

PSHE (Personal, Social, Health, Economic) Education Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Church of England Schools

Name of school	St Andrew's C of E Primary and Nursery School
Date of policy	Spring Term 2025
Member of staff responsible	Ian Snelling - Head Teacher
Review date	Spring Term 2026

What do we teach when and who teaches it?

At St Andrew's C of E Primary and Nursery School we allocate time to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. RSE is taught during our Summer 2 term. Lessons are taught as a series across a single week and are taught to each year group individually by Class teachers and teaching assistants from within their phase. Each year group has a Medium-Term Plan, taken directly from the schools PSHE progression map. This details the knowledge and skills for each age group which are then delivered in a child-friendly, open, and encouraging way. Below are copies of the medium-term plans for each year group. All the resources used during our RSE lessons are signposted on the medium-term plans and are available upon request.

Foundation Stage 2

Subject: PSHE

	<p>Key Vocabulary</p> <p>Head, Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Crown-Up, Adult, Change, Trust</p>
<p>Previous Learning (PPLs)</p> <ul style="list-style-type: none"> • 	<p>Future Learning (FPLs)</p> <ul style="list-style-type: none"> • What Privacy is • Which parts of the body are private and that they belong to that person. • The correct names of male and female private body parts • The physical differences between male and female bodies • Changes happen when we grow up • People grow up at different rates and that is normal • How their bodies have changed from when they were a baby and that they will continue to change as they age • Who to ask for help if they are worried or frightened (safeguarding) • There are different types of touch and that some are acceptable, and some are unacceptable
<p>Resources –</p> <p>Lesson 1 – Appendix Ia</p>	

Year Group: Foundation 2

Phase: Summer 2

Lesson	Knowledge Learning Objective	Skill Learning Objective
1	Why we wear clothes	Join in with conversations about PANTS
2	<p>The names and functions of some parts of the body (see vocabulary list)</p> <p>We grow from baby to adult</p>	<p>Point to and name parts of their body</p> <p>Identify how they have changed from a baby</p> <p>Say what might change for them when they are older</p> <p>Say how they feel about changing class/ growing up</p>
3	Who to talk to if they are feeling worried (safeguarding)	Name an adult they trust

Year One

Subject: PSHE

	Key Vocabulary
	Privacy, Right, Vagina, Penis, Testicles, Anus, Nipples, Comfortable, Uncomfortable, Male, Female.
Previous Learning (PPLs) <ul style="list-style-type: none"> Who to talk to if they are feeling worried (safeguarding) The names and functions of some parts of the body (see vocabulary list) We grow from baby to adult Why we wear clothes 	Future Learning (FPLs) <ul style="list-style-type: none"> Which parts of the body are private and that they belong to that person and that nobody has the right to hurt these The correct names of male and female private body parts The physical differences between male and female bodies Some changes are out of an individual's control How their bodies have changed from when they were a baby and that they will continue to change as they age Who to ask for help if they are worried or frightened (safeguarding) There are different types of touch and that some are acceptable, and some are unacceptable
Resources – Lesson 1 – Appendix 2a & 2b Lesson 2 – Appendix 2c & 2d Lesson 3 – Appendix 2e Lesson 4 – Classroom time to talk boxes	

Year One: PSHE: Year One

Year One: PSHE: Year One

Lesson	Knowledge Learning Objective	Skill Learning Objective
1	The correct names of male and female private body parts The physical differences between male and female bodies	Name male and female body parts using the correct names
2	What Privacy is Which parts of the body are private and that they belong to that person	Identify parts of the body which are mostly private
3	Changes happen when we grow up People grow up at different rates and that is <u>normal</u> How their bodies have changed from when they were a baby and that they will continue to change as they age	Understand and accept that change is a natural part of getting <u>older</u> Identify some things that have changed and some things that have stayed the same since being a baby (including the body)
4	Plenary – Questions & Answers Someone they could talk to about their changing body, should they need to (Safeguarding)	Say who they could talk to about their changing body, should they need to

