

# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



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Headteacher: Mr Jon Jeffries



## PSHRE Policy March 2026

Personal, Social, Health Education Policy including Relationships Education and Health Education

**This policy was agreed by Governors on:**

Date:.....18<sup>th</sup> March '26.....

To be reviewed:.....September '28.....

Chair of Governors:.....Anne Armitage.....

Headteacher: .....Jon Jeffries.....

**Unlocking minds that learn, hearts that love, faith that gives.**

Everyone at St.Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. Through Christian worship, values and love, helping hands are offered to support every member of our community to reach their potential.

The St Peter's community will learn PSHRE principles with our values at the heart of our approach in terms of lessons taught and in how we deal with e-safety incidents.



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**Lead Teacher: Mia Ryan**

**Lead Governor: Helen Barr**

## **Introduction**

This policy covers St Peter's approach to teaching Personal, Social, Health Education including Relationships Education. The purpose of this education is to equip pupils with the knowledge, skills and empathy to make responsible decisions. And to grow up as caring members of society who are respectful of beliefs and lifestyles different to their own and recognise what constitutes positive relationships with others.

We put children's happiness at the heart of school life. We believe happiness fuels success, not the other way around. When we're positive, our brains are more motivated, engaged, energetic, resilient, and productive. Simply, happy children learn better. We have adopted Inside Out's 5 Keys to Happiness and Wellbeing in our school.

We use a PSHE scheme called Jigsaw, through which we deliver our Personal, Social, Health and Relationships Education.

The needs of our pupils are paramount. Following consultation with a cross-section of the school community, we believe our policy is sensitive to the range of religious and cultural views present in our community whilst ensuring pupils have access to the learning necessary to prepare them for adult life.

## **Legal Framework and National Guidance**

Department for Education statutory guidance issued under Sections 34 and 35 of the Children and Social Work Act 2017 makes it a requirement for all primary schools to teach Relationships Education from September 2020. As new guidance is published we ensure we incorporate any changes, for example the latest statutory guidance effective from September 2026.

The priority is to give the key building blocks of healthy, respectful relationships, focussing on family and friendships, both on and offline.

The guidance should be read in conjunction with:

Education Act 1996

Learning and Skills Act 2000

Education and Inspections Act 2006

Equality Act 2010

Supplementary Guidance SRE for the 21st Century 2014

Children and Social Work Act 2017

Keeping Children Safe In Education 2018

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## Aims

Effective PSHRE can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being. At St Peter's we aim 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.
- The ability to recognise their own worth in order to value self and others.
- The skills required to communicate effectively in order to work well with others and form healthy relationships.
- The ability to become increasingly responsible for their own learning and able to reflect on their experiences.
- The understanding of how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- The ability to understand and respect our common humanity and our diversity so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- The skills to become active citizens within the local community, able to make and act on informed decisions.
- The tools to become healthy, fulfilled and happy individuals with a sense of purpose.

At St Peter's we choose to deliver our Personal, Social, Health and Relationships Education using Jigsaw. Alongside this we use Inside Out and The 5 Keys to Happiness and Wellbeing. These 5 Keys put each child's mental health and wellbeing at the centre of our Personal, Social, Health and Relationships Education. The 5 Keys are:

1. Look Inside - Inspire self-reflection, focusing, being quiet, self-calming
2. Move Outside - Promote non-competitive outdoor exercise
3. Share More - Encourage connection, teamwork and communication
4. Be Curious - Stimulate growth mindsets, exploration, experimentation and making
5. Be Kind - Support an attitude of caring for oneself, others and the environment

## How it will be taught

- The curriculum content will be delivered using Jigsaw materials and supported in specific areas. For example, through our annual Anti-Bullying week and use of Project Evolve to support online safety.
- Jigsaw is designed as a whole school approach, with all year groups working on the same puzzle piece at the same time. This enables each puzzle piece to start with an introductory assembly, generating a whole school focus for adults and children alike. Each half term we focus on one puzzle piece.

