

Christ Church CofE Primary School

Personal, Social, Health and Economic Education (PSHE) Policy

including Relationships, Sex and Health Education (RSHE)

Date Policy Approved:	July 2026
Review Date:	September 2027

1. Purpose and vision

Personal, Social, Health and Economic Education (PSHE) is the school's comprehensive curriculum for supporting pupils' personal development, health, wellbeing, relationships, safety, economic understanding and preparation for life in modern Britain. Relationships Education and Health Education are statutory for pupils receiving primary education and are taught within our wider PSHE programme.

Our vision, "Together, we flourish", captures our commitment to nurturing every child's potential. Flourishing means growing in knowledge, character and faith: as individuals, as a school and as a community. Through PSHE and RSHE, pupils learn to understand themselves, build safe and respectful relationships, care for their physical and emotional health, make informed decisions, seek help and contribute positively to the community.

Our Christian values shape this work:

- Respect – we make everyone feel that they belong.
- Kindness – we lift each other up.
- Hope – we believe in a brighter tomorrow.
- Perseverance – we keep going when the going gets tough.
- Curiosity – we explore the world with wonder and ask thoughtful questions.
- Community – we support one another like a family.

PSHE is not an optional extra or a single weekly lesson in isolation. It supports safeguarding, behaviour and relationships, personal development, inclusion, attendance, mental health and readiness to learn. The knowledge, language and practical skills developed in PSHE are reinforced throughout the school day.

2. Statutory framework

This policy has been prepared with regard to the following legislation and statutory guidance:

- Education Act 2002, including the duty to provide a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for later life.
- Children and Social Work Act 2017.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education and Health Education, revised July 2025 for introduction from 1 September 2026.
- Equality Act 2010, including the Public Sector Equality Duty.
- Special educational needs and disability code of practice: 0 to 25 years.
- Keeping Children Safe in Education and the Prevent Duty, in their current versions.

The legal position in a primary school

Relationships Education and Health Education are compulsory. Parents cannot withdraw their child from these subjects. Sex Education beyond the national curriculum for science is not compulsory in primary schools. Christ Church chooses to teach a carefully defined, age-appropriate programme in Years 5 and 6, and parents may request withdrawal from that non-statutory content.

The school will keep the curriculum and policy under review so that they remain compliant with statutory requirements and responsive to the needs of pupils and the community. Where the school makes a significant change to published content or approach, parents will be informed and relevant materials will be available to view.

3. Aims of PSHE and RSHE

Our PSHE and RSHE curriculum aims to enable every pupil to:

- develop confidence, self-respect, emotional literacy, resilience and a positive sense of identity;
- build caring, respectful and healthy relationships with family members, friends, peers and adults;
- understand boundaries, privacy, consent, personal safety and how to recognise when something is not right;
- know how, when and where to seek help, and to keep telling a trusted adult until they receive the support they need;
- understand and care for their physical and mental health, including the importance of exercise, food, sleep, hygiene, time outdoors and appropriate use of technology;
- develop the knowledge and critical thinking needed to stay safer online and offline;
- understand growing and changing, including puberty, in a factual, positive and age-appropriate way;
- respect difference, challenge stereotypes and understand that discrimination, bullying, sexual harassment and violence are never acceptable;
- develop economic understanding, including spending, saving, digital financial risks and the world of work;
- make informed, ethical decisions and contribute positively to the school and wider community.

4. The Jigsaw whole-school approach

Christ Church uses Jigsaw PSHE 3–11 as its principal curriculum framework from Nursery to Year 6. Jigsaw provides a carefully sequenced spiral curriculum: themes are revisited each year with increasing depth and complexity, allowing pupils to build securely on prior learning.

The programme includes:

- emotional literacy: recognising, naming and managing feelings in ourselves and others;
- mindful practice through age-appropriate "Calm Me" activities that support self-regulation and readiness to learn;
- connection and community through participative "Connect Us" activities;
- a shared Jigsaw Charter that establishes a safe and respectful environment for discussion;
- active learning through discussion, stories, role-play, problem-solving, reflection and creative tasks;
- planned opportunities to develop respectful dialogue, listening, critical thinking, help-seeking and decision-making skills;
- assessment opportunities within each Puzzle.

