

Howden Junior School



PSHE, RSHE & Child on Child
Abuse Policy

Revised April 2026

PSHE policy

Intent

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's development, health, wellbeing and understanding of relationships. We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE curriculum.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

Please see Appendix 2 for documents outlining legislation on Personal, Social and Emotional Health (PSHE)

Implementation

At Howden Junior School, we make provision for PSHE, drawing on good practice as part of our academic and wider curriculum. We believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in class assemblies and pupil voice. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Objectives/Pupil learning intentions

PSHE is taught weekly through dedicated curriculum time of 45 minutes per week by class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning. PSHE units covered will include discussing the following; 'Families and people who care for me', 'Caring friendships', 'Respectful, kind relationships', 'Online safety and awareness', and 'Being safe'.

Our objectives in the teaching of PSHE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promotes involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer

children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

We teach PSHE in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHE as a discrete subject. On other occasions, we introduce PSHE topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE, we deliver a considerable amount of the PSHE curriculum through our religious education lessons.

Howden Junior school follows the Jigsaw PSHE programme which brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development. As a school, we have chosen to follow the Jigsaw scheme as their curriculum covers all aspects of the national curriculum requirements, however, we launch the year off with a 6 week block of teaching on ‘The Zones of Regulation’ to foster a sense of belonging and emotional resilience – this coincides with Jigsaw’s ‘Being me in my world’, which we revisit throughout the year.

Jigsaw Content

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

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2:	Celebrating Difference	Includes recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1:	Dreams and Goals	Includes setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively
Spring 2:	Healthy Me	Includes the relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1:	Relationships	Includes understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2:	Changing Me	Includes understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education – see Section 6)

Jigsaw consists of six Puzzles (half-term units of work) containing six Pieces (lessons). Each Piece has two Learning Intentions. One is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children’s needs today); and the other is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). These enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with modern issues such as body image, cyber and homophobic bullying, and internet safety.

- Each year group studies a parallel Piece of the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes.

- Teachers have access to all the resources appropriate for the particular Piece that the children are working on: film clips, images, PowerPoint, PDF's, story books & links to online resources, etc.
- All year groups can participate in an end of Puzzle outcome, e.g. a display or exhibition (like the Garden of Dreams and Goals) which may be shared and celebrated by the entire school.
- Teaching strategies are varied and are mindful of different learning styles and the need for differentiation and consideration for individual sensitivity to topics.
- Jigsaw raises self-awareness, group awareness, collaboration skills, teamwork experience, respectfulness, etc., preparing children for the wider world and their position in it.

Computing contributes to the teaching of PSHE in that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. There is consequently an Internet Policy. This aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

We also develop PSHE and citizenship through various activities and whole-school events, e.g. Pupils are given the opportunity to investigate issues in the wider community through surveys and observations. Our place within our community is enhanced through regular visits around Howden and participation in local events, such as decorating local businesses with artwork, and singing in the minster. We offer two residential visits to children in year 4 and 6 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work.

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE, teachers consider the targets set for the children in their support plans, some of which targets may be directly related to PSHE targets. For greater depth pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions. This is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.

Impact

Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of Key Stage 2. The curriculum leader will monitor the progress of the subject and address any issues they foresee throughout the year, this will be addressed through informal observations, pupil interviews, staff interviews and book scrutiny.

We report achievements to parents each year.

Relationships, Sex and Health Education (RSHE).

Since September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about '*developing bodies*' included in the expected outcomes for

primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2024).

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Intent

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. Sex education is part of the personal, social and health education curriculum in our school. When we inform our pupils through sex education about sexual issues, we do this with regard to morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use sex education as a means of promoting any form of sexual orientation.

Relationships Education:

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education:

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.

- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Please see Appendix 2 for documents outlining legislation on Personal, Social and Emotional Health (PSHE)

Sex Education as part of PSHE (subject to parental withdrawal)

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

Age-appropriate sex education is delivered to pupils as part of our PSHE curriculum, going beyond the statutory content about puberty and including factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We provide more specific RSHE by using specialists and up to date resources from 'Big Talk Education', an award-winning team of specialist RSE facilitators led by Lynnette Smith, who is the Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award. The BigTalk team then deliver to each class within school, for more details please see details appendix 1. Our teaching staff observe the BigTalk Education RE and RSE lessons as part of their CPD programme to ensure they can reinforce the lesson content and answer any follow up questions throughout the academic year.

