

RSE and PSHE Policy

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1. Context

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;
- Prepares pupils at Vermont 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, Health and Economic Education.

2. Personal, Social, Health and Economics (PSHE)

At Vermont School, Personal, Social, Health and Economic Education (PSHE) is an important and necessary part of all pupils' education. As a Thrive school, supporting pupil, all of whom have SEMH either as a primary or secondary area of need, PSHE forms a core part of their curriculum, integrated throughout school life, equipping them 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 our school and as a confident member of the wider community. We want our children to learn to understand and respect our diversity so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social

Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

3. Relationships and Sex Education (RSE)

The objective of RSE is life-long learning about the emotional, social and physical aspects of growing up, relationships and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. RSE is also about the understanding of the importance of family life, stable and loving relationships, respect, love and care.

At Vermont School we strive to create an atmosphere where every member of the school community feels respected and valued, where self-esteem is nurtured and where principles of tolerance and equal opportunities are seen in action, that the teaching of how to build good relationships is a natural part of everyday school life. We wish to help our young people develop an understanding of how they can protect themselves, and

to give them the confidence to seek help and support when they need it. We want our pupils to be able to make responsible and informed decisions about their lives and keep themselves and others safe.

4. Jigsaw PSHE

At Vermont School, we use the Jigsaw PSHE programme because it provides a structured, whole-school approach that supports the specific needs of our SEMH pupils.

Jigsaw's spiral curriculum builds knowledge and skills progressively, revisiting key concepts in age-appropriate ways so that children with gaps in learning or disrupted education can access and re-engage with important content. Its emphasis on emotional literacy, mindfulness, and resilience is especially suited to our setting, helping pupils to regulate emotions, develop self-awareness, and build positive relationships. The consistent structure of the six "Puzzles" across the year also creates a safe, predictable framework that reduces anxiety and promotes security for learners who may struggle with change.

In addition, Jigsaw aligns fully with statutory RSE and Health Education requirements while embedding the values and protective characteristics central to our ethos. The lessons are designed to be inclusive, adaptable, and supportive of varied learning styles, making it easier for staff to adapt to our pupils' needs. Jigsaw's mindful approach not only addresses the academic aspects of PSHE but also nurtures pupils' wellbeing, self-esteem, and sense of belonging. This is vital in an SEMH school, where building trust and developing social and emotional skills are key to enabling children to thrive both in learning and in life.

5. What do we teach and when?

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

At Vermont School we allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Mixed Year Group Classes

In mixed year group classes, Jigsaw PSHE works by following the same whole-school "Puzzle" theme each half term, but with learning objectives and activities tailored to different ages and stages. This means, for example, that every class might be exploring the "Celebrating Difference" theme in the same weeks, but Year 2 pupils focus on understanding and valuing differences in simple, concrete ways, while Year 4 pupils explore the topic in more depth, considering concepts like bullying, stereotyping, and empathy. Jigsaw provides age-banded lesson plans and resources, so teachers can plan for multiple year groups together, delivering shared introductions and mindfulness sessions before moving into adaptive tasks.

For Vermont School, this structure supports the whole school community on the same emotional and social journey, fostering shared language and understanding across year groups. The consistency of the "Puzzle" sequence supports pupils with gaps in prior learning, as key ideas are revisited and reinforced in a cyclical way, giving them multiple opportunities to develop knowledge and apply concepts over time.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools 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.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools.' (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Vermont School, we believe it is important that all children develop an age-appropriate understanding of the facts about human reproduction before they leave primary school. We use the Jigsaw Relationships and Sex Education (RSE) curriculum to introduce and explore these topics in a sensitive, progressive, and inclusive way. When planning and delivering these lessons, we carefully consider each pupil's age, stage of development, and individual SEND needs to ensure content is accessible, relevant, and supportive.

We define Sex Education as learning specifically about human reproduction. At our school, the biological aspects of human reproduction are taught within the statutory Science curriculum (where parents do not have the right to withdraw), while broader aspects of RSE, such as understanding relationships, respect, consent, and personal boundaries, are taught through the Jigsaw PSHE programme (where parents may withdraw their child from the specific Sex Education elements that are outside of science). This combined approach ensures that all pupils receive accurate, age-appropriate information, the opportunity to ask questions in a safe environment, and the knowledge and skills they need to make informed, respectful, and safe choices.

6. Parents' right to withdraw

Parents and carers cannot withdraw their child from RSE because it is important that all children receive this content, covering topics such as friendships and how to keep safe. The science curriculum at Vermont School includes content on human development, including reproduction, which there is no right to withdraw from. More information is available in the DfE document at [Appendix 2: Understanding Relationships and Health](#).

The Government guidance states that parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in [Appendix 1](#) of this policy and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

At Vermont School, the teaching of puberty forms part of the statutory Health Education curriculum and is delivered through the Jigsaw PSHE Programme in the Changing Me unit. Sex education, for the purpose of our policy, refers specifically to lessons on human reproduction. Parents/carers are informed of their right to request withdrawal from these particular lessons, which are:

- Year 4, Lesson 2: Having a Baby
- Year 5, Lesson 4: Conception
- Year 6, Lesson 3: Conception to Birth

Non-statutory components of sex education will only be delivered where a specific need is identified for an individual pupil or group of pupils. In such cases, staff will refer the matter to the Senior Leadership Team, where it will be discussed during a Spotlight meeting to determine whether a targeted SRE intervention is appropriate. If an intervention is agreed, parents or carers will be contacted to discuss the referral, agree the most suitable approach, and will be offered the option to withdraw their child from the non-statutory SRE sessions provided.

Appendix 1: Parent form - withdrawal from Sex Education within RSE

To be completed by Parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school consider			

Appendix 2: Understanding RSE in your child's primary

Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

