



IPSWICH SCHOOL

Ipswich Preparatory School

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Sex Education and Health Education (RSHE))

CONTEXT

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

- 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.

This policy has been updated to reflect the latest Relationships Education, Relationships and Sex Education and Health Education (RSHE) statutory guidance, July 2025.

PSHE

At Ipswich School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Personal, Social and Health Education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our young people.

Our PSHE policy is informed by existing DfE guidance:

- Relationships Education, Relationships and Sex Education and Health Education guidance, July 2025
- Keeping Children Safe in Education 2025 (statutory guidance)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Behaviour and discipline in schools: guide for governing bodies.
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools).
- Preventing and Tackling Bullying
- 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
- SMSC requirements for independent schools
- ISI Inspection framework

At Ipswich Prep School we value PSHE as a way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships, Sex and Health Education (RSHE) within our whole-school PSHE

Under the umbrella of our School values Care, Passion, Potential and Communication, the PSHE curriculum helps our aim to provide an environment and opportunities which will:

- Provide an environment where pupils feel safe and brave in all that they do.
- Encourage our pupils to consider moral and spiritual values, to understand their place in the world and to develop a spirit of service within the community
- Equip our pupils with the skills to be happy in their success at Ipswich School and beyond
- Develop self-awareness, positive self-esteem and confidence; to enjoy school life, taking part and acting confidently.
- Develop pupils' self-knowledge and their abilities to understand and manage their feelings, to handle their relationships with other children and within their families and to organise and manage their lives.
- Promote positive values and attitudes such as respect, curiosity, consideration, a sense of community and a sense of self-worth and wellbeing.
- Encourage or respect other people even if they choose to follow a lifestyle that they may not have chosen to follow themselves.
- Increase the pupils' independence by developing skills such as collaboration, communication, decision making and self-reliance.
- Develop pupils' respect for different ways of life, beliefs, opinions and ideas and a respect for the processes of law; to develop tolerance, understanding, respect and acceptance of different cultural backgrounds.
- Help them develop a healthy lifestyle, to understand the value of keeping healthy (exercise, diet, personal hygiene and personal safety) and to take responsibility for themselves.
- Enable pupils to manage their own emotional and physical change and growth in a positive way as they move towards puberty.
- Develop pupils' knowledge and understanding of key economic concepts e.g. using and saving money.
- Help them to understand how technology enhances our lives, and how to access this safely.

Teaching and Learning

We use the Jigsaw scheme of work (an evidence based, mindful approach programme) as the basis for our PSHE curriculum. We use a range of teaching and learning styles and place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or House event, making class rules, council meetings and by taking on roles of responsibility for themselves, for others and for the school.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police and fire officers, whom we invite into the school to talk about their role in creating a positive and supportive local community. When appropriate, we may teach children in single sex classes; this is particularly the case during our RSHE curriculum.

Curriculum

At Ipswich Prep School, PSHE and Citizenship provides a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. The Jigsaw programme for PSHE and Citizenship is delivered mainly during timetabled PSHE lessons. Additional PSHE and Citizen topics are delivered within a whole school approach which includes:

- The FRIENDS programme
- Pol-Ed resources (Police Education)
- Circle Time
- Other subjects/curriculum areas such as Science & ICT
- Assemblies
- Residential experiences
- School events
- Pastoral care and guidance

Curriculum content and progression:

The Jigsaw programme consists of six topic areas. A full breakdown, showing progression by year group can be found here: [jigsaw curriculum overview](#)

- **Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.
- **Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.
- **Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world. It's great for children to have this experience, to think ambitiously, and to have aspirations.
- **Healthy Me** covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.
- **Relationships** starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

- **Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion.

Reception

We teach PSHE and citizenship in Reception classes as an integral part of the topic work covered during the year. As the Pre School and Reception classes are part of the Early Years Foundation Stage, we relate the PSHE and citizenship aspects of the children's work to the objectives set out under the Personal, Social and Emotional area of learning. We also support citizenship education through the Understanding the World area of learning. Reception also follows the Jigsaw scheme. Children are given opportunities to cooperate and work alongside each other harmoniously; listening to each other's ideas and gaining the confidence to share their own thoughts.

Key Stages 1 and 2

Each child has one PSHE lesson per week. The PSHE scheme of work for Years 1 to 6 is based on the Jigsaw scheme of work and aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world. Detailed work schemes are included, but teachers can adapt the material to create the most effective teaching package for their class.

All children in Year 6 are encouraged to apply for at least one monitor role. They apply in writing, explaining why they think they would be good for the role, and what they can offer. These roles last half a year, then new applications are considered. This fosters a sense of responsibility and teaches them how to compose a letter of application.

