



# School Policy



Personal, Social, Health and  
Economic Education (PSHEE) and  
Relationships and Sex Education  
(RSE) Policy

2025-2026

## Context

Here at **Lightmoor Village Primary School**, the personal development of every child is central to our ethos and practice. It is a priority for us that each and every one of our pupils leaves us well prepared and ready to move onto their next stage in education and life. That they will be equipped with skills that allow them to continue their learning, build and maintain relationships, manage challenge and struggle and contribute positively to their community.

Our approach is rooted in our strong values-led culture, which places equal importance on academic achievement, celebrating diversity and developing well-rounded, compassionate young people.

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Towards the end of the summer term (2025), the Department for Education (DfE) published the **updated statutory guidance for Relationships, Sex and Health Education (RSHE)**. This guidance will replace the current 2019 guidance, schools have until September 2026 to adapt their curriculum and policies to reflect these updated requirements.

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 and is in line with the expectations of this renewed framework.

## Our PSHEE and RSE Curriculum

At Lightmoor Village Primary School we value PSHEE and RSE as one way to support children's development, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the revised statutory Relationships and Health Education within our whole-school PSHEE and RSE Programme.

Our PSHE curriculum is built around the Jigsaw PSHEE and RSE scheme, which provides a clear, progressive structure for developing pupils' personal, social, emotional and health education. This core programme has been tailored to suit our context and pupils and is supplemented with a range of additional high-quality resources to enrich learning and ensure broad coverage. These include the **No Outsiders programme**, which champions inclusion, diversity and equality; **Picture News**, which supports weekly discussion of topical and relevant current events; and **Natter Hub**, which delivers a systematic and thorough online safety curriculum.

Together, these elements, alongside external resources, ensure that pupils receive a comprehensive and well-balanced PSHE education that reflects the needs of our school community.

External support and resources:

- Expect Respect Domestic Abuse resources
- NSPCC PANTS and Speak out Stay Safe resources
- Mini First Aid
- School Nurse Team

- Oral Health NHS
- Smashlife
- Network rail
- Alderford Lake water safety
- Telford and Wrekin pedestrian scheme and Bikeability
- Loudmouth Theatre
- TAARC Telford and Wrekin Afro Caribbean and African Resource Centre
- Crucial Crew
- St Giles Trust

## What we teach and when

### Whole-school approach: 2025 -2026 including 2026 – 2027 plans

Term	(Unit)	Content
<b>Autumn 1:</b>	Relationships  (Jigsaw)	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.  Antibullying week and Child in Need (November) <a href="#">NSPCC Telford pants week (October) 2026/2027 NSPCC PANTS week to Sp 1</a>
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.  <a href="#">2026/2027 Expect Respect Day</a>
<b>Spring 1:</b>	Healthy Me  (Jigsaw)	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.  <a href="#">Loudmouth year 5/6 (2026 /2027)</a>
<b>Spring 2:</b>	Changing Me  (Jigsaw)	Includes Relationships and Sex Education in the context of coping positively with change. Children across the school will be learning the correct terminology for body parts.  Expect Respect Day! Includes a whole school focus on Domestic Abuse and other ways of showing respect. Use the Expect Respect DA lesson plan.
<b>Summer 1:</b>	No Outsiders	Includes promoting an ethos of inclusion and tolerance with the aim to prepare children for life in modern Britain.  TAARC school visit
<b>Summer 2:</b>	Water, Road, Fire and Rail Safety First aid	External visitors – Whole school focus  NSPCC Speak out Stay Safe lessons and resources R-6  Sun safety and First Aid whole school  Includes a whole school focus.  Being in my world Jigsaw? Transition lessons/ new beginnings

At Lightmoor Village Primary School we allocate time to PSHE each week in order to teach the PSHEE and RSE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways including our culture and ethos in school, texts used across the curriculum, assemblies and enhancement activities.

## **Relationships**

The teaching of 'relationships' is a compulsory part of the requirements for school PSHEE and RSE curriculums.

Our Relationships Education will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

As referred to within the 'our curriculum' section, We also use the 'no outsiders' scheme to teach about relationships alongside the relationships unit of 'Jigsaw'.

## **What is 'No Outsiders?'**

Teaching children to respect and accept difference and diversity using the Equality Act 2010 (British Law) as a solid foundation

Taking a proactive approach to bullying

Reducing potential for radicalisation

Preparing children for life in Modern Britain

Teaching "British Values

The Equality Act 2010 The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations.

