

Thames View Junior School

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

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Introduction

At Thames View Junior School we see Personal, Social, Health and Economic Education underpins all we do:

- PSHE is important and necessary part of all pupil's education.
- The promotion of pupils' personal development (which includes their social development) is a fundamental aspect of education and underpins all other learning.
- Through our curriculum, our school environment and our school ethos, we promote pupil's self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, at school, at work and in the community.

1. Aims

With our children living in an ever changing online and offline world, facing increasing opportunities and more complex challenges, it has never been more important for us to equip our pupils with a strong foundation of the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE aims to support our children to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives.
- understand the importance of self-respect and self-worth, knowing the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- nurture mutual respect, treating others equally through an appreciation for diversity and respect of others.
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships, including being able to identify risks and harms, within friendships both in person and online and relationships within the family.
- understand the importance of taking responsibility for one's own health and wellbeing, knowing links and differences between mental and physical health, and using self-care strategies for both
- understand about consent in all relationships, including resisting pressure and/or not applying pressure through respect for others' boundaries
- use critical thinking skills to understand and analyse information and keep themselves safer in digital and physical spaces
- develop confidence in decision making, understanding consequences, acting on informed choices
- address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support

- develop financial capabilities and money management skills, including managing financial harms and risks, to achieve economic wellbeing
- understand about becoming responsible citizens who have rights and responsibilities that help them make a positive contribution to society, including in their careers and other future opportunities.
- enjoy successes in their own progress, identifying and achieving academic and personal goals that enable them to thrive in all areas of their lives.

2. Intent

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and pupils about our PSHE programme including:

- our overall intention and aims for delivering PSHE, including Relationships, Sex and Health Education
- our definitions for Relationships Education, Sex Education and Health Education
- guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that guide safe and effective delivery
- information for parents/carers about our full PSHE programme, including specific information on Sex Education, our annual parental engagement procedures and parents' right to withdraw their child from sex education
- our commitment to supporting a skilled delivery team through CPD opportunities
- how we monitor, evaluate and assess PSHE including arrangements for policy review

PSHE at Thames View Junior School follows the Jigsaw scheme of work. The aim of this scheme is to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. The meaning of mindfulness in this context is two-fold:

- Teaching information and skills to empower children to learn now and improve their life chances later
- Aiming to help children to develop personal awareness

This enables them to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives. It helps them to remain focused on the present moment and thrive in it.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school. All subject areas may contribute to PSHE, although certain subjects may have a more significant role to play (PE, Science, RE, PSHE). Pupils' achievements are praised and children received rewards in a special reward assembly every Friday.

Teaching strategies are varied and are mindful of the preferred learning styles of the children. Jigsaw provides a spiral curriculum that is designed as a whole school approach whereby children develop new knowledge and skills that build on what has been previously taught, with all year groups working on the same theme (puzzle) at the same time.

During timetabled PSHE lessons, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, group work and problem solving. All teachers will provide a safe learning environment throughout lessons. Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning in real life situations.

3. Policy Development

This policy has been developed by school governors, senior leadership team and PSHE Subject Lead, in line with the latest DfE statutory and non-statutory guidance. It has been informed by feedback gathered from school and community stakeholders, including pupils, parents/carers and wider partners (*see sections 7.5 and 8.3*).

The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Statutory Requirements - Legislation and Guidance

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy” (Secretary of the State Forward, DfE Guidance 2019, p.4).

As an academy, our school must provide Relationships Education and Health Education to all pupils. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

From September 2026 it will be mandatory for all schools to follow the updated [DfE Statutory Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance](#) (DfE, July 2025), made under sections 34 and 35 of the Children and Social Work Act 2017. Schools can adopt this early from Sept 2025.

This guidance makes Relationships Education compulsory for all primary pupils, and Health Education compulsory for all primary pupils other than for those in Independent schools where PSHE is already statutory.

At Thames View Junior School we teach RSE as set out in this policy. Our PSHE policy complies with these requirements and recommendations to deliver statutory Relationships and Health Education, as outlined and delivered through our PSHE curriculum.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils. We are fully complying with the DfE recommendation to deliver Sex Education beyond statutory Relationships, Science and Health Education requirements. See section 8 for further information specific to Sex Education.