PSHE topics are an integral part of weekly, class and house assemblies as well as part of the FRIENDS programme, so that there is sharing and reinforcing of ideas across the whole of the school. Outside speakers are also used, both in assembly times and in year group specific lessons. National awareness weeks such as Anti-bullying week in November provide opportunities for whole school involvement and are an excellent way of highlighting specific issues. They also have the opportunity to encounter a widening range of personal and social learning experiences and a growing knowledge and understanding of social issues.

External Agencies and Resources:

The school has robust due diligence procedures in place for vetting and working with external organisations and resources. We will always:

- Check external resources for accuracy, age-appropriateness, and bias.
- Check credentials of visitors/organisations.
- Ask to see materials and a lesson plan in advance.
- Ensure confidentiality protocols are understood by visitors, especially regarding safeguarding.

We welcome parents' views and feedback on external materials and speakers at any time.

Role of the Teacher

Children will be encouraged to come to terms with their own emotions, to behave with consideration for others' needs and to learn the necessary skills to lead a safe and healthy life. They need to form close

relationships with the adults working with them. As they grow older, the importance of peer and group relationships will increase, however, they continue to need the security and stability offered by the adults within school.

All members of staff have high expectations of all children. Children are helped to clarify their thinking to formulate strategies for dealing with identified tasks, listened to and accepted as worthwhile individuals. Staff who offer good examples of behaviour have a valuable effect on children's expectations, self-esteem and attitudes.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Individual teachers use their skill and discretion in these situations and refer to the PSHE/Citizenship Subject leader if concerned. Children also have the opportunity to share issues and ask questions anonymously through class question / worry boxes. In accordance with the latest statutory guidance, staff will endeavour to answer any questions in an age appropriate manner. This is to minimise the risk of children seeking the answer themselves which may lead them to inappropriate sources of information, including online. At times, when the question is significantly beyond the scope of the curriculum questions will be shared with parents so a joined up approach to responding can be agreed.

Links with Other Policies

Existing separate policies that link with and contribute to PSHE and Citizenship include:

Pastoral, Behaviour, Anti-bullying, Safeguarding Children, Co-curriculum and Learning Enhancement.

Learning Enhancement Provision

All PSHE lessons are adapted to support the needs of children with suspected or confirmed learning needs to ensure that the curriculum is appropriate and accessible for all. The PSHE curriculum also teaches the importance of celebrating diversity. Children with identified SEND may be more vulnerable to harm in society. Therefore, children with additional needs will be individually reviewed to ensure they access the curriculum. To support children with additional needs, preteaching of curriculum, post-teaching follow up and adaptations within the classroom will be undertaken as appropriate. This may be especially important when delivering the RSHE element of the curriculum.

Health and Safety

Health and Safety regulations apply as for any other subject and in accordance with the school's Health and Safety policy.

Parental Involvement/Community Links

The aims of the school cannot be met effectively without parental involvement; a partnership between home and school is essential. At Ipswich Prep School we ensure that parents are kept well informed and involved in all aspects of their child's education, and we endeavour to be a support to parents. Before commencing the RSHE element of PSHE parents are invited to attend a parental information session and are given the automatic right to withdraw their child from Sex Education if they wish.

Equal Opportunities

All pupils, within our school, regardless of age, disability, gender reassignment, sex, sexual orientation, gender, race or ability, are offered equal opportunities to develop their understanding of issues / subjects

covered within PSHE lessons. We ensure an inclusive approach with resources that prevent any bias. Different family arrangements, including same-sex parents are taught across the age range. The curriculum actively challenges stereotypes and instead promotes positive conceptions of masculinity and femininity. The curriculum is taught to ensure that children are equipped to recognise emotional, physical, and sexual abuse, and understand bullying-both in person and online (including derogatory terms relating to sex, race, disability, or sexual orientation). Children are taught to report these concerns and seek advice from a trusted adult, understanding that being a victim of abuse is never their fault

Staff Development

In-service training is given, where needed, in order for all staff to familiarise or widen their knowledge of issues relating to PSHE and Citizenship. The PSHE subject leaders disseminate information to staff as and when appropriate.

