



Harbinger Primary School

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

May 2026

Approved by:	Governing Body	Date:
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1. Aims

At Harbinger Primary School, we believe that PSHE and RSHE are integral elements of a child's education. This policy outlines how Harbinger Primary School effectively and considerately delivers a curriculum, which is in line with our school values and with the understanding of the diverse community that the school is comprised of.

Through our PSHE and RSHE curriculum, children at Harbinger will:

- strengthen the knowledge, skills, and connections needed to keep themselves healthy and safe and prepare them for life and work.
- develop the understanding of the importance of family life, stable and loving relationships and respect for others, love and care.

In line with 'Unicef Rights Respecting', our PSHE & RSHE curriculum will help to ensure;

"The best interests of the child must be a top priority in all things that affect children." - Article 3

"Every child must be free to express their thoughts and opinions and to access all kinds of information." - Article 13

"Every child has the right to an education." - Article 28

"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment." - Article 29

"Governments must protect children from all forms of sexual abuse and exploitation." - Article 34

The United Nations Convention on the Rights of the Child

As 'Well-being' is one of Harbinger's core values, we are committed to ensuring our PSHE & RSHE curriculum aids to *'foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society... [as well as developing] personal attributes including kindness, integrity, generosity and honesty.'*

(RSHE Statutory Guidance, DFE, 2019)

2. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – The subject leader researched all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

3. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach. A revision to the Children and Social Work Act 2017 (section 34) made RSHE statutory from September 2020, as outlined in guidance issued by the secretary of state.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. All statutory content is taught through our PSHE curriculum.

4. Curriculum and Teaching

What we teach

At Harbinger we use the Jigsaw PSHE scheme as the basis of our curriculum, to inform our teaching from EYFS to year 6. Jigsaw is a comprehensive scheme of learning which covers PSHE and RSHE education, emotional literacy, social skills and spiritual development. See the attached curriculum map for more details about what we teach in each year group (Appendix 1).

Purpose

Our curriculum helps to:

- Encourage spiritual growth and sense of purpose
- Develop feelings of self-respect, confidence and empathy towards others
- Teach the importance of forming and maintaining respectful relationships
- Nurture a culture of healthy living
- Explore issues related to democratic society
- Develop communication skills
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

How we teach it

PSHE is a vast subject with plenty of opportunity for cross curricular learning from core and topic-based lessons to assemblies.

Jigsaw is a spiral scheme of work; each year group will have the same theme ('Puzzle') for the half-term which is comprised of six lessons (Pieces). Each of the six Pieces of each Puzzle is designed to progress in sequence and work towards an 'end product'. The six lessons of content each half term can be delivered during weekly lessons or during a designated 'PSHE day', as seen appropriate by class teachers.

PSHE work will be completed in a designated book and then monitored and evaluated by the subject leader. The subject leader is responsible for ensuring consistent and coherent PSHE provision through lesson observations, discussions with teaching staff and 'book looks'. Staff meetings will offer an opportunity for CPD and to review and share experiences.

Learning Environment

It is vital to establish a safe and open environment for PSHE lessons to take place in. At the beginning of the academic year, teachers will establish ground rules based on the Jigsaw Charter. Which will be reinforced each lesson.

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)
- Respecting differences

Each classroom has a PSHE display, demonstrating current learning. Class teachers might also opt to use a 'worry box', where children can share thoughts and feelings with their teacher in an anonymous or private way.

Assessments

Each unit of work has a built-in assessment task which allows teachers to ensure pupils have understood the learning and offers children the chance to assess their own learning. The cover page for each unit also states the assessment descriptors for each level.

Adaptive Teaching and Inclusion

Inclusivity is a key part of the Jigsaw curriculum and is created with provision for a wide range of needs and ability within each year group. It is vital that RSHE content is made accessible to all children, so class teachers will need to tailor the content for the children and needs of their classes, as they see appropriate.

Safeguarding

Teachers must be mindful of children's individual circumstances when preparing for sessions in case a sensitive subject may cause an emotional trigger. In the case of sensitive issues such as bereavement, teachers will prepare any children they think might be affected by the content of the lesson in advance and decide whether it is appropriate for them to be in the lesson.

Teachers are aware that the sessions may prompt disclosures; in which case, safeguarding measures must be followed immediately. Teachers must also be aware that children might need additional time to discuss topics, perhaps on a one-to-one basis once the circle of discussion with the class closes.