Implementation

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. 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, and about online and off-line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

RSHE Curriculum Provision is provided through PSHE teaching, Science and specific Relationship, Sex and Health Education lessons taught by specialists from 'Big Talk Education' with class teachers and /or HLTAs present in their own classes.

Our school follows the Jigsaw PSHE programme. This programme uses a range of teaching methods and styles and forms a spiral model, building on previous knowledge and understanding. Within this programme, the

theme of 'Me and my Relationships' provides a comfortable context and the core of teaching within which more specific RSHE can be provided.

All children, including those who develop physically earlier than the average, need to know about puberty before they experience the onset of physical changes.

Allocation content to Year Groups

Year group	Sensitive topics	Issues
Content to be covered and re-visited across KS2		
All years	Naming body parts: Vagina, penis	It is important to use correct terminology and understand that some words (slang, nick-names) are inappropriate.
All year groups through PSHE and Circle time	Homophobia	Our School is an equal opportunities organisation. We tackle homophobia in the same way we would tackle sexism or racism. Teasing and calling someone 'gay' will be challenged- e.g. 'It is not something we make fun of in this school'
	Marriage	Needs to be inclusive in the relationships we look at.
	Abusive relationships	Important to look at positive relationships and challenge any views that abusive relationships are acceptable.
	Safe touch	Children need to know that their body is their own and if they don't want others touching them that is ok: this could be children or adults. Importance of personal space.
Specific content to be introduced in bold		
Yr 3 Mixed classes 20 mins	Differences between boys and girls Naming body parts- vagina, penis etc Private areas of the body Risky situations Safe people to talk to if they are worried	It is important to use correct terminology and understand that some words (slang, nick-names) are inappropriate. Know which areas are private and should not be touched by others. (Safe touch) Children need to know that their body is their own and if they don't want others touching them that is OK: this could be children or adults. Importance of personal space. Recognising risks- e.g. other children or adults taking photographs of them. There is nothing that they can't tell someone. (link to asking for help.)
Yr 4 Mixed classes 60 mins	Families Growing up – puberty How to look after their bodies How to be safe and healthy	Awareness of different kinds of families. Emphasis on loving relationships including marriage. Emotional and physical changes of growing up, similarities between boys and girls. Coping with strong emotions.

	There is a recommendation for giving a gentle introduction to reproduction at this age.	
Yr 5 / Yr 6 Single gender year groups (4 groups) 70 min sessions	<p>Reproduction Puberty Body image</p> <p>More details given on: Conception; how babies develop and are born; why families (loving relationships) are important for having babies.</p> <p>Sometimes covered: Infections Sexual feelings</p> <p>Importance of feeling safe to talk to someone, ask questions.</p>	<p>This takes place in single gender year groups. - this allows boys and girls more opportunity to raise more specific and personal questions.</p> <p>How do people get them? How can they be prevented? Curiosity</p> <p>Information about who they can speak to.</p>

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of local healthcare providers such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we may call on include local clergy, social workers and youth workers.

Confidentiality

Teachers & specialists from Big Talk Education conduct sex education lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the named person for child protection issues about their concerns. The Head teacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

Equal Opportunities and Special Education Needs & Disabilities

Relationship, Sex and Health Education will help all children at our school to understand their physical and emotional development and enable them to make positive decisions in their lives. Teachers may have to plan work in different ways in order to meet the needs of children with Special Educational Needs & Disabilities.

Care and sensitivity will be shown in matching teaching to the maturity of all pupils involved. We are very aware that meeting our aims requires an age-appropriate and graduated programme. Teachers will take into account the developmental differences of children and will consider the potential for discussion on a one-to-one basis or in small groups. Matters relating to ethnic background, religion and other beliefs will be handled with through close discussion with the child, his/her parents/carers and teacher.

[NB.

Specialists believe that children only absorb the information that is appropriate for their level of maturity and understanding (as with other subjects); therefore, the repetition of key information at each age group is important to ensure all children are well informed.]

Working with Parents and Carers

As always, we seek to work alongside our parents/carers to provide effective and appropriate SRE for children at our school. We aim for our teaching to support and complement the role of parents and carers, as they are the key figures in helping their children to cope with the emotional and physical aspects of growing up. Parents and carers of all children are informed of the content of the 'Growing up and keeping safe – a Whole School Approach' programme that will be delivered to the children and are invited into school to a presentation by Big Talk Education. They will have the opportunity to view resources used with the children, ask questions and voice any concerns.