RELATIONSHIPS, SEX EDUCATION AND HEALTH EDUCATION (RSHE)

Aims and overview of RSHE at Ipswich Prep School

There are four main aims for teaching RSHE within the context of Primary School PSHE (Personal, Social, Health Education):

- More than ever before, children are exposed to representations of sex and sexuality through the social culture around them. The unregulated content on the internet or social media, can mean children may be exposed to dangerous, confusing or scary content. We can prepare them for this by presenting a balanced view of positive healthy relationships to help them to be discerning and to stay safe.
- There is much independent research showing most parents and carers value the support of schools in providing Relationship and Sex Education for their children. Parents and schools want children to be safe and happy.
- A range of independent research consistently shows that effective Relationship Education delays first sexual experience and reduces risk-taking in young people.
- Surveys of children and young people, as well as Ofsted, have repeatedly said that Relationship and Sex Education tends to be “too little, too late and too biological”.

Jigsaw’s ‘Changing Me’ unit is taught over a period of 6 weeks, in the first half of the Summer term. Science lessons during this time will also focus on the biological nature of changes to the human body. The Changing Me Puzzle is all about coping positively with change. Each year group will be taught appropriate to their age and developmental stage, building on the previous years’ learning. All lessons are taught using correct scientific terminology and diagrams.

- Ages 3-5 Growing up: how we have changed since we were babies.
- Ages 5-6 Boys’ and girls’ bodies; correct names for body parts.
- Ages 6-7 Boys’ and girls’ bodies; body parts and respecting privacy (which parts of the body are private and why this is).
- Ages 7-8 How babies grow and how boys’ and girls’ bodies change as they grow older. Introduction to puberty and menstruation.
- Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation. Conception explained in simple terms.
- Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent. Conception explained in simple biological terms.

- Ages 10-11 Puberty for boys and girls revisited. Understanding conception to the birth of a baby. Becoming a teenager.

A breakdown of the curriculum covered by year group can be found here: [Jigsaw RSHE overview](#)

Relationships Education (Statutory for all pupils)

This component is designed to teach pupils the knowledge and skills they need to form and maintain positive, healthy relationships. Key areas covered include:

- **Families and People Who Care for Me:** Recognizing that families are important for love and security, and understanding that families come in many forms.
- **Caring Friendships:** Understanding the characteristics of positive friendships and how to resolve conflict.
- **Respectful Relationships:** Promoting respect for others, regardless of differences, and understanding the importance of personal space and boundaries.
- **Online Relationships:** Teaching pupils to be safe and respectful online, including understanding the risks of sharing personal information.
- **Being Safe:** Understanding what is and is not appropriate touching and knowing how to seek help if they feel unsafe.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Whilst the Relationships 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 compositions and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education (Statutory for all pupils)

This component focuses on physical and mental health to empower pupils to make healthy choices. Key areas covered include:

- **Mental Wellbeing:** Understanding how to manage emotions, recognize signs of stress, and the importance of speaking up about mental health.
- **Internet Safety and Harms:** Building on the online safety curriculum to understand issues like cyberbullying and the impact of online content on mental health.
- **Physical Health and Fitness:** Highlighting the importance of a balanced diet, exercise, and sleep.
- **Changing Adolescent Body:** Teaching pupils about puberty and the physical and emotional changes that occur during adolescence. This is a statutory requirement for all pupils in primary school.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

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.

Sex Education: (Non-statutory)

In line with the DfE's recommendation, Ipswich School provides an age-appropriate Sex Education program. This is delivered within the Jigsaw "Changing Me" unit and focuses on human reproduction. Content is delivered sensitively, using correct anatomical language and child-friendly diagrams.

Parents are invited to an information evening before the sex education material is covered in class and are given the automatic right to withdraw their child from Sex Education if they wish to.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

Parental involvement and withdrawal of students from sex and relationship education

A partnership between home and school is essential. Prior to the commencement of the RSHE element of PSHE, parents in Year 3-6 will be invited to attend an information evening at the start of the Summer term. All resources for RSHE lessons will be made available to parents and further discussion with class teachers, the PSHE lead or Director of Studies is welcomed.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.' However parents do have the right of withdrawal as follows:

Withdrawal from Sex Education: Parents have the right to request that their child is withdrawn from some or all of the lessons on Sex Education. All requests must be made in writing to the Prep Head.

No Withdrawal from Relationships or Health Education: Parents **cannot** withdraw their child from Relationships or Health Education, as these are statutory subjects for all pupils.

Safeguarding

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Staff will follow established safeguarding procedures at the school should a disclosure be made.

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
jigsaw-3-11-and-rshe-overview-map.pdf ([windows.net](#))
- Jigsaw PHSE 3-11 Curriculum overview
<https://jigsawliverstcmsuk.blob.core.windows.net/umbraco-media/gbje4elu/uk-3-11-12-snapshot-overview-map.pdf>

Policy Review

This policy is reviewed annually.

Date of review: September 2025

Date of next review: September 2026