5. RSHE

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 lifecycle set out in the national curriculum for science – how a baby is conceived and born.' (DFE guidance).

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It is not about the promotion of sexual activity.

Relationships Education

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

LGBTQ

All of our teaching is sensitive and age appropriate in content. The DFE states in the introduction of their statutory guidance, 'we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.' As an inclusive school, Harbinger values all of our pupils and families in our community and complies with the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. We do not teach children about LGBTQ or heterosexual adult relationships as this would be inappropriate. Instead we focus on respect and regard between people e.g. friendships and families.

Any questions posed by children that go beyond the agreed content for their year group will be responded to age-appropriately.

Physical health and mental well-being (Health Education)

Emotional intelligence and well-being are core values at Harbinger and are woven throughout the fabric of all of our learning, class charters and policies. Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these through mindfulness techniques.

The focus here is on equipping children with the knowledge to be physically and mentally healthy, and understanding that mental wellbeing is a normal part of daily life. This will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (including menstruation in time for pupils to be prepared)

'Sex Education'

Statutory content of the science curriculum related to Sex Education includes:

- Naming the main external body parts (KS1)
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals

Further to the statutory guidance, The DfE recommends in their Relationships and Sex Education (RSE) and Health Education Statutory Guidance that schools should also deliver work on puberty and how a baby is conceived and born. Harbinger believes that with children being ever increasingly exposed to representations of sex and sexuality through the media / social media and culture around them, Sex Education is a vital aspect of the children's learning to properly safeguard them before they leave primary school.

We have chosen to deliver the non-statutory but DfE advised content about conception in Year 6. This decision will be reviewed depending on cohorts, and if it were changed, parents would be consulted as necessary. The content of the amended 'Changing Me' puzzles (delivered in the last term of the academic year) can be seen in Appendix 2.

This non-statutory content will be taught after consulting with parents.

Parents have the right to withdraw from the non-statutory parts of this curriculum.

6. Roles and responsibilities

The Governing Board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Pupils

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

7. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Appendix 1:

PSHE Curriculum overview

TERM	TOPIC/THEME DETAILS
Autumn 1	<u>Being Me in My World</u> Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2	<u>Celebrating Difference</u> Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1	<u>Dreams and Goals</u> Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2	<u>Healthy Me</u> Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1	<u>Relationships</u> Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	<u>Changing Me</u> Includes Sex and Relationship Education in the context of looking at and managing change – <i>this has been adapted from the Jigsaw scheme to suit our community.</i>

Appendix 2:

Relationships and sex education curriculum map (EYFS)

YEAR GROUP	TERM	LESSON & THEME DETAILS
Nursery and Reception	Summer 2	<u>My body</u> Draw/write/label parts of the body. <u>Respecting my body</u> Discussions during fruit/snack time of healthy foods that we eat/things we do to be happy. Create pictures and write about all the things we need to do to keep healthy. Provide a fruit tasting opportunity and talk about likes/dislikes. <u>Growing up</u> Create a 'then and now' book using magazines, cut out pictures of things they needed as a baby and then things they like and can do now. Cut and stick pictures/draw and write about how they have changed, or record special events in their life. <u>Growth and change</u> Provide opportunities for children to observe the growth of the plants over the coming weeks. Perhaps keep a diary of changes. Discuss moving into Y1 <u>Fun and fears</u> Support children with writing down fears/worries/looking forward to go in the box. Have pictures, uniform of big school available for children to explore, set the role play area up as a school. Provide opportunities for children to explore/mix with Year 1 if possible. Get children to write a letter to their new teacher. Talk about what they are good at, any worries they may have, what they are looking forward to, etc. <u>Celebration</u> Children can express their memories and feelings about the past year. Put the memory box somewhere in the room and allow children to draw, write about favourite things/happy memories that they can put in the box.