Year Two

Subject: PSHE

	Key Vocabulary
	Privacy, Right, Vagina, Penis, Testicles, Anus, Nipples, Comfortable, Uncomfortable, Male, Female.
Previous Learning (PPLs) <ul style="list-style-type: none"> The correct names of male and female private body parts The physical differences between male and female bodies What Privacy is. Which parts of the body are private and that they belong to that person Changes happen when we grow up People grow up at different rates and that is normal How their bodies have changed from when they were a baby and that they will continue to change as they age Someone they could talk to about their changing body, should they need to (Safeguarding) 	Future Learning (FPLs) <ul style="list-style-type: none"> The importance of personal hygiene The correct names of male and female private body parts The male and female body needs to change at puberty so their bodies can make babies when they are <u>adults</u> Some of the outside body changes that happen during <u>puberty</u> Someone they could talk to about their changing body, should they need to (Safeguarding) Things that all loving relationships have in common Babies need love and care from their parents/carers
Resources – Lesson 1 – Appendix 2a & 2b Lesson 2 – Appendix 2f & 2g Lesson 3 – Appendix 2h & 2i Lesson 4 – Classroom time to talk boxes	

Year Two: PSHE: Year Two

Year Two: PSHE: Year Two

Lesson	Knowledge Learning Objective	Skill Learning Objective
1	The correct names of male and female private body parts The physical differences between male and female bodies	Name male and female body parts using the correct names
2	Which parts of the body are private and that they belong to that person and that nobody has the right to hurt these There are different types of touch and that some are acceptable, and some are unacceptable	Recognise when they feel frightened and know how to ask for <u>help</u> Can say what types of touch they find <u>comfortable/uncomfortable</u> Confidently ask someone to stop if they are being hurt or frightened
3	How their bodies have changed from when they were a baby and that they will continue to change as they age Some changes are out of an individual's control	Can suggest ways to manage <u>change</u> Identify some things that have changed and some things that have stayed the same since being a baby (including the body) Appreciate that changes will happen and that some can be controlled and others not
4	Plenary – Questions & Answers Who to ask for help if they are worried or frightened (safeguarding)	Say who they would go to for help if worried or scared

Year Three

5 Sept 19311

	Key Vocabulary
	Breasts, Nipples, Vulva, Penis, Scrotum, Womb, Uterus, Vagina, Testicles, Puberty, Loving Relationship, Menstruation, Periods,
Previous Learning (PPLs) <ul style="list-style-type: none"> There are different types of touch and that some are acceptable and some are unacceptable Some changes are out of an individual's control Which parts of the body are private and that they belong to that person and that nobody has the right to hurt these The correct names of male and female private body parts The physical differences between male and female bodies How their bodies have changed from when they were a baby and that they will continue to change as they age Who to ask for help if they are worried or frightened (safeguarding) 	Future Learning (FPLs) <ul style="list-style-type: none"> The different levels of privacy and who we share different things with Some of the inside and outside body changes that happen during puberty The names of the different internal and external body parts needed to make a baby In humans a mother carries the baby in her uterus (womb) and this is where it develops Babies are made by a sperm joining with an ovum.
Resources – Lesson 1 – Appendix 3a Lesson 2 – Appendix 3b & 3c Lesson 3 – Appendix 3d Lesson 4 – Appendix 3e Lesson 5 – Appendix 3f Lesson 6 – Classroom time to talk boxes	

5 Sept 19311

5 Sept 19311

Lesson	Knowledge Learning Objective	Skill Learning Objective
1	The importance of personal hygiene	Explain ways to keep themselves clean
2	The correct names of male and female private body parts	Name the male and female private body parts using the correct vocabulary
3	The male and female body needs to change at puberty so their bodies can make babies when they are adults The outside body changes that happen during puberty	Recognise the independence and responsibilities they have now compared to being a baby or toddler Give examples of how a male and female body changes during puberty
4	Babies need love and care from their parents/carers	Explain the type of care babies need
5	Things that all loving relationships have in common	Name at least 3 actions all loving relationships have in common
6	Plenary – Questions & Answers Someone they could talk to about their changing body, should they need to (Safeguarding)	Say who they could talk to about their changing body, should they need to

