



## **The Winchcombe School**

**PSHE (Personal, Social, Health Education)  
Policy (including Relationships and Health  
Education statutory from September 2020,  
and our position on Sex Education)**

**We are committed to the safety and  
wellbeing of all our children**



## THE WINCHCOMBE SCHOOL POLICY DOCUMENT

TITLE: PSHE (Personal, Social, Health Education) Policy (including Relationships and Health Education)	STATUS: Statutory
<p><b><u>Introduction</u></b></p> <p>At The Winchcombe School it is our ambition to ensure that all children acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. In our PSHE curriculum, we aim to equip children with a secure understanding of risk and the ability to make safe and informed decisions, to be healthy and to aspire for their futures. Children are empowered to learn now and improve their life chances later as we help them to develop personal awareness, tolerance and belief. This enables them to observe their own emotions and feelings, regulate them and make conscious decisions about their learning, behaviour and lives.</p> <p><b><u>Aims:</u></b></p> <ul style="list-style-type: none"><li>• To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.</li><li>• To enable pupils to recognise their own worth, work well with others and become increasingly responsible for their own learning.</li><li>• To enable pupils to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.</li><li>• 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.</li></ul> <p><b><u>Objectives:</u></b></p> <p>Our PSHE curriculum will support the development of the skills, attitudes, values and behaviour, which enable pupils to:</p> <ul style="list-style-type: none"><li>• Have a sense of purpose</li><li>• Value self and others</li><li>• Form relationships</li><li>• Make and act on informed decisions</li><li>• Communicate effectively</li><li>• Work with others</li><li>• Respond to challenge</li><li>• Be an active partner in their own learning</li><li>• Be active citizens within the local community</li><li>• Explore issues related to living in a democratic society</li><li>• Become healthy and fulfilled individuals</li></ul> <p><b><u>PSHE Curriculum</u></b></p>	

At The Winchcombe School our PHSE curriculum is taught through the Jigsaw scheme. Jigsaw is a whole school approach which enables children to learn about the same theme throughout the year whilst celebrating the cultural diversity of the Winchcombe Community. Through our PSHE teaching we connect PSHE Education, emotional literacy, social skills and spiritual development. It is strongly underpinned by our school values and is threaded through subjects. We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. In addition, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.

### **Relationship and Sex Education (Relationships, Sex and Health Education)**

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 wellbeing. At The Winchcombe School we ensure that RSE is taught as a whole-class with children's class teacher; however, we will split into same-sex groupings when appropriate for children to ask questions.

#### **Aims:**

- To help children understand the difference between safe and abusive relationships
- To equip children with the skills to get help if they need it.
- To teach them about the importance of a healthy lifestyle and positive mental health
- To raise awareness about online and off-line safety.
- To promote pupil well-being

At The Winchcombe School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle. Parents have the right to withdraw their children from the human reproduction elements of the 'Changing Me' unit which will be taught in Term 6. However, it is statutory that children must complete the Relationships lessons.

**Should parents wish to withdraw their children they should arrange a meeting with the headteacher to discuss this.**

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy

- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

### **Female Genital Mutilation (FGM)**

Staff are made aware of the possibility of FGM and are alert to signs that girls may be at risk.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter 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. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Child Protection Team. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

### **The role of the PSHE Subject Lead**

- prepare a policy and scheme of work, evaluating and reviewing as necessary
- co-ordinate and lead the implementation of the policy throughout the school
- monitor and support the teaching of PSHE throughout the school
- monitor and maintain the condition and availability of resources within the school
- keep up to date with developments and use appropriately
- liaise with colleagues in school and outside agencies as appropriate, in order to further develop the opportunities for pupil engagement

### **The role of the Headteacher and Governing body**

It is the responsibility of the Governing board to ensure that a robust policy is in place and to delegate to the Head teacher the responsibility to ensure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSE is well led, effectively managed and well planned;
- the quality of RSE 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 RSE 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 RSE 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.

**Monitoring and Review**

Parents and carers have the right to see sample materials used within the teaching of RSE (Channel 4 Living and Growing: Alternative DVD) and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

**Equalities**

At all times we ensure that teaching is accessible to all children and foster good relationships between pupils. Topics around prejudice, equality, stereotypes and bullying are addressed through the Jigsaw programme.

LINKED POLICIES: Child Protection Policy, Special Educational Needs Policy

DATE: November 2025

REVIEW DATE:

SIGNED:

Chair of Governors

L Anderson

Date: 24.11.25

## **Appendix A**

### Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase:

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) and diversity work

Spring 1: Dreams and Goals: Includes goal-setting, aspirations and resilience building

Spring 2: Healthy Me: Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)

Summer 1: Relationships: Includes understanding friendship, family and other relationships, conflict resolution and communication skills

Summer 2: Changing Me: Includes Sex and Relationship Education in the context of looking at and managing change

## **Appendix B**

### Jigsaw Sex Education Content

<b>Year Group</b>	<b>Relationships</b>	<b>Changing Me</b>
FS1/2	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
1	Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their

	member and as part of a community, and are encouraged to celebrate these.	feelings and learn how to access help if they are worried about change, or if someone is hurting them.
2	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p>	<p>In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>

3	<p>In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are</p>	<p>This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>
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	also revisited.	
4	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>	<p>In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>
5	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with</p>	<p>In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further</p>

	<p>others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	<p>detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>
6	In this Puzzle, the children learn more	In this Puzzle, the children learn about puberty in boys and girls

	<p>about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p>	<p>and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p>
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