It is taught through fun and engaging picture books from EYFS to Y6. The picture books cover all equalities in the Equality Act (race, religion, gender, gender identity including transgender, age, disability, sexual orientation)

Each characteristic is taught in context with British Law

The resource aims to ensure that children leave primary school happy and excited about living in a community full of difference and diversity

## **Lesbian, Gay, Bisexual and Transgender content for Primary Schools**

*Pupils should understand the importance of equality and respect throughout their education.*

*We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.*

DFE Relationships Education, Relationships and Sex Education and Health education July 2025 Statutory September 2026

As a school we teach our children that people choose to live their lives in different ways, and that love is love. We do not teach our children how to be, only to be respectful.

### **Managing difficult questions**

Pupils may ask questions about topics which go beyond sex education covered by the primary expectations, or relate to sex education from which they have been withdrawn.

In this case we would speak to a trusted parent or carer and reassure a child that they would have their question answered, recognising that children whose questions go unanswered might instead turn to inappropriate sources.

### **Relationships and Sex Education**

Sex education is not compulsory in primary schools, although it is recommended that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

At Lightmoor Village Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHEE Programme in the 'Changing Me' Puzzle (unit) in Spring term 2. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the RSE lessons that explicitly teach this in years 5 and 6 as below:

#### **Year 5, 1 Lesson (Conception)**

#### **Year 6, 1 Lesson (Conception, birth)**

The school will inform Parents and Carers when the unit 'Changing Me' is delivered and a copy of this policy will be shared so that Parents/ Carers know their rights.

There will also be an opportunity for Parents / Carers to request to come into school and view the resources being used for PSHE and RSE or request information to be sent home.

### **Right to withdraw**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

### **Equal Opportunities**

This policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

We aim to fulfil the educational needs of the children who are represented in the community. The children come from a varied cross section and represent different social, ethnic and religious values, beliefs and customs.

### **Equality**

Schools are required to comply with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149), when teaching RSHE.

Schools must ensure topics in RSE are taught in a way which does not discriminate against pupils or amount to harassment. Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in any relationship, can lead to a disclosure of child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education are followed. (Refer to Safeguarding Policy.)

**SEND**

It is recognised that SEND pupils may require additional support and can be at increased risk of exploitation. Individual support or targeted programmes may be considered. Parents and pupils maybe involved and consulted.

We support and encourage teachers when delivering PSHEE and RSE to:

- adapt language and activities to suit their pupils
- break learning into smaller steps
- meet individual needs while keeping essential safeguarding messages intact

This flexibility helps schools remain inclusive, confident, and compliant, without adding to staff workload.

This policy will be reviewed and updated with parents, pupils, and staff, and approved by the school governors. It will be reviewed every year.

The governing body monitor our Relationship and Sex education policy. They report the findings and recommendations, giving consideration to any comments from parents about the relationship and sex education programme.

Written by: Lucy Cowan (Headteacher)

Reviewed and amended: January 2026

Review date: July 2026

## Appendices

### Relationships education: content to be covered by the end of primary

#### Families and people who care for me

##### Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### Caring friendships

##### Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. 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.
4. The characteristics of friendships that lead to happiness and security, including

mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

6. How to manage conflict, and that resorting to violence is never right.

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

## **Respectful, kind relationships**

### **Curriculum content:**

1. 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.

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. Pupils should have 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.

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

7. The conventions of courtesy and manners.

8. The importance of self-respect and how this links to their own happiness. Pupils should have 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.

9. 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.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

## **Online safety and awareness**

### **Curriculum content:**

1. That people should be respectful in 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.

2. 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 pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. 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**

### **Curriculum content:**

1. 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.

2. 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.

3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.

4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

# Primary health and wellbeing: content to be covered by the end of primary

## General wellbeing

### Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. 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, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

## **Wellbeing online**

### **Curriculum content:**

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

## **Physical health and fitness**

### **Curriculum content:**

1. The characteristics and mental and physical benefits of an active lifestyle.

2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

### Healthy eating

#### Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs, alcohol, tobacco and vaping**

#### **Curriculum content:**

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

### **Health protection and prevention**

#### **Curriculum content:**

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. 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 ability to learn.

4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.

5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

## **Personal safety**

### **Curriculum content:**

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.

2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

## **Basic first aid**

### **Curriculum content:**

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.

2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

## **Developing bodies**

### **Curriculum content:**

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.

2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are

private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress