

BURFORD SCHOOL



Burford School and Nursery

'Enjoy, Achieve, Succeed Together'

RELATIONSHIPS AND SEX EDUCATION (RSE) AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) POLICY

Date policy adopted by Governing Body: May 2026	Date of next review: May 2027
A consultation with stakeholders for this policy took place in October 2020-December 2020. This policy will be subject to review every year by the Governing Body or more frequently in the light of changes in legislation.	

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Statement of Intent

The aim of the Relationships and Sex Education policy is to define, clarify and inform the stakeholders of Burford School the way in which we deliver our Relationships and Sex Education programme. It is important to distinguish the difference between both Relationships and Sex Education and the right parents/carers have to withdraw their children from these separate subject areas. *Please see sections A3 and B3.* This will be clearly outlined within this policy. In creating this policy, staff, parents/carers and members of the governing body have been consulted to ensure that the curriculum delivered supports the needs and requirements of our children and community.

As of September 2020, the Department for Education (DfE, 2019) have provided statutory and non-statutory guidance for all state-funded schools whereby the teaching of Relationships and Health education has become a compulsory subject area. Sex Education, in primary schools, is non-statutory however recommended by the DfE. The rationale behind these statutory requirements is that *'today's children and young people are growing up in an increasingly complex world which presents many positive opportunities but equally, many challenges and risks. Children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'*. Further details of this rationale can be found in the statutory guidance document released by DfE (appendix 1).

As a school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Burford Primary School, we teach RSE as set out in this policy.

A RELATIONSHIPS EDUCATION

A1. DEFINITION, AIMS AND INTENT

It is a legal requirement for schools to deliver Relationships Education from September 2020. The purpose of Relationships Education is to ensure that children receive quality teaching on *'the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'* (DfE, 2019). It is a distinct and separate area to sex education.

A1.1 Aims of this policy:

- Provide information to staff, parents/carers and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education.
- Help parents/carers and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils.
- Demonstrate how the school meets legal requirements with regards to the teaching of Relationships Education.

A1.2 Intent:

The key areas of learning which will be covered by the end of primary school are:

- Families and people who care for us
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas will ensure that:

- Children are taught what a relationship is, what friendship is, what family means and people who can support them
- Children will learn the importance of turn taking, kindness, consideration, respect, honesty, permission seeking and giving, personal privacy, establishing boundaries and know the difference between appropriate and safe physical touch
- Children are aware of the features of a healthy friendship, family relationship and other relationships which a young child is likely to encounter to ensure they feel happiness and security from these whilst recognising less positive relationships when they encounter them
- Children are made aware of how to keep themselves safe through assemblies, PSHE lessons and through the implementation of an open safeguarding school culture
- Children are taught the principles of positive online relationships including online safety, age-appropriate behaviour and the sharing of data
- Children or families are not stigmatised through this teaching for their varying backgrounds and to ensure all family circumstances are treated with sensitivity
- Children are aware of their own strengths and positive personal attributes and understand the importance of self-respect and self-worth which supports them in forming positive, strong relationships and bonds

- Children are taught the importance of relationships in supporting positive mental wellbeing
- Children are aware of how to report concerns or seek advice within their own relationships and are able to make safe and sensible decisions
- Parents/carers are provided with good communication and opportunities to understand and ask questions about the relationships education we provide to increase confidence in our chosen curriculum

A2. IMPLEMENTATION

A2.1 Subject Content and Jigsaw PSHE Schemes of Work

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11 (<https://jigsaweducationgroup.com/>). This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils *Please see appendix 3 for a detailed yearly overview mapping document.*

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me	Understanding personal identity, my place in the class and

Term	Puzzle	Key Content
	in My World	school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (<i>where taught as sex education - see Section B</i>).

A2.2 How is our relationships curriculum taught and who teaches it?

Discrete relationships content is taught within our PSHE lessons. PSHE lessons are split and taught in six themes which all year groups deliver over the course of a half-term (see *PSHE long-term plan appendix 3*). Each theme runs for six lessons which usually equates to a one-hour lesson per week. In some instances, lessons may be taught in blocks. Weekly assemblies and ‘themed days’ run alongside these themes so that there is a consistent whole school approach. All PSHE themes across the year teach and promote the statutory relationships curriculum and work alongside our integral logo, The Burford Body, our school values, our Behaviour Policy (*ref. linked policies*) and additional exercises in class such as circle times. In the summer term, a dedicated relationships unit is covered across the school.

Where fully possible, class teachers will teach all relationships content. In the event of staff absence, Higher Level Teaching Assistants may deliver a lesson. Where the

content may be sensitive, it is the responsibility of the class teacher or a qualified teacher to deliver the lesson.