The Education Act of 1993 gives the parents the right to withdraw their children from any or all parts of a school's programme of Sex Education, other than those elements which are required by National Curriculum Science. If a parent/carer has any concerns about the SRE provision, we will take the time to address their concerns and allay any fears that they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision to ensure the safety and welfare of the child.

[NB.

Research, from April 2015, reported that youngsters who received this type of SRE education early are three times more likely to speak out if abuse starts.]

The role of the Headteacher and Governing body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The headteacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy. Parents should be consulted on the RSHE policy and have the opportunity to express their views. They also must be informed of the limits of their right to withdraw their child from sex education and have the opportunity to do so within these limits.

Impact

The Curriculum Committee of the governing body monitors the impact of our sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

This policy will be reviewed every two years, or earlier if necessary. It is the responsibility of the PSHE subject leader to provide a comprehensive sex and relationship curriculum across the primary phase. It is also the responsibility of the subject leader to monitor and evaluate the curriculum. The monitoring will be through informal observations, pupil interviews, staff interviews and book scrutiny.

Child on Child Abuse

Intent

At Howden Junior School we are committed to the prevention, early identification and appropriate management of child on child abuse. In particular ensuring that our school staff protect our children by, wherever possible being aware of the nature and level of risk that children are exposed to, having a clear and comprehensive strategy specific to that child's safeguarding context and having a whole school contextual safeguarding approach to preventing and responding to child on child abuse. This policy is preventative in its response to child on child abuse by raising awareness of issues, supporting staff in identifying them with children, and providing appropriate response and intervention that is followed consistently across the whole school workforce.

Child on child sexual abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021a).

It can be harmful to the children who display it as well as those who experience it. All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

At Howden Junior School we have the following policies in place that should be read in conjunction with this policy:

Child Protection Policy

Acceptable Use Policy and Contract

Anti-Bullying Policy

Behaviour Policy

Remote Learning Policy

SEND Policy

E-Safety Policy

Implementation

Howden Junior School recognise that it is important to develop appropriate strategies in order to prevent the issue of child on child abuse rather than only manage the issues in a reactive way.

Strategies we have in place to support children in feeling safe and supported in school are:

- Emotions board in every classroom with three faces on (smiley, neutral, sad) The children can move their name to the face which corresponds with how they are feeling.
- Children and young people are made aware that the School's approach of child on child abuse (including sexual violence and sexual harassment) is confidential and they understand their concerns will be treated seriously.
- Weekly PSHE assemblies which focus on a variety of issues and children's well-being.
- All staff reinforcing the school's rights and responsibilities.
- Staff are trained on the matter – all staff to complete 'Harmful sexual behaviour in schools training'.
- A member of the safeguarding/pastoral team will perform daily walks and speak to any children who are not on task or if any issues or disclosures have arisen.
- Staff will analyse any incidents for trends, patterns and identify any areas around the setting that may appear to be 'less safe'.
- Staff will have access to regular CPD and training to ensure a consistent approach to managing child on child issues.
- Howden Junior School has a strong and positive PSHE/RSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- Multi agency working can consolidate in house procedures in schools/settings. By accessing advice, support and guidance, effective decisions can be made in collaboration to improve outcomes for children who may be at risk of harm.

Children with Special Educational Needs

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, Howden Junior School will consider extra pastoral support for children with SEN and disabilities particularly when investigating any form of child on child abuse.

Impact

The Curriculum Committee of the governing body monitors the impact of our child on child abuse policy. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the child on child abuse policy and teachings, and makes a record of all such comments.

This policy will be reviewed every two years, or earlier if necessary. It is the responsibility of the PSHE subject leader to provide a comprehensive understanding across the primary phase. It is also the responsibility of the subject leader to monitor and evaluate the curriculum. The monitoring will be through informal observations, pupil interviews, staff interviews and book scrutiny where appropriate.

Policy Review Date: September 2027

Appendix 1

Relationship and Sex Education Curriculum

This document details the curriculum included in our school's RE & RSE *Growing Up Safe: Whole School Approach* (GUS) programme, delivered in association with relationship and sex specialist BigTalk Education. It is a spiral curriculum therefore pupils will see the same topics throughout their school career, with each encounter increasing in complexity and reinforcing previous learning. Consequently, the topics included for Nursery and KS1 are included right the way up until year 6. The table on pages 2 and 3 of this document, show the curriculum as it relates to the topic areas included within the Department for Education's RSE Guidance 2019, by the school years in which it is introduced. These topics repeat each year.