5. Links to Other Policies

PSHE sits within our whole school approach to supporting pupils' overall personal development, including their relationships, behaviour and overall safety, health and wellbeing. Within this context, it is important to read this PSHE policy with the following related school policies:

- Anti-Bullying Policy
- Asthma/Allergies Policy
- Behaviour Policy
- British Values Statement
- Drugs – Alcohol & Tobacco Policy
- Emotional Health and Wellbeing Policy
- Equality Plan Policy
- First Aid Policy
- Healthy Packed Lunch & Snacks Policy
- Physical Activity & Education Policy
- Safeguarding & Child Protection Policy
- SMSC Policy
- Special Educational Needs & Inclusion Policy

6. Definitions for Relationships Education and Health Education

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships Education:

“Relationships Education enables the physical, cultural, social and emotional development of pupils. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, to have an understanding of the legal aspects of human relationships and to develop an understanding of tolerance and diversity, now and in the future”.

Health Education:

“Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to understand about health related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future”

7. Implementation

7.1 Organisation of PSHE

All teaching staff deliver weekly 40 mins PSHE lessons to all year groups across the school, alongside planned enrichment opportunities/termly drop-down days including E-Safety Week, Anti-Bullying Week, UNICEF Day, LGBT & Children’s Mental Health Week, Safer Internet Day, Earth Day, Mental Health Awareness Week, Olympic Day and Careers Week.

Where appropriate, external professionals and health specialists support the delivery of sessions, including the school nurse, local and/or national organisations.

We deliver the vast majority of PSHE through whole class lessons, within which we may run smaller, targeted groups or occasional 1:1 sessions, in response to identified needs of specific pupils. We may occasionally deliver in same sex groupings, for example when exploring specific or sensitive issues such as puberty or gender stereotypes, although this is followed up with whole class learning, to ensure that pupils also have the opportunity to engage with everybody’s ideas, experiences and understanding.

As a subject that reflects the ethos and values of the school, PSHE is committed to giving all children every opportunity to contribute and participate, regardless of their age, gender, ethnicity or ability. The provision for the construction of an inclusive, tolerant, respectful society is made explicitly through

the Jigsaw scheme of work and children will constantly be provided with positive images of race, gender and disability.

Jigsaw covers all areas of PSHE from the primary phase. We organise all statutory content, and elements of the non-statutory guidance as the table below shows:

Term	Puzzle name	Content
Autumn 1	Being Me in My World	Includes understanding my place in class, school and global community
Autumn 2	Celebrating Difference	Includes anti-bullying and diversity work
Spring 1	Dreams and Goals	Includes goal setting, aspirations, working together to design and organise events
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy life choices
Summer 1	Relationships	Includes understanding friendship, family and other relationship, conflict resolution and communication skills
Summer 2	Changing Me	Includes sex and relationship education in the context of looking at change

See our website for our Whole School PSHE Education Curriculum Overview:

