



The Oaks Primary School
Bringing Learning to Life

PSHE (Personal, Social, Health and Economic) Education including RSHE (Relationships, Sex and Health) Education

Personal, Social, Health and Economic Education (PSHE) is a school subject through which children develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain.

This policy has been produced in response to the National Curriculum Guidelines and DFE guidance on PSHE (2021) and Statutory Relationships Education, Relationships and Sex Education and Health Education (2025).

Due to the diverse nature of PSHE and RSHE, this policy should be read in conjunction with the schools policies on: Behaviour and anti-bullying, RE, Domestic Abuse, Equality, Well-being and Safeguarding and Child Protection.

PSHE Intent

Our PSHE curriculum is underpinned by our school values of happiness, appreciation, courage, respect, kindness and honesty. Our curriculum provides children with the knowledge and skills they need in order to enable them to make informed and ethical decisions about their wellbeing, health and relationships. Our aim is for children to reach their potential as individuals and within the community, helping them make connections between their learning and 'real life' behaviours.

We intend:

- To prepare children for the opportunities, responsibilities and experiences of adult life
- To promote the spiritual, moral, social and cultural development of our children
- To establish opportunities for increased child involvement in the life of the school
- To help our children cultivate positive characteristics including self-worth and self-respect, alongside our school values
- To encourage our children to make healthy, informed choices about their lives
- To help children identify ways of responding to peer group pressure
- To develop a caring and considerate attitude towards themselves, others and the environment
- To help our children to understand and manage their feelings
- To promote physical and mental development.
- To understand how society works; rights, responsibilities, British Values and the Protected Characteristics.
- To support prevention of harms by helping children understand and identify when things are not right.

Implementation

PSHE at The Oaks is delivered by class teachers or HLTA's using the 'Jigsaw' programme from Reception through to Year Six. The scheme follows six themes over the year: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. The Jigsaw scheme offers a comprehensive, carefully thought through programme which brings consistency and progression to our children's learning in this vital curriculum area. The details of the curriculum, including learning intentions and outcomes can be found on our school website. When and where appropriate and dependent on cohorts needs, elements of the 'Changing Me' unit may move to a different year group if we feel this is in the best interests of the children. This will always be communicated to parents via the half termly Curriculum Letter.

The successful delivery of PSHE is achieved through a variety of approaches:

- Discrete curriculum time equivalent to one hour per week
- Delivering the planned programme, integrated within a broad and balanced curriculum
- Liaising with the Bolton NHS Healthy Schools team to deliver specific sessions
- Praise and Rewards systems
- Five Ways Happy Days initiative

Our provision is further enriched through assemblies, extra-curricular activities (clubs), school visits, external contributors and speakers, school council meetings, playtimes and events in school.

Resources and organisations we have access to, to support and enhance PSHE teaching:

- Jigsaw PSHE Scheme of work
- PSHE Association
- NSPCC
- Bolton NHS Healthy Schools Team resources and guidance

RSE intent

At The Oaks Primary School we value the importance of Relationships and Sex Education to help and support young people through their physical, emotional and moral development. To embrace the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their well-being, health and relationships. RSE can support children to develop resilience, to know how and when to ask for help and to know where to access support. Relationship Education will equip children 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.

We define relationships education as the teaching of the fundamental building blocks and characteristics of forming and sustaining positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults, including online. RSE at The Oaks is embedded in a robust PSHE curriculum, following the Jigsaw scheme of work.

To support our children to be aware of the personal choices they can make and prepare them to make responsible and confident decisions in real life situations, our policy has these aims;

- To reassure children of their value and self-worth, including aspects of dignity, self-respect and self-restraint
- To nurture a responsible attitude towards personal relationships, such as aspects of mutual respect and care
- To foster the ability to manage relationships in a responsible and healthy manner
- To promote the value of loving relationships and of family life
- To provide knowledge of human reproductive processes
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour
- To educate against discrimination and prejudice
- To be sensitive to the religious background of children
- To help children identify risks and harm

Implementation

Relationships and sex education objectives are woven into the PSHE 'Jigsaw' scheme of work.

The transition years before children move to secondary school is considered crucial at The Oaks. In Year Six at The Oaks, the children will be taught sex education, which we define as 'how a baby is conceived'. Parents/carers have the right to withdraw children from some or all of sex education but **may not** withdraw the child from statutory relationships or health education, which includes puberty. Notification, consultation and the request to withdraw for specific sex education lessons is always sent to parents in advance. In the event of a child being withdrawn from a lesson, the child is provided with alternative education until the sex education lesson is over.

