



FLOREAT WANDSWORTH PRIMARY SCHOOL

# PERSONAL, SOCIAL, SEX, HEALTH & RELATIONSHIPS EDUCATION POLICY (PSSHRE)

<b>POLICY ORIGINATOR</b>	Floreat Wandsworth SLT	<b>MONITORING &amp; EVALUATION BY</b>	SSB
<b>COMMITTEE RESPONSIBLE</b>	SSB	<b>DATE APPROVED</b>	19.4.21 SSB Reviewed
<b>REVIEW CYCLE</b>	Annual	<b>REVIEW PERIOD</b>	October 2026

<b>FILE REFERENCE</b>	PERSONAL, SOCIAL, SEX, & HEALTH RELATIONSHIPS EDUCATION POLICY (PSSHRE)
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This policy has been developed alongside the Relationships Education, Relationships and Sex Education (RSE) and Health Education document (DfE, 2019)

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## A. INTRODUCTION & SUMMARY OF OUR APPROACH

At Floreat Wandsworth Primary School, we believe that Personal, Social, Sex, Health & Relationships Education (PSSHRE) helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens.

The work we do in PSSHRE links directly to our approach to Character Education. PSSHRE also flows through all other curriculum areas and must be seen as a vital part of our curriculum offer to pupils. PSSHRE is taught in an age-appropriate way throughout each academic year. Our curriculum choices are supported by Jigsaw which is a programme of study designed to support a whole-school approach. Jigsaw PSSHRE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16.

## B. DEFINITION

PSSHRE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

PSSHRE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line.

It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. PSSHRE is not about the promotion of sexual activity.

## C. STATUTORY REQUIREMENTS

- Relationships Education is statutory.
- Health Education is statutory.
- Personal & Social Education is statutory.
- Human Reproduction (as part of the Science Curriculum) is statutory.
- Sex Education is non statutory.
- At Floreat Wandsworth, we have committed to teach age-appropriate **Sex Education to pupils in Years 4, 5 & 6**. Our approach will be taught in partnership with the Science National Curriculum (this is compulsory for all pupils).
- All schools must have an up-to-date policy, which is made available to parents. The table below is taken from the document 'Relationships Education, Relationships and Sex Education and Health Education (DfE, 2019)'

<b>Policies for mandatory subjects</b>		<b>Policy for non-mandatory subjects</b>
<b>For primary education<sup>9</sup></b>	<b>For secondary education</b>	<b>For primary schools that may choose to teach sex education</b>
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents <i>do not</i> have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

**Our PSSHRE policy is informed by existing DfE guidance:**

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

## D. OUR AIMS

The aims of teaching pupils PSSHRE in this school is to:

- i. Promote the spiritual, moral, cultural, mental and physical development of all pupils.
- ii. Prepare pupils for the opportunities, responsibilities and experiences of later life.
- iii. Support the pupils to be knowledgeable about the context and community in which they live in.
- iv. Encourage pupils to value themselves and others.
- v. Allow pupils to acknowledge and appreciate difference and diversity.
- vi. Teach pupils how to make informed choices.
- vii. Prepare pupils to be positive and active members of a democratic society.
- viii. Teach pupils to understand what constitutes a safe and healthy lifestyle.
- ix. Provide a framework in which sensitive discussions can take place.
- x. Promote safety in forming and maintaining relationships.
- xi. Provide pupils with a toolkit for understanding and managing their emotions.
- xii. Provide pupils with the opportunities to consider issues which may affect their own lives.
- xiii. Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- xiv. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- xv. Help pupils develop feelings of self-respect, confidence and empathy.
- xvi. Create a positive culture around issues of sexuality and relationships.
- xvii. Teach pupils the correct vocabulary to describe themselves and their bodies.
- xviii. Address misconceptions that children may have surrounding PSSHRE.

## E. POLICY DEVELOPMENT

This current draft policy has been developed by the Floreat Wandsworth Senior Leadership Team in consultation with staff and our School Strategy Board (the SSB).