Table 2 starting on page 4 shows the details on the GUS programme lesson length and any reinforcement done by school staff. Please note that the statutory RSE guidance states that children must know each of the elements of the curriculum by the time they leave primary school at the end of year 6, for this reason we repeat the GUS programme each year, building on the children's knowledge from previous years. Therefore, some topics areas will only be reinforced once annually, by the highly trained facilitators from BigTalk Education (for example reproduction) who have specialist knowledge in how to answer children's questions about reproduction, puberty etc. in an age appropriate manner.

Appendix 2

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Keeping-Children-Safe-in-Education-2019.pdf)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](https://www.educateagainsthate.com/signposting-tool/)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Behaviour-and-Discipline-in-Schools-2019.pdf)
- Equality Act 2010 and schools [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Equality-Act-2010-advice-for-schools-2019.pdf)
- SEND code of practice: 0 to 25 years (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/SEND-code-of-practice-0-to-25-years-2015.pdf)
- Alternative Provision (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Alternative-provision-2019.pdf)
- Mental Health and Behaviour in Schools (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Mental-health-and-behaviour-in-schools-2019.pdf)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](https://www.nice.org.uk/guidance/NG116)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges-2019.pdf)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626232/Preventing-and-tackling-bullying-2019.pdf)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/advice-and-guidance/equality-and-human-rights-commission)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social

and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)

- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [pshe-association-programme-of-study-2020-map.pdf](#)

Useful documentation for parents/carers.

- [parents-guide-to-rshe-in-primary-schools-2026.pdf](#) (guidance for parents/carers – ‘What do primary schools have to teach in RSHE?’)
- [2026-3-11-progression-of-skills-and-vocab-map.docx](#) (PSHE Knowledge and skills progression map)
- [jigsaw-information-leaflet-for-parents-and-carers-2026.pdf](#) (What is Jigsaw, the mindful approach to PSHE [ages 3-11]. A guide for parents and carers)

Table 1 – Curriculum by Year Group

Building on previous learning plus the inclusion of the content below		
Year 2 Year 3	Families people who care for me	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ±
	Caring Friendships	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthy, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ±
	Respectful, kind Relationships	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. ±
		The importance of self-respect and how this links to their own happiness. Pupils should have the opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. ±
		The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult and how to get help). ±
	Online safety and awareness	That people should be respectful of online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online and strategies for resisting peer pressure. ±
		How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including to be someone else or pretending to be a child and that this can lead to dangerous situations. How to recognise harmful content and harmful contact, and how to report this. ±
		The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ±
		That the internet contains a lot of content that can be inappropriate and upsetting for children and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. ±
	Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. ±
		The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ±

	Wellbeing online	Why social media, some apps, computer games and online gambling including gambling sites, are age restricted. *
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Continued overleaf.

Building on previous learning plus the inclusion of the content below

Year 4	Families and people who care for me	Reinforcing previous learning.
	Caring friendships	That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it ±
		That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened. ±
	Respectful, kind friendships	Pupils should have the opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. ±
	Online safety and awareness	That there is a minimum age for joining social media sites, which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children or adults. ±
	Being safe	Reinforcing previous learning.
	General well being	The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple selfcare techniques including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. *
		The importance of promoting general wellbeing and physical health. *
		The range and scale of emotions (e.g Happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, effect different people at different times and are not in themselves a mental health condition. *
		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. *
		That bullying (including cyber bullying) has a negative and often lasting impact on their mental wellbeing and how to seek help for themselves and others. *
	Wellbeing online	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. *
		Where and how to report concerns and get support with issues online. *
Health protection and prevention	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and the ability to learn. *	

	Developing Bodies	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human life cycle and puberty should be discussed as a stage in this process.*
		The correct names of body parts including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around their own body parts. *
		The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them to understand what to expect and avoid distress. *
Building on previous learning plus the inclusion of the content below		
Year 5 Year 6	All areas	Reinforcement and pupil led learning.

January 2020 Key

± Included in 2019 Guidance for Primary (Statutory)

† Included in 2019 Guidance for Primary (Optional)

‡ Included in the national curriculum for Science in KS1/KS2