During a PSHE or RSE lesson, children may indicate in some way that they are vulnerable or at risk. We will ensure that if a child makes a disclosure, they will receive the appropriate support from staff following the necessary protocols they are trained in, through liaison with the Designated Safeguarding Lead, Miss Fallon Trainor, Head teacher. If necessary, staff may feel they need to ask a child to wait for an answer. For example, 'That is a really interesting question but I need time to think because I want to give you the right answer.' A response may include asking a child to speak to their parents or trusted adult, signposting them to support services where needed. The emphasis is on supporting the child.

Governors and teachers are in agreement that teachers should answer all children's questions relating to relationships and sex education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and childrens' differing experiences. The

Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature.

The following ground rules have been established:

- Teachers should not enter into discussions about personal issues and lifestyles
- No one (child or adult) has to answer a personal question
- Nobody is forced to take part in discussion
- Care is taken that no child is stigmatised because of his or her home circumstances
- In discussion, teachers will promote the knowledge and use of the correct names of body parts
- Meanings of words are explained in a sensible and factual way
- Where necessary and appropriate, teachers will refer to other school policies

Resources used to deliver these specific areas of learning are carefully considered and created by the PSHE lead at The Oaks, combining materials from the Jigsaw scheme of work, Medway Council PSHE and rshp.scot. These are available to be viewed in school by parents if they wish to do so. Mixed-gender classes will be the norm for the children in both puberty (statutory) and sex education lessons. However, children will break off into same sex groups for a question and answer session. Children will have the chance to post anonymous questions prior to the follow up discussion.

Pupils should understand the importance of equality and respect throughout their education. The DfE strongly encourages primary schools to teach about 'healthy and loving relationships and to include same-sex parents along with other family arrangements when discussing families'. All subject areas ensure that resources provide a balance of examples of role models from diverse cultural backgrounds and challenge stereotypical views relating to gender, age and health. A wide range of family structures are illustrated in a positive way without stigmatising children based on their home circumstances.

Recording for PHSE and RSE is on Seesaw and in children's individual pink A4 'Personal Development' books, which move up with the cohort.

Teachers will be mindful of children with a special educational need when planning and delivering all aspects of PSHE and RSE. High quality teaching that is adaptive and progressive will be the starting point to ensure accessibility. Resources will be adaptive and progressive to include all children in every lesson, regardless of ability, ethnicity or gender, responding to child's diverse needs and setting suitable challenges. There may be a need to tailor content and teaching to meet the specific needs of child at different developmental stages. As with all teaching, it will be delivered sensitively, developmentally, age appropriately and with reference to the law.

Working with Parents

All class teachers delivering PSHE and RSHE are sensitive to the range of religious and cultural views amongst our children and families, whilst still ensuring that children have access to the statutory learning they need to stay safe, healthy and understand their rights as individuals. The Oaks Primary School seeks to work in partnership with parents through consultation and support. Parents are vital in teaching children about relationships, maintaining the culture and ethos of the family, helping children to cope with emotional and physical aspects of growing, and preparing them for the challenges and responsibilities that maturity brings.

Impact

As a result of our PSHE curriculum, children will see the diversity of human experience and understand more about themselves as individuals and members of society. Children will work cooperatively, valuing and respecting the views of others. Our curriculum provides children with the knowledge and skills to progress through their school life and into adulthood, reflecting on their experiences and understanding how they are developing personally and socially, tackling spiritual, moral, social and cultural challenges that are part of growing up. Our children will learn to understand and respect our common humanity, diversity and differences so they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Relationships and sex education teaches children to develop an awareness of tolerance and respect for themselves and others. We want our children to be able to cope with the challenges of personal growth. Relationships and sex education will enable children to be aware of the personal choices

they can make and prepare them to make responsible and confident decisions in real life situations.

This policy has been written with consideration given to the DfE statutory guidelines - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025, made under sections 34 and 35 of the Children and Social Work Act 2017 - and in consultation with the Head Teacher and governors. This policy is available to parents and carers through the school office and school website. It will be reviewed by Mrs Caroline Hesketh to ensure it continues to meet the needs of children and staff and that it is in line with current DfE statutory expectations, advice and guidance.

Mrs Caroline Hesketh: October 2025