Year Four

5 Sept 19311

	Key Vocabulary
	Breasts, Nipples, Vulva, Penis, Scrotum, Womb, Uterus, Vagina, Testicles, Puberty, Loving Relationship, Menstruation, Periods,
Previous Learning (PPLs) <ul style="list-style-type: none"> The importance of personal hygiene The correct names of male and female private body parts The male and female body needs to change at puberty so their bodies can make babies when they are adults The outside body changes that happen during puberty Babies need love and care from their parents/carers Things that all loving relationships have in common. 	Future Learning (FPLs) <ul style="list-style-type: none"> The physical changes young people will experience during puberty The physical changes young people will experience during puberty (Periods) The emotional changes young people might experience during puberty and why What consent is (Safeguarding) The laws around sexual relationships it is a criminal offence to send an indecent image (under 18) to anyone What a sexual relationship is How babies are conceived How some couples in loving relationships have children in other ways (Surrogacy IVF etc) The similarities and difference of LGBTQ+ relationships and heterosexual relationships (Same Love)
Resources – Lesson 1 – Appendix 3b & 3c Lesson 2 – Appendix 3g Lesson 3 – Appendix 3h & 3i Lesson 4 – Appendix 3j & 3k Lesson 5 – Classroom time to talk boxes	

5 Sept 19311

5 Sept 19311

Lesson	Knowledge Learning Objective	Skill Learning Objective
1	The correct names of male and female private body parts	Name the male and female private body parts using the correct vocabulary
2	The different levels of privacy and who we share different things with	Identify the different levels of privacy needed between different people in their lives (e.g. Doctor, parents, friend etc)
3	Some of the inside and outside body changes that happen during puberty	Give examples of how a male and female body changes during puberty
4	The names of the different internal and external body parts that are needed to make a baby In humans a mother carries the baby in her uterus (womb) and this is where it develops. Babies are made by a sperm joining with an ovum.	Name at least two male and two female internal body parts needed to make a baby
5	Plenary – Questions & Answers Someone they could talk to about their changing body, should they need to (Safeguarding)	Say who they could talk to about their changing body, should they need to

Year Five

Subject: PSHE

	Key Vocabulary
	Consent, Sexual Relationships, Offence, Portrays, Conceived, Birth, Surrogacy, IVF, Adoption, Contraception, Prevent, STI, Mutual Respect, Law, Self-image, Self Esteem, Teenager, Romantic Relationship, Digital Photography
Previous Learning (PPLs)	Future Learning (FPLs)
<ul style="list-style-type: none"> The different levels of privacy and who we share different things with Some of the inside and outside body changes that happen during puberty The names of the different internal and external body parts that are needed to make a baby In humans a mother carries the baby in her uterus (womb) and this is where it develops Babies are made by a sperm joining with an ovum 	<ul style="list-style-type: none"> There is no such thing as a perfect body. Linked to changes in puberty How the media portrays sex relationships and body image in television and film How babies are conceived and how they are born What contraception is, how it is used and what it is used for (STI's) Why people in a sexual relationship have sex including LGBTQ+
Resources –	
Lesson 1 – Appendix 4a Lesson 2 – Appendix 4b and Help I'm hairy (Start – 16/40 mark) Lesson 3 – Appendix 4c Lesson 4 – Appendix 4d and Help I'm hairy (16/40 – End) Lesson 5 – Appendix 4e Lesson 6 – Appendix 4f Lesson 7 – Appendix 4g Lesson 8 – Classroom time to talk boxes	

Unit 4 – Teenage Learning 2

Unit 4 – Learning 1b

Lesson	Knowledge Learning Objective	Skill Learning Objective
1	Key Starting Vocabulary – Penis, Testicles, Breasts, Vagina, Anus, Nipples, Sex	
2	The physical changes young people will experience during puberty	Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
3	The physical changes young people will experience during puberty (Periods)	Continue to understand that puberty is a natural process that happens to everyone
4	The emotional changes young people might experience during puberty and why	Express how they feel about becoming a teenager
5	What consent is (Safeguarding) The laws around sexual relationships. It is a criminal offence to send an indecent image (under 18) to anyone	Understand that mutual respect is essential in a relationship, and they shouldn't feel pressured into doing something they don't want to do. Recall the legal age for consenting to sexual intercourse and the laws regarding digital photography
6	What a sexual relationship is. How babies are conceived. How some couples in loving relationships have children in other ways (Surrogacy, IVF etc)	Recall how babies are conceived, how they develop. Explain why some people use IVF, surrogacy, or adoption
7	The similarities and difference of LGBTQ+ relationships and heterosexual relationships. (Same Love)	Explain how all types of love are equal and should all be celebrated
8	Plenary – Questions & Answers	Say who they can talk to if concerned about puberty or becoming a teenager/adult