Thames View Junior School Whole School PSHE Overview				
	Year 3	Year 4	Year 5	Year 6
Autumn 1 Being Me in My World	- Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Responsible choices - Seeing things from others' perspective - My Body, My Space	- Being part of a class team - Being a school citizen - Rights, responsibilities and democracy - Rewards and consequences - Group decision making - Having a voice - What motivates behaviour - Permission and Respect	- Planning for the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating - What is consent?	- Identifying goals for the year - Children's universal rights / citizenship - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling - Consent, Pressure and Choice
Autumn 2 Celebrating Difference	- Families and their differences - Family conflict and how to manage it - Bullying - Witnessing bullying and how to solve it - Recognising how words can be hurtful - Giving and receiving compliments - What is Fair and Unfair?	- Challenging assumptions - Judging by appearance - Accepting self and others - Understanding bullying - Problem solving - Identifying how special and unique everyone is - First Impressions - Understanding Protected Characteristics	- Cultural differences and how they can cause conflict - Racism - Types of bullying - Personal wealth and happiness - Enjoying and respecting other cultures - Challenging Discrimination	- Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion / exclusion - Differences as conflict - Difference as celebration - Empathy - Respecting Different Relationships
Spring 1 Dreams and Goals	- Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing big feelings - Simple budgeting	- Hopes and dreams - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes - When to ask for help	- Future dreams - The importance of money - Jobs and careers - Dream jobs and how to get there - Goals in different culture - Supporting others - Motivation - Mental Health vs Everyday Feelings	- Personal learning goals, in and out of school - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments - Getting help and support
Spring 2 Healthy Me	- Exercise/fitness - Food labelling - Attitude towards drugs - Keeping safe - Respect for myself - Safe and Unsafe Secrets	- Healthy friendships - Smoking/vaping/alcohol - Assertiveness/peer pressure - My Body Belongs to Me	- Smoking/vaping/alcohol/anti-social behaviour - Emergency aid - Body image - Relationships with food / Healthy choices - Motivation and behaviour - Understanding Risk (Online & Offline) - Self-recognition/worth/esteem - Safe online communities - Rights and responsibilities - Gaming and gambling - Online safety rules - Dangers of online grooming - Online Safety - Healthy vs Unhealthy Relationships	- Taking responsibility - How substance affects the body - Exploitation including gang culture - Emotional and mental health - Managing stress - Exploitation and grooming
Summer 1 Relationships	- Family roles and responsibilities - Friendship and negotiation - Keeping safe online - Good vs Not-So-Good Friendships	- Jealousy - Love and loss - Memories of loved ones - Friendships - Girlfriends and boyfriends - Appreciation to living things - Solving Friendship Problems Safely	- Safe online communities - Rights and responsibilities - Gaming and gambling - Online safety rules - Dangers of online grooming - Online Safety - Healthy vs Unhealthy Relationships	- Mental health worries and support - Love and loss - Managing feelings - Technology safety - Online Safety - Power, Control and Respect
Summer 2 Changing Me	- How babies grow - Understanding a baby's needs - Body changes - Stereotypes - Transition - Changes and Feelings	- Being unique - Having a baby - Girls and puberty - Confidence in change - Environmental change - Hygiene and Self-Care	- Self and body image - Influence of online media - Puberty for girls/boys - Conception - Coping with change and transition - Relationships and Readiness	- Self-image/body image - Puberty and feelings - Conception to birth - Physical attraction - Respect and consent - Boyfriends and girlfriends - Sexing - Transition - Respectful Intimate Relationships

7.2 Delivery of Statutory content

At Thames View Junior School, we believe children should understand the facts about human reproduction before they leave primary schools. We define Sex Education as understanding the changes in the human body through puberty and human reproduction

Schools are to determine the content of sex education at primary school. Our curriculum is set out as per the overview, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online. Appendix 2: Statutory Content for Relationships Education and Health Education

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and People who Care for Me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health and Wellbeing Education (KS1&2: age 5-11 years)

- General Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention

- Personal Safety
- Basic First Aid
- Developing Bodies (*including puberty and naming correct body parts*)

Science Curriculum (statutory content related to Relationships and Sex Education)

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/carers
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

7.3 Non-Statutory Content: (KS1&2: age 5-11 years)

- Economic Wellbeing – *beyond compulsory content included in the statutory relationships and health education including financial wellbeing online, identifying and managing financial safety, harms, scams, risks etc.*
- Careers

Non-statutory Sex Education

2 lessons on conception* in Y5/Y6

** this is the only content that parents/carers can withdraw from – see section 8*

7.4 Cross Curricular Links

Through identified cross curricular links with relevant subjects, including RE, Science, Computing and PE we further complement, reinforce and extend our pupils' PSHE learning through related contexts, being clear not to duplicate or repeat any learning.

7.5 Adaptations to the PSHE Curriculum

The organisation of our PSHE curriculum is flexible where needed, allowing us to respond to the feedback gathered by school and community stakeholders, alongside emerging concerns, relevant local health information, data such as from the local SHEU survey, community issues, and/or news related events.

We regularly engage our pupils, parents/carers and wider stakeholders in the review and development of our PSHE curriculum, as follows:

- Pupil engagement – annual surveys, subject reviews, PSHE/RR discussions
- Parental engagement – annual RSE information and engagement workshops,
- Community partners – external training content, local/national data provided by partner organisations

We have adapted our PSHE curriculum with the following priorities:

- We are now including more content in online behaviours in UKS2, particularly using aggressive and bullying language in group chats
- Following the pupil annual end of year survey pupils have expressed more concerns about feeling safe online: content will now be addressed in all year groups

8. Issues Specific to Sex Education

8.1 Definition for Sex Education

Sex Education is lifelong learning about the physical, social and emotional aspects of human sexuality, including skills, attitudes and information on topics like reproduction (conception and birth), relationships, and identity.