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- Each class has a weekly PSHRE lesson. The curriculum content will be delivered by class teachers and teaching assistants and supported by senior leaders as necessary.
- 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 enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. Examples of our ground rules are:
  - 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)
- We take opportunities in Forest School to explore PSHRE through regular collaborative and team building activities and reflection times.
- Pupils will be taught that parents and trusted adults are a vital source of support and learning in the topic of Relationships Education.
- Pupils will have the opportunity to ask any questions they have. If pupils have questions which are outside of the typical content for their age and stage of development, teachers will use their professional judgement to determine whether the question will be answered or whether the topic is deemed to be outside of the appropriate content for that student's age and development, in which case the question will not be answered and the student will receive feedback as to why.
- If any taught content leads to the disclosure of a child protection issue, staff have been made aware of how to deal with this, including consulting with the Designated Safeguarding Lead. Staff will feedback any potential safeguarding concerns to the Designated Safeguarding Lead on the same day. Pupils will be told (as part of the ground rules) that no information can be guaranteed to be kept confidential for this reason.
- Relationships Education and PSHRE is visited in staff meetings and school INSET days as necessary, additional CPD is organised as needed.
- External agencies who visit the school to support the curriculum in this area will be informed of our safeguarding practice and will work under the close supervision of school teaching staff. This will ensure that content and delivery styles reflect St Peter's approach.
- The content delivered is age appropriate and progressive. For our Curriculum Content Overview see appendices.

## **Withdrawal from RSE Lessons**

Parents have the right to withdraw their child from any Sex Education content taught in St Peter's which falls outside of the National Curriculum Science requirements and outside of the Relationships Education guidance. Any requests to withdraw should be made to the Headteacher.

The statutory guidance makes provision that parents will be consulted before the final year of St Peter's about the detailed content of what will be taught in terms of the non-statutory sex education element. Parents will be informed about this and will

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therefore have the opportunity to be fully aware of what is taught, to see a sample of resources used and to ask any questions they have.

## **Inclusion**

We will ensure that teaching is inclusive, and differentiated where appropriate, to meet the needs of all students, including those with special educational needs and disabilities and those identified as living with a specific vulnerability or safeguarding concern. Our curriculum is designed to promote a *love of all people (Christian ethos)*, with our school values at the heart of everything we do; this is threaded through the curriculum rather than taught as a one-off event.

Resources will be differentiated for students with SEND as necessary, following liaison between classroom teachers and staff with responsibility for SEND provision at St Peter's. We believe the students with SEND have an entitlement to age and stage appropriate Relationships Education and so students will not be routinely removed from lessons for individual support away from their peers, but will be supported with a more personalised approach to lesson objectives and outcomes. Where it is known that a situation in a student's personal life may affect their engagement with a particular topic within Relationships Education (for example some specific safeguarding issues), staff will work with students in advance to prepare them for the topic area and give the student ownership of how much, if any, of the lesson content they wish to access with their peers.

## **Assessment and Recording**

Conversations between children and teachers help children reflect on their learning and inform teachers of the progress children are making in developing skills, knowledge and understanding. In addition, children are encouraged to engage with self/peer assessment.

Teachers are supported to make their judgements by the Jigsaw Summative Assessment pupil progress tracker.

## **Links to Other Policies and Curriculum Areas**

Our EYFS and Key Stage One children have weekly Forest School sessions. Key Stage Two children have a session at Forest School in the Summer Term.

This Relationships Education and Health Education policy is aligned to the following school policies:

- Safeguarding Policy
- E-Safety
- Behaviour Policy
- School Curriculum
- Teaching and Learning Policy
- Equality Policy

## **Monitoring and Evaluation**

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The PSHRE Lead Teacher and PSHRE Lead Governor, alongside the Headteacher, will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will begin with pupil and teacher evaluation of the content and learning processes and staff meetings to review and share experience.

This policy will be reviewed within the time frame set by the Lead Teacher and responsible Governor alongside the Headteacher. The aim of the review will be to reflect on practice in the past review cycle, acknowledging both successes and areas to be improved, which will be reflected in any policy change. Checks will be made to ensure the policy follows the latest national guidance and advice and that it meets the needs of pupils and wider school community.

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