The School is also listening to the views of parents and carers, and following consultation, will make a reasonable decision as to how it wishes to proceed. What is taught, and how, is ultimately a decision for the school and consultation does not provide a parental veto on curriculum content. Where changes are deemed appropriate, this policy will be reissued with those changes. The consultation and policy development process involved the following steps:

1. **Review** - the leadership team, pulled together all relevant information including relevant national and local guidance.
2. **Staff consultation** - school staff were given the opportunity to look at the policy and make recommendations.
3. **Ratification** -the draft policy was shared with and reviewed by governors and approved by the full SSB (our Governing Body).
4. **Parent consultation** - based on outcomes from the consultation, changes will be made where appropriate and the policy ratified again by Governors.

## F. THE 4 STRANDS OF PSSHRE

PSSHRE is split into the four strands	When is it taught?	Is this strand statutory?	Can I withdraw my child?	What will be taught?
<b>Personal &amp; Social Education</b>	All pupils throughout the academic year.	Statutory	No - these lessons are compulsory.	See the table on the next page.
<b>Relationships Education</b>	All pupils throughout the academic year.	Statutory	No - these lessons are compulsory.	See the table on the next page.
<b>Sex Education</b>	Years 4, 5 & 6	Non statutory	Yes See Part J	See Part H.
<b>Health Education</b>	All pupils throughout the academic year.	Statutory	No - these lessons are compulsory.	See the table on the next page.

## G. THE WHOLE-SCHOOL APPROACH

The table below gives the learning theme of each of the six Puzzles (units) from Jigsaw and these are taught across the school; the learning deepens and broadens every year.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5 (F1-F2)</b>	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 Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	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
<b>Ages 5-6</b>	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
<b>Ages 6-7</b>	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 Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	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
<b>Ages 7-8</b>	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 New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes 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
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> </ul>

## H. DELIVERY OF SEX EDUCATION

Before studying Sex Education, pupils will have been exposed to the compulsory Science Curriculum which will expose the children to the following concepts.

Year Groups	What is covered in the lessons?
Nursery & Reception	Children will make observations of animals and plants and explain why some things occur, and talk about changes.
Years 1 & 2	Children learn to identify, name, draw and label the basic parts of the human body. They find out about life cycles of some animals and notice that animals, including humans, have offspring which grow into adults.
Years 3, 4 & 5	<p>Children build on their knowledge of life cycles and learn to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Children are taught to describe the life process of reproduction in some plants and animals. They will find out about different types of reproduction including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Children learn to describe the changes as humans develop to old age and they are taught to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>

## H. DELIVERY OF SEX EDUCATION (continued)

### Please note that Sex Education is only taught in Years 4, 5 and 6.

At Floreat Wandsworth, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the Changing Me Unit. We conclude that Sex Education refers to Human Reproduction, and therefore parents will be able to request that their child be withdrawn from select parts of the PSHE lessons that explicitly teach this.

Parents will be notified before the Changing Me Unit is delivered in the Summer Term, explaining the objectives to be taught and presenting parents with the opportunity to withdraw their child from elements of the PSHE lessons as mentioned above.

Parents have the right to withdraw their child from the sessions below. Please see Section J.

<b>Year 4</b>	Parental right to withdraw from select parts of: <b>Year 4, Lesson 2 (Having a baby)</b>  <b>Content</b> Children will learn that the merging of male and female gametes is the result of sexual intercourse. Children will <u>not</u> learn what the act of sexual intercourse is.
<b>Year 5</b>	Parental right to withdraw from: <b>Year 5, Lesson 4 (Conception)</b>  <b>Content</b> Children will learn what occurs during sexual intercourse.
<b>Year 6</b>	Parental right to withdraw from: <b>Year 6, Lesson 3 (Conception, birth)</b>  <b>Content</b> Children will learn about the development of a baby from conception to birth, including how a baby is born.

Children may bring up subjects that are not contained in the list above. We will then contact parents on a case by case basis to discuss the next steps.

Before teaching Sex Education, clear ground rules will be established to ensure there is a safe teaching and learning environment. The ground rules will be revisited throughout the lesson and reinforced as required.