Sex Education aims to equip young people with the knowledge, skills, and values to have safe, fulfilling, and responsible relationships and to take responsibility for their own health and wellbeing.

8.2 DfE Recommendation for Sex Education

Whilst Sex education is not compulsory in primary schools, we are following the DfE recommendation to deliver Sex Education in years 5 and 6, in 2 lessons about conception/how a baby is made and birth. We feel this non-statutory content is important to address many of the questions that children have and are taught in the context of healthy adult relationships, complementing the factual description of human reproduction and conception covered in statutory science, and sitting alongside statutory Relationships and Health Education including content on puberty and changing bodies.

8.3 Engaging with Parents/Carers

On entry to the school, parents/carers are invited to read our PSHE policy, including our approach to Sex Education. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we prioritise open and transparent engagement, keeping all parents/carers fully informed of the content and delivery of our PSHE curriculum, reinforcing this dual responsibility for PSHE learning.

We do our best to find out any religious or cultural views parents/carers may have, which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our Equality, Diversity and Inclusion policy.

We take every opportunity to inform and involve parents/carers, providing transparency of the content and delivery of our relationships, sex and health education, in the following ways:

1. By making our commitment clear in the school handbook/brochure
2. By inviting parents/carers to discuss personal development, including PSHE, when their child enters the school

3. By inviting parents/carers to an annual meeting to discuss Relationships, Sex and Health Education in the school. During this meeting, there are opportunities for parents/carers to review curriculum content and resources, to address any questions or issues they have. It is also made clear about their parental right to withdraw their child from non-statutory lesson(s) and exactly what these lessons are when they are taught (see section 9.4)
4. Beyond the annual meeting, parents/carers can request to see planning and curriculum resources used in the teaching of sex education at any time.

8.4 Parental Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from non-statutory Sex Education, but **not** the right to withdraw their child from any lessons in statutory Science, Relationships Education or and Health Education, (see Section 8 for Statutory and Non-Statutory content).

In accordance with this, it is made clear to parents/carers of Yr 5 and 6 children that they can withdraw their child from the non-statutory 2 lessons on conception and no other lessons. (highlighted in red in Appendix 1: Statutory Context for Relationships and Sex Education)

If a parent wishes to withdraw their child from this non-statutory Sex Education we ask that requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

To confirm, statutory Relationships Education does not involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence, in order to keep children safe. Equally, statutory Health Education includes content on puberty, changing adolescent bodies and labelling of all main body parts.

8.5 Supporting Pupils Withdrawn from Sex Education

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

We encourage curiosity in children as it is an important part of their learning and we recognise that pupils who have been withdrawn from these lessons may ask questions outside of the lesson time related to sex education. We feel it is important to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that young people who don't have their questions answered may look to other sources for information, such as other children or the internet, which might provide inaccurate information.

9. Principles for the Safe and Effective Delivery of PSHE

9.1 Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real-life experiences, addressing a wide range of personal, social, emotional and health issues. A safe, supportive, and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils in each learning group across the school. These ground rules are referred to during PSHE lessons. This helps secure an atmosphere within which pupils feel able to discuss ideas, share feelings, raise concerns, and explore sensitive or challenging issues.

9.2 Safeguarding and Confidentiality

Discussions about a wide range of PSHE issues, including sensitive areas, may lead to personal disclosures and increased safeguarding reports, for example pupils may indicate in some way that they are vulnerable or at risk. In these circumstances staff are aware that they must refer to the school's Safeguarding/Child Protection policy and procedures, in line with the current DfE guidance '[Keeping Children Safe in Education](#)' 2025 to ensure that they are clear about what is required in such circumstances. Staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils, and that the pupils themselves know that teachers cannot offer them unconditional confidentiality, whilst always being reassured that their best interests will be maintained. The pupils will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents/carers and other trusted adults and are provided with support to do so.

9.3 A Skilled PSHE Delivery Team

To maintain the high quality, effective delivery of our programme, we provide a range of Continuing Professional Development CPD opportunities for our staff to develop the high level of knowledge, skills and confidence needed to teach PSHE effectively, particularly the more complex, sensitive and challenging areas. This is achieved through a range of CPD activities, including on-site staff training, online courses and networking events, 1:1 mentoring and support. We ensure to draw on the expertise and specialism of relevant local and national organisations where possible to support our training and development programmes.

