



The Children's House

PHSE and RSE Policy

This policy should be reviewed biennially and as required by legislation.		
Action	Reviewer	Date
Review	TH	Sep 2025
Approved by Chair of COM	BDB	Sep 2025
Date for next internal review		Sep 2026

PSHE and RSE Policy

Our School Vision

We are a caring community where everyone adopts a positive attitude; everyone feels valued and safe. We celebrate our individuality, achievements and talents and we aspire to become the best that we can be. We believe that everybody has the ability to achieve their highest potential.

Every member of our school community is encouraged to respect and value one-another.

Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education. The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. Whilst Health Education is not compulsory in Independent schools, The Children's House curriculum takes into account all areas of Personal, Social, Health and Economic Education (PSHEE) and RSE.

For the purpose of this policy, "Relationships and Sex education" is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. "Health education" is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Consultation with parents



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The school understands the important role parents play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

The school works closely with parents and has an open-door policy. All parents were consulted in the development of the new RSE curriculum and informed of its implementation.

At the start of every term, parents receive a termly curriculum map which outlines the coverage in the PSHE and RSE Curriculum. This is presented in a person at the start of the academic year, in a Curriculum meeting, and shared via email at the start of the Spring Term. At the start of the summer term, before teachers deliver the Jigsaw Unit, *Changing Me*, parents are invited to a curriculum meeting in which they are provided with the following information:

- The content of the PSHE and Relationships curriculum
- The legalities surrounding withdrawing their child from certain areas
- The resources that will be used to support the curriculum

Prior to teaching any sensitive content, parents are further informed by email and invited to address any concerns with their class teacher.

Withdrawal from RSE Lessons

Parents/carers have the right to withdraw their children from all or part of the Sex Education provided at school except for topics that feature in the statutory National Curriculum for Science. Sex education is not compulsory at Primary level, but the DfE recommends covering content relevant to pupils in Years 5 and/or 6, taking into account the ages and physical and emotional maturity of the children. Those parents/carers wishing to exercise this right to withdrawal are invited in to see the Head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the RSE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Outside Agencies

We aim to involve outside agencies, including NSPCC, local community Police Officers, dental health advisors, Islington e-safety advisors, St Johns Ambulance service, to deliver aspects of the PSHE curriculum where possible.

The Curriculum

PSHE

Personal, social, health and economic education (PSHE) is an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole-school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.



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Our school is committed to serving its community. We recognise the multicultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. The Children's House embraces British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and belief and we model and incorporate these into our teaching whenever we can.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

RSE

Relationships and Sex Education (RSE) is taught in the summer term through the Jigsaw programme.

RSE teaching is consistent with the school's ethos and values:

We recognise that 'Relationships and Sex Education' can be sensitive, but we firmly believe that effective RSE can make a significant contribution to the development of pupils social and relational skills. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sensitivity and respect will be shown when teaching about personal relationships and there is no stigmatization of children based on their home/personal circumstances:

- Teaching is based on inclusive principles and values emphasising respect, compassion and loving care
- Teaching is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture.
- Issues regarding human sexuality are addressed sensitively.
- The exploration of reproduction and sexual behaviour within the science curriculum (at Upper Key Stage 2) stands alongside the exploration of relationships, values and morals.

Pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, and this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Our P4C curriculum runs alongside PSHE, with many intersecting topics which support the cultivation of deeper thinking, healthy discussion and active listening.

We are educating our children to live in the real world with all its contradictions. We must not let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where difference is celebrated, and everyone is included and valued for who they are.

As part of our commitment to open communication and transparency, we invite parents to join us before the summer term for an engaging discussion on the curriculum, where we encourage dialogue about any sensitivities to ensure a supportive and inclusive learning environment.



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Pupil Learning Outcomes

The aims of our PSHE and RSE programme are as follows:

- To provide a framework in which sensitive discussions can take place.
- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views
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- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- To create a positive culture around discussions of the many different relationships they will have and encounter in their lives
- To encourage pupils to form healthy and positive relationships
- To teach the correct vocabulary to describe themselves and their bodies
- To

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

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

Curriculum Structure



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PSHE, which includes Relationships and Sex Education is taught fortnightly through a planned programme of work that follows the Jigsaw PSHE programme. Jigsaw brings together PSHE emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (puzzle) at the same time. This enables each Puzzle to start with an introductory collective worship, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

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 one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

For children in Reception, the lesson plans clearly identify the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that will be that session's focus. Every plan has child-initiated and Adult-led activity ideas for either the indoor or outdoor learning environment. PSHE in the Nursery is integrated into the curriculum under the learning area Personal, Social and Emotional development.