Year Six

Subject: PSHE

	Key Vocabulary
	Consent, Sexual Relationships, Offence, Portrays, Conceived, Birth, Surrogacy, IVF, Adoption, Contraception, Prevent, STI, Mutual Respect, Law, Self-image, Self Esteem, Teenager, Romantic Relationship, Digital Photography
Previous Learning (PPLs)	Future Learning (FPLs)
<ul style="list-style-type: none"> The physical changes young people will experience during puberty The physical changes young people will experience during puberty (Periods) The emotional changes young people might experience during puberty and why What consent is (Safeguarding) The laws around sexual relationships. It is a criminal offence to send an indecent image (under 18) to anyone What a sexual relationship is. How babies are conceived. How some couples in loving relationships have children in other ways (Surrogacy, IVF etc) The similarities and difference of LGBTQ+ relationships and heterosexual relationships. (Same Love) 	<ul style="list-style-type: none">
Resources –	
Lesson 1 – Appendix 4a Lesson 2 – Appendix 4b and Help I'm hairy (Start – 16/40 mark) Lesson 3 – Appendix 4c Lesson 4 – Appendix 4d Lesson 5 – Appendix 4e and 4f Lesson 6 – Appendix 4g Lesson 7 – Appendix 4h and 4i Lesson 8 – Classroom time to talk boxes	

Unit 4 – Teenage Learning 2

Unit 4 – Learning 1b

Lesson	Knowledge Learning Objective	Skill Learning Objective
1	Key Starting Vocabulary – Penis, Testicles, Breasts, Vagina, Anus, Nipples, Sex	
2	The physical changes young people will experience during puberty	Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
3	The physical changes young people will experience during puberty (Periods)	Continue to understand that puberty is a natural process that happens to everyone
4	There is no such thing as a perfect body. Linked to changes in puberty	Celebrate what they like about their own and others' self-image and body image. Suggest ways to boost self-esteem of self and others
5	What a sexual relationship is. How the media portrays sex, relationships and body image in television and film	Express how they feel about having a romantic relationship when they are an adult
6	How babies are conceived and how they are born	Recall how babies are conceived, how they develop and how they are born
7	What contraception is, how it is used and what it is used for (STI's) Why people in a sexual relationship have sex, including LGBTQ+	
8	Plenary – Questions & Answers	Say who they can talk to if concerned about puberty or becoming a teenager/adult

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'.

The way the PSHE curriculum covers these is explained in the progression grid document, which can be provided upon request.

It is important to explain that whilst the Relationships project covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere for example, the Celebrating Difference project 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.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

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'.

It is important to explain that whilst the Healthy Me project covers most of the statutory Health Education, some of the outcomes are taught elsewhere throughout the curriculum e.g. emotional and mental health is nurtured every day through dedicated Well-Being time, social skills are grown in lessons across the curriculum and respect is enhanced through our focused school rules.

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 our PSHE progression grid this is taught as part of the Changing Me project.

Again, the progression grid shows how the whole-school approach progresses the learning and meets all statutory requirements and more.

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)

Primary schools can determine the content of sex education. 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 St Andrew's C of E Primary and Nursery School, we believe children should understand the facts about human reproduction before they leave primary school, so they have the knowledge and understanding for life ahead.

We intend to teach this as part of our PSHE programme, in which case parents have the right to withdraw their child.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At St Andrew's C of E Primary and Nursery School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme in the 'Changing Me' project. Our PSHE Programme is totally compliant with statutory Relationships, Sex and Health Education (England 2019). **We fully acknowledge that parents have a right to request their child be withdrawn from the PSHE lessons that explicitly teach this. If parents would like to withdraw their child, requests for withdrawal should be put in writing either by letter or using the form found in Appendix 1 of this policy and addressed to the headteacher. Work will be provided for children who are withdrawn.**

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

The school will inform parents of this right by letter before the Changing Me Project is taught.

Monitoring and Review

The Strategic Vision and Development Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, " Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document “Valuing all God’s Children”, 2019, states:

“Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.”

It also asserts:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

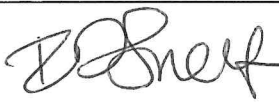
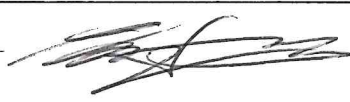
“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

At St Andrew’s C of E Primary and Nursery School we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:	Jan 2026	Jan 2026