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The Assistant headteacher and deputy headteacher will invite parents into the school, to share with them:

- Relationships and sex education curriculum objectives
- Theme and topic details that are taught in the lessons

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 RSE, where applicable.

9.4 Participatory and Interactive Learning Approaches

Active, interactive and participative learning approaches are particularly effective for engaging pupils with the wide range of personal, social, emotional and health related issues in PSHE, particularly when addressing the more sensitive and complex content. Our skilled staff, along with our external partners, use a wide range of teaching and learning activities, within the boundaries of the agreed ground rules, to effectively engage pupils including, for example through structured or open discussion, games, role-play, group debates, use of technology for mock interviews, blogs or vlogs, online games, alongside pupil presentations, the use of literature and visits by theatre groups.

9.5 Resources

Resources used in PSHE are regularly reviewed to ensure that they are up to date, relevant, age and stage appropriate, inclusive, unbiased, and accessible for all students. We take into account how the language, cultural attitudes and images within our resources are inclusive and unbiased, avoiding any form of discrimination, misinformation, or promotion of harmful content in any way.

Each year group is provided with their own Jigsaw overview with teacher guideline which outlines the programme, how to deliver it and what resources are required. Teachers are provided with a Jigsaw character and the chime bar to assist in lessons.

9.6 External Organisations

We work with a range of various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging our young people. Our partnership approach ensures that the activities and resources used by external organisations are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributions complement the teaching delivered by our own staff, to enhance and enrich the overall experience of our pupils.

All external contributors are made aware of our confidentiality and safeguarding policies to ensure any safeguarding issues that arise are dealt with in line with school policy and procedure.

9.7 Responding to all Pupils' Questions

We will ensure to respond to all pupils' questions in the most appropriate manner, with an emphasis on supporting the child. The form in which questions are addressed may be in smaller group activities, or on a one-to-one basis, as appropriate. We recognise that if children's questions go unanswered, particularly in relation to content not covered in our curriculum or from those pupils who have been withdrawn they are likely to turn to other sources of support which may be unreliable, so no question will be disregarded. We will encourage children to talk to their own parents/carers or a trusted adult, or signpost them to organisations, for further information/support.

9.8 Meeting the Needs of SEND Learners

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by adapting content and pace of learning where needed, using varying appropriate resources, adapting small group work, providing 1:1 support, and delivering relevant CPD for all staff.

10. Equality, Diversity and Inclusion

As an inclusive school we value the difference and diversity of our community and the wider world. Within our PSHE programme we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010 and the Equalities Act and Schools Guidance 2010.

Within this duty to foster an understanding of equality and respect, we ensure that all pupils grasp the concept of protected characteristics as directed under British law, in an age-appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex

and sexual orientation. We also promote British values within our whole school aims and values. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

We recognise and value our diverse community at school, valuing all our young people, parents/carers, staff and visitors who may be, for example, from varying backgrounds, faiths, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married or in civil partnerships, children living in care, or young carers, or those living in poverty. In exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, our young people can live respectfully with all members of the community, in preparation for their lives in a globally connected world.

11. Roles and responsibilities

11.1 The governing board

The governing board will approve the PSHE Policy, including the RSE policy and Health Education Policy, and hold the headteacher to account for its implementation.

11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

11.3 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 components of RSE

Staff do not have the right to opt out of teaching PSHE (including RSE). Staff who have concerns about teaching PSHE or RSE are encouraged to discuss this with the headteacher. Staff responsible for the teaching of PSHE and RSE includes:

- Class teachers
- Cover supervisors
- Cover teachers

11.4 Pupils

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

12. Monitoring, Evaluating and Assessing PSHE

The PSHE Lead will be responsible for ensuring the quality and effectiveness of the teaching and learning in PSHE and measuring the progress and outcomes of pupils within PSHE as follows:

- Ensuring the policy and programs are implemented as agreed
- Monitoring and evaluating the teaching of PSHE through lesson drop ins, planning scrutiny, floor book look - pupil work scrutiny, pupil voice, PSHE subject reviews
- The use of annual surveys and consultation processes to gather the views of pupils, staff and parents/carers and inform them about the continuing development of our PSHE program
- Ensuring assessment is built into the PSHE teaching and learning program in all year groups, including baseline assessments, and ongoing formative assessment, to measure pupil progress in line with the school's assessment procedures

Teachers begin the topic with a baseline 'mind map' where teachers will gather evidence of what the children know and what needs to be developed over the half term. This will inform teachers of any additional tailoring that needs to take place.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each year. We have a reward assembly every week which celebrated personal achievements within school, including those of our core values: compassion, respect, perseverance, co-operation, honesty, courage.

13. Impact

PSHE learning at Thames View Junior will benefit and impact positively on children's lives in a variety of ways:

- Children will be responsible and respectful British citizens.
- Children will be empathetic and supportive towards others who are different to them.
- Children will accept others in their society.
- Children will know how to stay safe and who to go to for support.
- Children will be resilient and know how to tackle life's challenges.
- Children will be prepared for future challenges and adult life.
- Children will know how to be physically and mentally healthy, and how to support others to be physically and mentally healthy too.
- Children will have increased self-esteem, self-awareness, self-respect and self-confidence.
- Children will know how to socialise effectively with others.
- Children will have an understanding of their own, and others', needs.
- Children will have their life chances improved.
- Children will know how to participate effectively and respectfully in society.
- Children will be well-rounded, knowledgeable citizens.

14. Disseminating and Reviewing the PSHE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents/carers and partners on request.

The policy will be reviewed every three years by the governors, senior leadership team and PSHE lead, informed by feedback gathered from pupils, parents/carers and partners.

Appendix 1: Statutory Context for Relationships and Sex
Education **Red Lessons – Non-Statutory**

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Summer 1	PSHE - Relationships: Family roles and responsibilities <i>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</i> Friendship <i>I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener Keeping myself safe online</i> <i>I know and can use some strategies for keeping myself safe online Being a global citizen</i> <i>I can explain how some of the actions and work of people around the world help and influence my life</i> <i>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</i> Celebrating my web of relationships <i>I know how to express my appreciation to my friends and family</i>
Year 3	Summer 2	PSHE - Changing me: How babies grow <i>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</i> Babies <i>I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow Outside Body changes</i> <i>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</i> <i>I can identify how boys' and girls' bodies change on the outside during this growing up process</i> Inside body changes <i>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up Family stereo types</i> <i>I can start to recognise stereotypical ideas I might have about parenting and family roles</i>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Summer 1	PSHE - Relationships Jealousy <i>I can recognise situations which can cause jealousy in relationships</i> Love & Loss <i>I can identify someone I love and can express why they are special to me</i> Memories <i>I can tell you about someone I know that I no longer see</i> Getting on and falling out <i>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</i> Girlfriends & boyfriends <i>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</i> Celebrating my relationships with people and animals <i>I know how to show love and appreciation to the people and animals who are special to me</i>
Year 4	Summer 2	PSHE - Changing me: Unique me <i>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</i> Having a baby <i>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</i> Girls and puberty <i>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</i> Circles of change <i>I know how the circle of change works and can apply it to changes I want to make in my life</i> Accepting change <i>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</i>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Summer 1	Cornerstones Topic: Time Traveler Science: Human development over time <i>Describe the changes as humans develop to old age.</i> <i>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</i> Sexual reproduction <i>Describe the life process of reproduction in some plants and animals.</i> <i>Describe the process of human reproduction</i>
Year 5	Summer 1	PSHE - Relationships Recognising me <i>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</i> Safety with online communities <i>I understand that belonging to an online community can have positive and negative consequences</i> Being in an online community <i>I understand there are rights and responsibilities in an online community or social network</i> Online gaming <i>I know there are rights and responsibilities when playing a game online</i> My relationship with technology: screen time <i>I can recognise when I am spending too much time using devices (screen time)</i> Relationships & technology <i>I can explain how to stay safe when using technology to communicate with my friends</i>
Year 5	Summer 2	PSHE - Changing me: Self-Body Image: <i>I am aware of my own self-image and how my body image fits into that</i> Puberty for girls: <i>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</i> Puberty for boys: <i>I can describe how boys' and girls' bodies change during puberty</i> Conception <i>I understand that sexual intercourse can lead to conception and that is how babies are usually made</i> <i>I also understand that sometimes people need IVF to help them have a baby</i>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Summer 1	PSHE - Relationships What is mental health? <i>I know that it is important to take care of my mental health</i> My mental health <i>I know how to take care of my mental health</i> Love & loss <i>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</i> Power & Control <i>I can recognise when people are trying to gain power or control</i> Being online: Real or fake, safe or unsafe? <i>I can judge whether something online is safe and helpful for me</i> Using technology responsibly <i>I can use technology positively and safely to communicate with my friends and family</i>
Year 6	Summer 2	PSHE - Changing me: My self-image <i>I am aware of my own self-image and how my body image fits into that</i> Puberty <i>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</i> Babies: Conception & birth <i>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</i> Boyfriend & Girlfriends <i>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</i> Real self and ideal self <i>I am aware of the importance of a positive self-esteem and what I can do to develop it</i>