A2.3 Managing sensitive or difficult questions

All aspects of PSHE content, including Relationships Education, is underpinned by shared and understood ground rules. The use of the 'Jigsaw Charter' which opens each PSHE lesson allows all children to be fully aware of these expectations so that lessons are delivered in a safe and well managed environment.

The Jigsaw Charter:

- 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)

Within this secure environment, pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Teacher's responses to questions will be factual, without bias and reference to personal experience. Some questions may not be appropriate within a whole class situation but will be dealt with in a way that the children do not feel embarrassed for asking. Given the ease of access to the internet, it is vitally important that questions are managed appropriately and not left unanswered as children may turn to inappropriate sources of information to seek the answers to their question(s). Depending on the question, the teacher may respond to the pupil on an individual or group basis rather than in a whole class setting. Teachers may feel certain questions are better addressed at home particularly if the content of the question comes from a curriculum area which is not covered until later on in the long-term plan (*appendix 3*). The school aims to share information with parents/carers on an individual basis should the need arise.

For those children who may not feel confident in asking questions in a whole class scenario or who wish to have a separate, more private conversation, all classrooms from Year 1 upwards will contain a class nurture box. These questions will be addressed in the same manner as verbal questions, as outlined above, at an appropriate time.

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils which is in line with our Safeguarding policy (ref. linked policies).

A2.4 Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g. Childline, NSPCC)
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

A2.5 The use of correct vocabulary and terminology

We will be teaching the correct scientific names for male and female genitalia (*appendix 2*). This is recognised as good practice and supports the safeguarding of pupils. This will ensure that any concerns that are raised by children are communicated with the use of scientific words rather than a variety of sexualised language which may be different from family to family. This is in line with a DfE recommendation in the relationships framework which states that children should be able *‘to report concerns or abuse, and the vocabulary and confidence needed to do so.’* Our choice to do this is also supported by the National Curriculum for Science in Key Stage 1 and 2 where we have a duty to provide teaching on the main external parts of the body and changes to the human body as it grows from birth to old age.

A2.6 References to LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning) within our Relationships curriculum

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching. In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people’s rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

We endeavour to work in partnership with our parents and will ensure we communicate with parents prior to the teaching of sensitive relationships content.

A2.7 Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

A2.8 Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

A3. WORKING IN PARTNERSHIP WITH PARENTS/CARERS AND THE RIGHT TO WITHDRAW

We fundamentally support the view of the DfE (2019) that *'the role of parents/carers in the development of their children's understanding about relationships is vital.'* Parents/carers play a significant role and have a huge influence on their child's ability to

form healthy relationships and so we aim to work closely with our parents/carers when planning and delivering Relationships Education.

The Relationships Education framework (2019), made under sections 34 and 35 of the Children and Social Work Act (2017), outlines Relationships Education to be **compulsory** for all pupils receiving primary education. As outlined clearly by this statutory guidance, parents/carers **do not** have the right to withdraw from any relationships teaching due to its legal status. This curriculum and policy have been carefully created to ensure that the needs of pupils, parents/carers and the community we serve are met. As of September 2020, this policy has been produced with a three-month parent consultation period which includes taking feedback from interested members of all stakeholders of our school.

We endeavour to communicate with our parents/carers prior to the teaching of any sensitive areas of Relationships and Sex Education content to ensure that follow up or initial conversations prior to teaching can be held in the home environment. Should parents/carers require further detail from the long-term plan (*appendix 3*), a mutually convenient appointment may be made to discuss this with the class teacher and/or PSHE lead. The school will work in partnership with parents/carers to address any questions or alleviate any queries or concerns on any relationships content.

A4. ACCESSIBLE EDUCATION FOR ALL INCLUDING THOSE WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)

‘An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults’ (DfE, 2019).

To meet the needs of all children, we provide an inclusive curriculum that promotes understanding and mutual respect for all. The Jigsaw scheme of work is written as a universal and core curriculum for all children. We reflect diversity within our curriculum to ensure that no pupil feels excluded and we teach pupils to respect difference, promote equality and challenge stigma.

Our PSHE provision is underpinned by the Equalities Act (2010) and SEND Code of Practice (2015) which requires schools to prevent discrimination, provide equality of opportunity, foster good relationships between different groups and ensure that the protected characteristics in the Equalities Act are considered in the teaching of Relationships Education.

Our school SEND policy (*see linked policies*) is closely followed to ensure the high-quality teaching on Relationships Education is appropriately differentiated and personalised. This includes a suitable level of challenge for our more able pupils. School staff are aware of the vulnerability certain pupils may have to exploitation, bullying and other issues which may be covered in Relationships Education and appropriate safeguarding protocols will be closely followed (*see linked policies*). Where appropriate, content will be tailored to ensure the coverage and teaching meets the specific needs of pupils at different developmental stages.