The six Jigsaw Puzzles are taught in the same order across the school: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; and Changing Me. A summary is provided in Appendix A.

The 2026 Jigsaw materials retain this whole-school structure while strengthening content in areas including personal safety, online and digital literacy, emotional wellbeing, personal hygiene, health protection, boundaries, persistent help-seeking and clearer separation between statutory puberty education and non-statutory Sex Education.

Adapting Jigsaw for Christ Church

Jigsaw is a framework rather than a script that replaces professional judgement. The PSHE Lead and class teachers review lessons to ensure that teaching is relevant, accessible and appropriate for the pupils in each class. Adaptation may take account of:

- age, development and prior knowledge;
- SEND, communication needs and emotional development;
- pupil voice and questions arising from learning;
- the local context and identified safeguarding or wellbeing needs;
- the school's Christian character, vision and values;
- feedback from parents, staff and governors.

Adaptation will not remove pupils' entitlement to statutory content. Significant changes will be agreed through appropriate leadership processes and communicated to parents where relevant.

5. Curriculum organisation and time

PSHE is taught every week, normally through a dedicated class lesson. Class teachers are the main teachers of PSHE because they know their pupils well and can connect planned learning with everyday class life. Additional learning is reinforced through:

- collective worship, assemblies and the school's Christian values;
- the Behaviour and Relationships Policy and restorative approaches;
- online-safety teaching and the computing curriculum;
- science, physical education, religious education and wider curriculum subjects;
- pastoral support, Zones of Regulation and ELSA provision where appropriate;
- playtimes, lunchtime, clubs, visits, residential experiences and community activities;
- the language and example modelled by all adults.

Early Years Foundation Stage

In Nursery and Reception, Jigsaw learning supports the EYFS areas of Personal, Social and Emotional Development, Physical Development and Understanding the World. Teaching is developmentally appropriate and includes feelings, belonging, relationships, safety, healthy routines, families, bodies, growing and change. The statutory primary outcomes are then developed systematically from Year 1 onwards.

Visitors and external contributors

External visitors may enhance particular aspects of PSHE, but they do not replace the responsibility of school staff for planning and teaching the curriculum. Any visitor will be appropriately selected and briefed about the lesson purpose, the school's values, safeguarding procedures and expectations for age-appropriate delivery. A member of staff will remain responsible for the session and will be present.

6. Statutory Relationships Education

Relationships Education is compulsory for all pupils receiving primary education. There is no right of withdrawal. Teaching is carefully sequenced and includes the following areas:

Area	What pupils learn
Families and people who care for me	The importance of stable, caring relationships; different family structures; love, care, commitment and security; recognising when family relationships feel unsafe; and seeking help.
Caring friendships	Making and maintaining friendships; kindness, honesty, trust, loyalty and mutual respect; managing disagreement; repairing relationships; loneliness; and seeking support.
Respectful relationships	Courtesy, manners, self-respect, boundaries, respect for others, stereotypes, bullying, discrimination, bystander responsibility and constructive conflict resolution.
Online relationships	Respectful online behaviour; privacy and personal information; recognising that people may not be who they claim to be; evaluating online content and relationships; age restrictions; and reporting concerns.
Being safe	Personal boundaries, permission and consent in age-appropriate contexts; appropriate and inappropriate touch; worry secrets; trusted adults; recognising unsafe situations or relationships; and reporting abuse or concerns.

Teaching about families recognises that families in our school and wider society may take many forms, including families with one parent, separated parents, adoptive or foster families, extended families and families with same-sex parents. The emphasis is on the care, love, commitment, stability and safety that healthy families provide. This content is integrated naturally and is not presented as a stand-alone lesson about sexuality.

