education.

This policy will be regularly updated and reviewed as required in accordance with changed in the school context, local needs and/or DfE guidance.