## CLASSROOM GROUND RULES

1. We join in and ask questions if we want to.
2. We have the right to pass if we want to.
3. We make sure that everybody feels listened to.
4. We can discuss examples but we do not use names or descriptions that identify anyone, including ourselves.
5. We are mindful that others may have different feelings to us and accept that that is okay.
6. We use the correct vocabulary. If we are unsure we ask the teacher.
7. We keep the conversation in the room but we can always talk to an adult if we have any questions.
8. We know we can ask for further help or advice.

## **I. ROLES AND RESPONSIBILITIES**

### **The Governing Body (The School Standards Board)**

The Governing Body will approve the PSSHRE policy, and hold the headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that PSSHRE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of PSSHRE.

### **Teachers**

**PSSHRE will be delivered by a teacher.**

Teachers are responsible for:

- Delivering PSSHRE in a sensitive way
- Modelling positive attitudes to PSSHRE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of PSSHRE. Staff do not have the right to opt out of teaching PSSHRE.

Staff who have concerns about teaching PSSHRE are encouraged to discuss this with the headteacher.

The Character Faculty Leader is responsible for co-ordinating PSSHRE and curriculum content.

All class teachers are responsible for the implementation of the PSSHRE programme.

A range of teaching and learning methods will be used, with an emphasis placed on the children taking an active part in discussions, role play etc.

A range of resources is available in year groups and from the Character Faculty Leader.

### **Pupils**

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

## J. PARENTS' RIGHT TO WITHDRAW

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Make our PSSHRE policy available online, via the school's website;
- Answer any questions that parents may have about the PSSHRE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for PSSHRE in the school;
- Inform parents about the best practice known with regard to PSSHRE, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

We have committed to a retain parents' right to withdraw their child from Sex Education within PSSHRE. Please note that Human Reproduction is compulsory as part of the Science Curriculum.

**Parents do not have the right to withdraw their children from the **Personal, Social, Relationships and Health parts of PSSHRE.****

**Parents do have the right to withdraw their children from the **non-statutory components of Sex Education within PSSHRE.****

**Requests for withdrawal should be put in writing and addressed to the headteacher.**

Prior to granting a request to withdraw, parents are encouraged to speak to a member of the Leadership Team to discuss the request and to clarify the nature and purpose of the curriculum. Where appropriate, the child will be invited into the discussion to have their views heard.

Floreat Wandsworth will keep a record of requests and discussions.

Alternative work will be given to pupils who are withdrawn from sex education.

## K. PUPILS WITH SEND

As far as is appropriate, pupils with special educational needs should follow the same PSSHRE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSSHRE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

## L. LINKS WITH OTHER POLICIES & CURRICULUM DOCUMENTS

Anti-bullying Policy

Behaviour Policy

Equality & Diversity Policy

E-Safety Policy

Safeguarding Policy

SEND Policy

SMSC Policy

Through the Computing curriculum, children in Year 6 will learn about appropriate use of social media, cyber-bullying with specific reference to secondary school and what to do if they are asked to send inappropriate content via a social media platform.

This module supports the children in preparation for their secondary school transition and for the advance demands of social media.

## M. TRAINING

Staff are trained on the delivery of PSSHRE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching PSSHRE.

## N. ASSESSMENT ARRANGEMENTS

Teachers will conduct a baseline assessment at the start of each PSSHRE unit. This will help them to gain an understanding of what pupils know as well as any misconceptions they have.

In order to make this assessment, teachers will use a range of strategies including questioning, discussion, mind maps as well as true or false activities.

At the end of the lesson or series of lessons, pupils will have opportunities to demonstrate the progress they have made from their starting point assessed in the baseline activity. This will be used to monitor pupil progress.

## **O. MONITORING ARRANGEMENTS**

The delivery of PSSHRE is monitored by the leadership team through: Lesson observations, learning walks, feedback from staff and children.

Strategic monitoring will be led by the Education Partner and the SSB.

Pupils' development in PSSHRE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed every two years.