A5: IMPACT

Subject Monitoring and Evaluation

All PSHE content is monitored regularly to assess its impact by the PSHE subject leader, Senior Leadership Team (SLT) and Local Governing Body (LGB). All levels of monitoring and evaluation are in line with our Teaching and Learning policy (see linked policies).

All forms of monitoring will be evaluated upon by the subject lead and shared with SLT members. Next steps and further actions will be documented and communicated to staff alongside frequent staff meetings to provide additional career professional development (CPD). This is to ensure that our children are experiencing a high-quality Relationships Education curriculum where best practice is shared and built upon alongside addressing any areas of development.

With the high expectations and high-quality curriculum we set to provide our pupils will be enabled to:

- Enjoy healthy and positive relationships with themselves and others.
- Understand the impact of their behaviour on others and vice versa.
- Value and understand the importance of maintaining good relationships.
- Make positive choices about how they cultivate and nurture friendships and relationships.
- Be aware of and respect different types of relationships in accordance with the Equalities Act 2010.
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong.
- Recognise unhealthy relationships and have strategies to challenge negative behaviours as well as support networks both inside and outside of school.
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help (including the use of services such as ChildLine or NSPCC).
- Understand where to locate additional information on the Burford School website.

B SEX EDUCATION

B1: DEFINITIONS, AIMS AND INTENT

Whilst primary schools are not mandated to provide Sex Education, we offer this as part of our PSHE curriculum in addition to the statutory elements of Sex Education contained in the Science curriculum. We are required to have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996. Each school must consider what Sex Education content is appropriate for their children and community and plan accordingly.

At Burford School, we teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important

for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

B1.1 Science Curriculum (contributes to Sex Education within RSE)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Aims and Intentions

Our aims for our Sex Education curriculum is for children:

- To have a factual understanding of the male and female sex cells and reproductive organs.
- To know that conception should come from loving, consensual adult relationships.
- To know what pregnancy is, where it occurs and how long it takes.
- To distinguish similarities and differences between friendships and intimate relationships.

- To understand that the choice to have a baby should come from a stable relationship.
- To identify skills and qualities needed to be a parent or carer.
- To know the age of consent is sixteen for sexual intercourse but also understand that there is no obligation for sexual relationships at this age.
- To be shown safe and age-appropriate sources of information to support the teaching of Sex Education.
- To feel comfortable and open in asking questions in relation to Sex Education content and feel their question has been taken seriously and appropriately dealt with.
- To work in partnership with parents/carers to provide clear information about what is being taught and how this complements our statutory Relationships and Health Education.

B2: IMPLEMENTATION

B2.1: Subject Content and Jigsaw Scheme of Work

For details on subject content and the use of Jigsaw scheme of work, please see section A2.1 within this policy. As clearly referenced within our long term plan, lessons deemed as covering Sex Education content outside of statutory Science are marked with an asterix.

B2.2: How Sex Education is taught and who teaches it

Discrete Sex Education is taught within our PSHE lessons using the Jigsaw scheme of work. In line with the six themes that Jigsaw sets out, all Sex Education content will be taught in the second half of the summer term in our 'Changing Me' unit. Sex Education will be delivered and taught by a qualified teacher with an additional adult in the room. It is at the discretion of the class teacher as to whether classes are split by gender in KS2 and the children will be asked their preference on this prior to the unit starting.

B2.3: Managing sensitive or difficult questions and confidentiality

Please see A2.3 within this policy for details on managing sensitive or difficult questions.

As stated by DfE, primary age pupils will often ask questions which go beyond what is set out within statutory Relationships and the non-statutory Sex Education curriculum we endeavour to teach. Children can readily access information via the internet and where questions go unanswered they may turn to this inappropriate source of information which can provide false answers. The content of a question will determine whether it is best addressed within a whole class situation, in a small group or on a one-to-one basis. A question box will be available within each classroom for those children who may not wish to ask a question verbally. Should a child ask a question which is not within the aims and intentions set out within this policy, we aim to communicate this to parents/carers to address in the home environment as they feel is appropriate.

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Should a pupil make a disclosure to a member of staff, the staff member concerned will act in line with our Safeguarding policy (*ref. linked policies*).

B3: WORKING IN PARTNERSHIP WITH PARENTS/CARERS AND THE RIGHT TO WITHDRAW

Our aim is to work closely with our parents/carers and stakeholders on all elements of Sex Education teaching. Prior to the teaching of Sex Education lessons, parents/carers will be informed on the learning intentions and basic content of the lesson. This will ensure that conversations before and after the teaching may take place at home to support the teaching in school.