Relationships and sex education curriculum map (KS1)

YEAR	TERM	LESSON & THEME DETAILS
Year 1	Summer 2	<u>Life cycles</u> I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is OK. <u>Changing me</u> I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not. <u>My changing body</u> I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. <u>Boys' and girls' bodies</u> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private. <i>The words penis, testicles and vagina are taught in this lesson.</i> <u>Learning and growing</u> I understand that every time I learn something new I change a little bit. I enjoy learning new things. <u>Coping with changes</u> I can tell you about changes that have happened in my life. I know some ways to cope with changes.
Year 2	Summer 2	<u>Life cycles in nature</u> I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this <u>Growing from young to old.</u> I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. <u>The changing me</u> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent. <u>Boys' and Girls' bodies</u> I can 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. I can tell you what I like/don't like about being a boy/girl. <i>The words penis, testicles, vagina, vulva and anus are taught in this lesson</i> <u>Assertiveness</u> I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help <u>Looking ahead</u> I can identify what I am looking forward to when I am in Year 3. I can start to think about changes I will make when I am in Year 3 and know how to go about this

Relationships and sex education curriculum map (KS2)

YEAR	TERM	LESSON & THEME DETAILS
Year 3 <i>Inside body changes removed</i>	Summer 2	<u>How babies grow</u> I understand that in animals and humans lots of changes happen and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals. <u>Babies (JIGSAW FOCUS OF THIS LESSON HAS BEEN CHANGED)</u> I can explain how I might feel about a new baby, I can discuss how to nurture a new baby. <i>(We don't avoid mentioning the uterus, but this does not need to be the focus of the lesson)</i> I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family. <i>Prepare for questions about how the baby gets inside the uterus. Responses should be age appropriate and prepared e.g grows from an egg that was already inside the mother</i> <u>Outside body changes</u> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I recognise how I feel about these changes happening to me and know how to cope with those feelings. <i>Children will be taught the body changes that puberty will bring including growing breasts, pubic hair and the penis and testicles growing larger. Girls should be told about periods, with the Jigsaw resources used with discretion This a light touch introduction to puberty.</i> <u>Family stereotypes</u> I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. <u>Looking ahead</u> I can identify what I am looking forward to when I am in Year 4. I can start to think about changes I will make when I am in Year 4 and know how to go about this.

YEAR	TERM	LESSON & THEME DETAILS
Year 4 <i>Having a baby removed</i>	Summer 2	<i>Instead of the session on Having a baby teach a lesson on keeping healthy, body image and mental health.</i> <u>Unique me</u> I understand that some of my personal characteristics have come from my birth parents and people who look after me. I appreciate that I am a truly unique human being. <i>Unique Me may prompt questions about how the sperm and egg meet. An answer should be prepared which does not go beyond the agreed content for this year.</i> <u>Girls and puberty</u> I can describe how a girl's body changes and that menstruation (having periods) is a natural part of this. I have strategies to help me cope with the physical and emotional changes I will experience during puberty <i>During 'Girls and Puberty' lesson as the content is adapted there will be time to also discuss boys and puberty</i> <i>Resources to be used with discretion – no content on conception</i> <u>Circles of change</u> I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me. <u>Accepting change</u> I can identify changes that have been and may continue to be outside of my control that I learnt to accept. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. <u>Looking ahead</u> I can identify what I am looking forward to when I am in Year 5. I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.
Year 5 <i>Conception, Girls and Puberty, Boys and Puberty sessions removed</i>		<u>Year 3 lesson on Inside Body Changes</u> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings. <u>Self and body image</u> I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. This should be spread over two sessions <u>Girls and Boys puberty</u> <i>No reference to conception. If conception comes up, teachers will consult with SLT about next steps for cohort.</i> Identify and challenge puberty myths. Consider the importance of hygiene routines. Start a conversation about who can support them to manage puberty challenges and changes. <u>Looking ahead</u> I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring. <u>Looking ahead to year 6</u> I can identify what I am looking forward to when I am in Year 6. I can start to think about changes I will make when I am in Year 6 and know how to go about this.

YEAR	TERM	LESSON & THEME DETAILS
Year 6	Summer 2	<u>My self-image</u> I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. <i>This covers mental health, ICT and social media.</i> <u>Puberty</u> I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty. <u>Babies – conception to birth</u> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on the development and birth of a baby. <u>Conception (Year 5)</u> I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways. <u>Boyfriends and girlfriends</u> I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to. <i>This unit looks at sexting and lets children practise how they will say no.</i> <u>Real self and ideal self</u> I am aware of the importance of a positive self-esteem and what I can do to develop it. I can express how I feel about my self-image and know how to challenge negative 'body-talk' <i>This focusses on body image and mental health</i> <u>The year ahead</u> I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for starting secondary school.

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
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	