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 my place in the class, school and global community as well as devising Learning Charters
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included)
Spring 1	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise fund-raising events
Spring 2	Healthy Me	Includes self-esteem and confidence as well as healthy lifestyle choices
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of looking at change



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Opportunities for linking aspects of PSHE will also be identified and developed by class teachers through Theme teaching. We also aim to cover aspects of PSHE through special theme days and weeks e.g., Healthy Living week, Our Wonderful World Week.

Learning and Teaching

In line with our Learning and Teaching Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- 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

Weekly Jigsaw learning happens in Reception once the children have settled in and links are made with other learning opportunities for personal, social and emotional development. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time sessions to promote and discuss issues within PSHE and citizenship.

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions - Pupils will be able to
Year 1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these Vocabulary: Penis, Testicles, Vagina, Vulva, Respect my body and understand which parts are private
Year 2	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body



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		Vocabulary: Penis, Testicles, Vulva, Vagina
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Year 3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby
	Piece 2 Babies	Understand how babies grow and develop Vocabulary: Uterus, Womb
	Piece 3 Outside body changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Vocabulary: change, puberty, control, breasts

Year 4	Piece 1 Unique Me	Understand that some personal characteristics come from birth parents because we are made from joining of egg and sperm
	Piece 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 it is a personal choice and responsibilities involved Vocabulary: Sperm, Egg/Ovum, Penis, Testicles, Vagina, Womb/Uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception
	Piece 3 Puberty and Menstruation	Describe how a girl's body changes in order to be able to have babies as an adult, and that menstruation is a part of this Vocabulary: Puberty, Menstruation, Menstrual Cycle, Periods, Menstrual Pads, Period Pants, Tampons, Vagina, Vulva, Ovaries, Oestrogen, Fallopian Tube, Fertilised
	Piece 4 Inside Body Changes	Identify how 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 Vocabulary: Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina Breasts

Year 5	Piece 1	Understand that some personal characteristics
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	Unique Me	come from birth parents because we are made from joining of egg and sperm
	Piece 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 it is a personal choice and responsibilities involved Vocabulary: Sperm, Egg/Ovum, Penis, Testicles, Vagina, Womb/Uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception
	Piece 3 Puberty and Menstruation	Describe how a girl's body changes in order to be able to have babies as an adult, and that menstruation is a part of this Vocabulary: Puberty, Menstruation, Menstrual Cycle, Periods, Menstrual Pads, Period Pants, Tampons, Vagina, Vulva, Ovaries, Oestrogen, Fallopian Tube, Fertilised
	Piece 4 Inside Body Changes	Identify how 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 Vocabulary: Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina Breasts

Year 6	Piece 1 Unique Me	Understand that some personal characteristics come from birth parents because we are made from joining of egg and sperm
	Piece 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 it is a personal choice and responsibilities involved Vocabulary: Sperm, Egg/Ovum, Penis, Testicles, Vagina, Womb/Uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception
	Piece 3 Puberty and Menstruation	Describe how a girl's body changes in order to be able to have babies as an adult, and that menstruation is a part of this Vocabulary: Puberty, Menstruation, Menstrual Cycle, Periods, Menstrual Pads, Period Pants, Tampons, Vagina, Vulva, Ovaries, Oestrogen, Fallopian Tube, Fertilised
	Piece 4	Identify how bodies change on the inside during the



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	Inside Body Changes	growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up Vocabulary: Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/Ova, Womb/Uterus, Vagina Breasts
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Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Class teachers will also assess children against specific learning objectives using our school wide tracking programme, ITrack.

From the Early Year upwards, general comments about PSHE are in annual reports to parents. Individual pupil profiles and targets will also reflect areas of PSHE.

Monitoring

The PSHE subject leader will monitor delivery of PSHE and RSE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Lesson observations
- Written work
- Regular staff review of the teaching & learning

Cross Curricular Links

Where possible we make cross-curricula links between PSHE and other subjects; this is particularly true and relevant in English, Religious Education, Physical Education, History and Geography, with other content also linking to Maths, Science and Computing. Our assemblies, special events and themed weeks also link to PSHE.

Links with Other Policies

We recognise the clear link between PSHE and RSE and the following policies:

- Good Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and Online Safety Policy



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- RE Policy
- Safeguarding Children Policy
- SEND Policy

Training and Support for Staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Safeguarding

Sensitive and controversial issues are likely to arise in learning from real-life experience. Teachers will be prepared to handle any arising issues from the work, to deal sensitively with, and respond in an age-appropriate way to questions and comments. Where necessary, teachers will seek guidance from the SLT.

All disclosures made in a group or individual setting will be dealt with in accordance with our Safeguarding and Child Protection procedures.

The Children's House School is committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. The Safeguarding Policy is available on our website and provides comprehensive information regarding all forms of child exploitation.

This Policy was reviewed, amended and agreed by the Council of Management in Sept 2026. It will be reviewed again in one years' time.

Agreed by _____ Brodie Bibby _____ Chair of the Council of Management.