7. Statutory Health Education

Health Education is compulsory for all pupils receiving primary education. There is no right of withdrawal. Teaching includes:

Area	What pupils learn
General and mental wellbeing	A wide range of emotions; emotional awareness; self-care; resilience; loneliness; when feelings or behaviour may need support; and how to access help.
Wellbeing online	Healthy use of technology; screen time; age restrictions; online behaviour and relationships; gaming; sharing images and information; targeted content; digital spending risks; and where to seek help.
Physical health and fitness	The benefits of physical activity, time outdoors, rest, sleep and routines that support mental and physical health.
Healthy eating	Balanced nutrition, healthy choices, food preparation, dental health and developing a positive relationship with food.
Drugs, alcohol, tobacco and vaping	Medicines and household substances; safe use; the risks associated with smoking, vaping, nicotine, alcohol and harmful substances; peer and media influence.
Health protection and prevention	Hygiene, bacteria and viruses, handwashing, dental care, sun safety, vaccinations and recognising early signs of illness.
Personal safety and basic first aid	Safety at home and outdoors, including fire, water, road and railway safety; assessing risk; calling emergency services; basic first aid and recovery position where age appropriate.
Developing bodies	Correct anatomical vocabulary, human growth, personal hygiene, puberty, menstruation and the physical and emotional changes of adolescence.

Puberty is statutory Health Education

Puberty, menstruation, personal hygiene and the physical and emotional changes of the developing body are part of statutory Health Education. Parents do not have the right to withdraw their child from this learning.

8. Primary Sex Education and the right to withdraw

The school's definition of Sex Education

For the purposes of this policy, Christ Church defines primary Sex Education as teaching about human conception through sexual intercourse and the development and birth of a baby, where this goes beyond statutory Relationships Education, Health Education and the national curriculum for science.

The Department for Education recommends that primary schools teach an age-appropriate programme that prepares pupils for adolescence and helps them understand how a baby is conceived and born. Christ Church has decided to provide this learning in upper Key Stage 2 because accurate, carefully taught information supports safeguarding, informed decision-making and a successful transition to secondary school.

Non-statutory Jigsaw lessons

Lesson	Summary of non-statutory content
Year 5 – Changing Me, Piece 4: Conception	How conception usually occurs through sexual intercourse; fertilisation; pregnancy; consent and the legal age of consent; contraception as a means of preventing pregnancy; and awareness that some families use fertility treatment. The lesson is factual, age-appropriate and set within the context of caring, responsible adult relationships.
Year 6 – Changing Me, Piece 3: Babies: Conception to Birth	Conception, the development of an embryo and foetus during pregnancy, the placenta and umbilical cord, labour and birth, including vaginal birth and Caesarean section. The lesson also explores the range of feelings that may accompany pregnancy and birth.

The school will review the detailed lesson materials annually. Parents of pupils in Years 5 and 6 will be informed before these lessons are taught and will be offered information and access to representative materials so that they understand precisely what is planned.

What parents cannot withdraw from

- statutory Relationships Education;
- statutory Health Education, including puberty and menstruation;
- national curriculum science, including relevant learning about life cycles, human development and reproduction.

Requesting withdrawal from non-statutory Sex Education

A parent or carer may request that their child is withdrawn from some or all of the non-statutory Sex Education described above. Requests should be made in writing to the Headteacher.

- The Headteacher will offer a discussion with the parent or carer to understand the request, explain the content and purpose of the lesson, share relevant materials and discuss the possible effects of withdrawal.
- In a primary school, the Headteacher will grant the parent's final request to withdraw the child from Sex Education beyond the national curriculum for science.
- The school will keep an appropriate record of the request and discussion.
- During the withdrawn lesson, the pupil will receive appropriate, purposeful alternative education and will be treated sensitively so that they are not stigmatised or made to feel uncomfortable.
- Withdrawal applies only to the identified non-statutory content; the pupil will continue to receive statutory Relationships Education, Health Education, puberty education and science.

9. Teaching, learning and a safe classroom climate

RSHE is most effective when pupils feel safe to participate, ask questions and consider different viewpoints. Staff establish a respectful learning environment through the Jigsaw Charter and clear expectations for listening, language and discussion.