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

The National Curriculum for Science states in Year 5, children should ‘describe the life process of reproduction in animals’. Aside of this content which is statutory, parents/carers may withdraw their child from designated Sex Education lessons. The DfE notes that in withdrawing your child, the social and emotional implications of excluding them from these lessons should be considered as well as the likelihood of the child hearing their peers’ version of what has been said rather than the factual, direct teaching from the teacher. Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with the Headteacher. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by:

- Sending curriculum information letters at the start of each unit for ‘Healthy Me’, ‘Relationships’ and ‘Changing Me’, listing key vocabulary and lesson objectives.
- Making all materials available for viewing on request

A withdrawal request form is available from the school office.

B4: ACCESSIBLE EDUCATION FOR ALL INCLUDING THOSE WITH SEND

For details on ensuring that all learners access appropriate Sex Education content, please see section A4 of this policy.

B5. IMPACT

Subject Monitoring and Evaluation

For details on how Sex Education is monitored and evaluated within our school please see section A5 within this policy and refer to our Teaching and Learning policy which is available in the linked policies section.

By providing quality Sex Education content our children will:

- Show confidence in their ability to articulate their knowledge of the conception of a baby and know that this comes from a loving, stable and consensual relationship.
- Recognise that sex and sexual relationships are a natural part of adult life.
- Be aware of how and who to direct further questions to rather than seeking inappropriate sources of information such as the internet.
- Be equipped with the factual content they have received in primary school which will ensure they are suitably prepared for statutory Sex Education at secondary school.
- Have the appropriate knowledge to keep themselves safe and be aware of who/where to report any concerns they may have.

C POLICY DEVELOPMENT, REVIEW AND APPROVAL

C.1 Creating this policy

This policy has been created by the PSHE subject lead with feedback from SLT, staff, parents/carers and LGB. Suitable amendments to this policy have been made as part of a staff, parent and governor consultation process beginning in Autumn 2020. Any amendments to this policy after January 2021, will be communicated to the relevant stakeholders.

C.2 Review and Update

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

C.3 Roles and Responsibilities

The Local Governing Body

The LGB will hold the Headteacher to account for the implementation of this policy. They will approve and annually review the school's RSHE Policy and ensure RSE Policy – May 2026

compliance with statutory guidance and the Trust expectations. The Local Governing Board will monitor RSHE provision and support the Headteacher in managing sensitive issues as well as parental engagement.

The Headteacher

The Headteacher is responsible for ensuring the intent, implementation, and impact of this policy. This includes:

- Embedding a whole school approach to RSE in the school curriculum.
- Providing high quality training for teachers ensuring effective teaching.
- Keeping resources updated.
- Staying up to date with current themes.
- Ensuring dedicated curriculum time for RSE.

The headteacher will ensure that staff who have concerns about the teaching of RSE will have an opportunity to discuss these.

Staff

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

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-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

C.4 Equality and Cohesion

We aim to reflect the diversity of our local community and society and ensure that the education we offer reduces the chances of social divisions by recognising, celebrating and valuing different backgrounds, lifestyles and identities.

APPENDICES

Appendix 1: Links

The DfE's 2025 RSHE statutory guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

DFE Guide for Parents

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Jigsaw PSHE

<https://jigsawpshe.online/>

RSHE guidance for what parents need to know

<https://educationhub.blog.gov.uk/2025/07/new-rshe-guidance-what-parents-need-to-know/>

Relevant linked policies

Behaviour

Child Protection

SEND

Teaching and Learning

Equality Information and Objectives

These can be found at: <https://www.burfordschool.co.uk/policies/>



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Appendix 2: 'Changing Me' Vocabulary progression across the years

Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Y1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Y3	Year 5 Consolidate KS1, Y3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle vocabulary	angry argue calm family feelings friends jobs lonely relationships upset	adult adulthood anus anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried	adult anus anxious baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina vulva young	animals babies birth breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries	acceptance anxious belonging care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values vagina vulva womb	affirmation anxious aspects authentic body image change characteristics cope conception contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope hormones influences larynx making love manage media media influencer menstrual cycle menstrual pads menstrual towels menstruation mental health/wellbeing milestone opportunities oestrogen ovary ovaries perception perceptions periods pregnancy puberty relationships reliable sources responsibilities scrotum self self-esteem self-image sexual intercourse semen sperm teenager testicles testes testosterone vagina vulva wet dream womb/uterus	adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions fetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real self relationship relationships responsibilities secondary self-esteem self-image sexting transition umbilical cord values worries

Appendix 3 PSHE Jigsaw Yearly Overview

Burford School PSHE Jigsaw Yearly Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition