

Surlingham Primary School

RELATIONSHIPS AND SEX EDUCATION POLICY

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PSHE and SRE Policy

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils and under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: which

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Under the Children and Social Work Act 2017, and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, it is a legal requirement that all primary schools teach Relationships Education. Health Education is also compulsory in all state-funded schools, while Personal, Social, Health and Economic (PSHE) education remains a statutory requirement in independent schools. The guidance was further updated in 2025, and RHSE remains a compulsory part of the curriculum.

Surlingham Primary School uses the Jigsaw Scheme as a foundation for PSHE teaching. This policy has been based on the Jigsaw model. It also encompasses the teaching of SRE and Drug Alcohol Education.

Aims of Jigsaw PSHE programme

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.

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 and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge

- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

How is Jigsaw PSHE organised in school?

Jigsaw brings together:

- PSHE Education
- Emotional literacy
- Social skills
- Spiritual development

Teaching strategies are varied and are mindful of preferred learning styles, the need for differentiation and age and stage appropriate teaching. Jigsaw is designed as a whole school approach, with all children working on the same theme (Puzzle) at the same time. When planning PSHE, teachers will use their professional judgement to decide what should be taught, rather than relying on fixed age cut-offs. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike and for learning to be clearly sequenced.

Puzzles:

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering and enhancing the SEAL learning intentions).

The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety. Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

We would also make use of other available learning resources which have been promoted to us through other subjects. An example of this would be the NSPCC site which links to Online Safety.

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

Safeguarding

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's Safeguarding Policy must be followed. PSHE will be delivered by skilled practitioners, supported through staff training, careful vetting of external providers, and appropriate safeguarding checks.

Assessment

PSHE is based on many discussions. Teachers will continue to assess children throughout the sessions. Jigsaw has an assessment task with each puzzle which can be used at the discretion of the teacher.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Where appropriate, staff meetings will be used to review and share experience

The Learning Environment

In order to get the best outcome from a Jigsaw session it will be necessary to establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of PSHE sessions using the Jigsaw Charter.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will need to be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they offer a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements and is available on our websites.

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found below. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides this content
Families and people who care for me	• Those 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. • Those 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 recognized commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple gets married may be civil or religious). • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	All of these aspects are covered in lessons within the Puzzles Relationships Changing Me Celebrating Difference Being Me in My World

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	All of these aspects are covered in lessons within the Puzzles Relationships Changing Me Celebrating Difference Being Me in My World
Respectful 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 • Understanding of harmful relationships including misogyny, sexual exploitation and violence against women and girls.	All of these aspects are covered in lessons within the Puzzles Relationships Changing Me Celebrating Difference Being Me in My World

Online relationships	• 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.	All of these aspects are covered in lessons within the Puzzles Relationships Changing Me Celebrating Difference
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.	All of these aspects are covered in lessons within the Puzzles Relationships Changing Me Celebrating Difference

Health Education

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

The expected outcomes for each of these elements can be found below. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter. Jigsaw ensures that the health and safety elements of the curriculum remain current. As part of this, teaching may cover emerging issues such as deepfakes, AI manipulation, harmful online influences,

pornography, and financial exploitation. Also, teaching children about puberty is now a statutory requirement, which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides this content
Mental 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.	All of these aspects are covered in lessons within the Puzzles Healthy Me Relationships Changing Me Celebrating Difference

	• 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.	
Internet safety and harms	• 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 know how 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 • That there are wider harmful media influences, and how to identify and protect against them.	All of these aspects are covered in lessons within the Puzzles Relationships Healthy Me
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	All of these aspects are covered in lessons within the Puzzles Healthy Me

	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.	
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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).	All of these aspects are covered in lessons within the Puzzles Healthy Me
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Puzzles Healthy Me
Health 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	All of these aspects are covered in lessons within the Puzzles Healthy Me
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.	All of these aspects are covered in lessons within the Puzzles Healthy Me
Changing adolescent body	• 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.	All of these aspects are covered in lessons within the Puzzles Changing Me Healthy Me

Sex Education

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

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

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. At our schools, we believe children should understand the facts about human reproduction before they leave primary school so we define Sex Education as understanding human reproduction. We intend to teach this as part of PSHE using the Jigsaw scheme of work. Sex Education will be taught as part of the 'Changing Me' puzzle piece.

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

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

At our schools, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' puzzle piece. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

These lessons are as follows:

Year group	Lesson Number	Outcomes
4	2 – Having a baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
5	4- Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby
6	4- babies – conception to birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

Parents/carers have a legal right to see the school SRE policy and to be given a copy of it (Education Act 1996). There will be an annual consultation, where parents can meet with the PSHE co-ordinator, see SRE teaching resources and discuss the policy. Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science,

and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Working with parents and carers

Drug and Alcohol Education

Definition of ‘Drugs’:

This policy uses the definition that a drug is: ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). The term ‘Drugs’ includes

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the ‘Healthy Me’ Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	Understand how medicines work in my body and how important it is to use them safely Feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	Tell you my knowledge and attitude towards drugs Identify how I feel towards drugs
4	Piece 3 Smoking	Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol Can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
5	Piece 1 Smoking	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart Make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	Know some of the risks with misusing alcohol, including anti-social behavior, and how it affects the liver and heart Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart Be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	Evaluate when alcohol is being used responsibly, anti-socially or being misused Tell you how I feel about using alcohol when I am older and my reasons for this

Links to other policies

PSHE is fully embedded within our whole-school approach. It is closely linked to our safeguarding, behaviour, equality, and online safety policies, ensuring consistency and reinforcing shared values across all aspects of school life.