Appendix 2: Statutory Content for Relationships Education and for Health Education

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful, kind relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults

Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
General wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).

	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Wellbeing online	- that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues online.
Physical health and fitness	- the characteristics and mental and physical benefits of an active lifestyle. - the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. - the risks associated with an inactive lifestyle (including obesity). - how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	- what constitutes a healthy diet (including understanding calories and other nutritional content). - the principles of planning and preparing a range of healthy meals. - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, Alcohol, Tobacco and Vaping	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health protection and prevention	- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

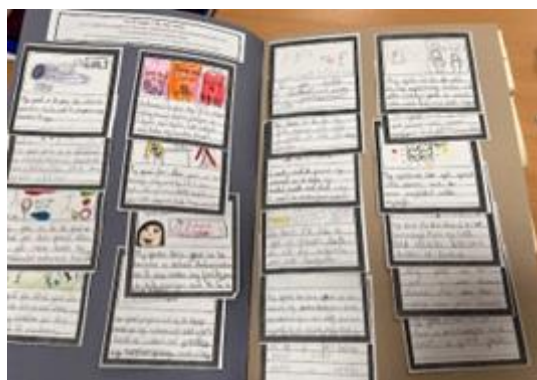
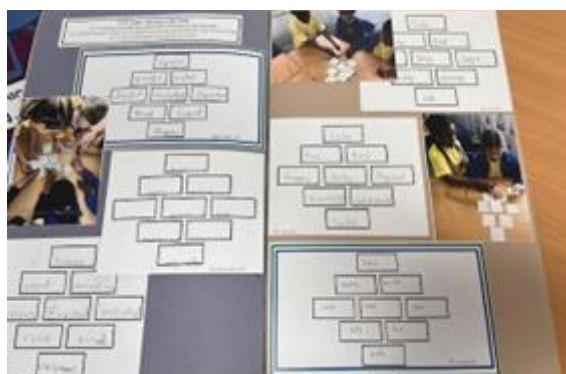
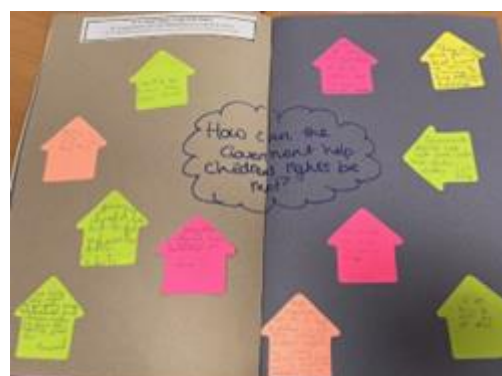
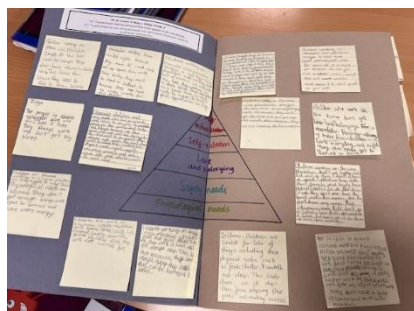
	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Personal safety	• that rules and laws help keep people safe and society running smoothly SG BV • common hazards in the home (such as fire and electricity) and know how to reduce risks to stay safe SG • develop skills to assess situations, predict risks and make safer choices in different contexts SG • understand how to stay safe when travelling and in different environments, including road, rail, water, cycle and firework safety, with or without an adult
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Developing Bodies	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the • menstrual cycle.

Appendix 3: Parent form: withdrawal from non-statutory sex education within RSE

TO BE COMPLETED BY PARENTS/ CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: Examples of class books:



This policy should be read in conjunction with the Teaching and Learning Policy and the National Curriculum.