Ground rules and personal sharing

- Pupils are encouraged to discuss ideas and scenarios rather than disclose personal or family information in front of the class.
- No pupil is required to answer a personal question or share an experience.
- Staff do not ask pupils to discuss their own or their family's private circumstances.
- Pupils learn that they may speak privately to a trusted adult if something concerns them.
- Staff use correct anatomical vocabulary in a factual and age-appropriate way, while acknowledging that families may use other words at home.

Answering pupils' questions

Pupils' questions will be treated respectfully. Teachers will answer questions honestly, factually and at a level appropriate to the age and development of the class. Staff may:

- clarify what the pupil is asking before answering;
- answer the class where the question is relevant and age appropriate;
- speak to the pupil individually where a whole-class answer would not be suitable;
- defer a question and consult the PSHE Lead, Designated Safeguarding Lead or Headteacher;
- encourage the pupil to discuss the question with a parent or carer;
- use an anonymous question box in older year groups where this supports safe participation.

Teachers will not provide content that is inappropriate for the age group, speculate, promote personal beliefs as fact or promise absolute confidentiality. Where a question indicates a possible safeguarding concern, the school's safeguarding procedures will be followed immediately.

Grouping and participation

Teaching will usually take place in mixed classes so that all pupils receive consistent information and learn to communicate respectfully with one another. At times, teachers may use smaller groups or single-sex discussion to support confidence or meet particular needs, but this will not reduce any pupil's entitlement to the full curriculum.

10. Safeguarding, confidentiality and disclosures

PSHE and RSHE are important elements of the school's safeguarding curriculum. Teaching enables pupils to recognise unsafe situations, understand boundaries, identify trusted adults, use appropriate vocabulary and seek help. The curriculum repeatedly reinforces that pupils should keep telling until somebody listens and helps.

Pupils are taught that personal information shared during discussion should be treated respectfully, but that adults cannot keep a secret if they are worried that a child or another person may be at risk. Staff will:

- listen calmly and take the pupil seriously;
- avoid asking leading or unnecessary questions;
- not promise confidentiality;
- record the concern accurately and promptly;
- report the concern to the Designated Safeguarding Lead or a deputy without delay;
- follow the school's Safeguarding and Child Protection Policy.

All staff delivering PSHE are expected to understand safeguarding procedures and the increased possibility that sensitive teaching may prompt a disclosure. External visitors are briefed before working with pupils.

11. Inclusion, SEND, equality and the school's Christian character

Inclusion and SEND

Relationships Education, Health Education and the wider PSHE curriculum must be accessible to every pupil. High-quality teaching, reasonable adjustments and careful personalisation are used to support pupils with SEND and other additional needs. Adaptations may include:

- pre-teaching or revisiting key vocabulary and concepts;
- visual supports, symbols, concrete examples, social stories and communication aids;
- shorter steps, repetition and additional processing time;
- small-group or individual teaching where this better meets a pupil's needs;
- adapted recording methods and assessment;
- careful consideration of sensory, emotional, communication and trauma-related needs;
- liaison with parents, the SENDCo, pastoral staff and relevant professionals.

Adaptation will maintain ambition and entitlement. The school recognises that some pupils with SEND may be particularly vulnerable to exploitation, bullying or unsafe relationships and may therefore need additional explicit teaching and opportunities to practise protective skills.

Equality and protected characteristics

The school complies with the Equality Act 2010 and promotes equality, dignity and respect. Teaching is inclusive, age appropriate and designed to prevent discrimination, prejudice and bullying. Pupils learn that people and families are different, that everyone should be treated fairly and that protected characteristics are respected in law.

Age-appropriate teaching about different families, including families with same-sex parents, is integrated into learning about families, care, belonging and respect. Teaching does not promote any particular sexual orientation. It helps pupils understand the reality of modern society, value the families of their peers and challenge homophobic, biphobic and transphobic bullying or language.

Christian character and faith perspective

As a Church of England school, Christ Church teaches from a distinctive Christian foundation while serving pupils and families of all faiths and none. We believe that every person has inherent dignity and worth and should be known, valued and treated with love and respect. Our approach is informed by the Church of England's charter for faith-sensitive and inclusive RSHE and its current anti-bullying guidance for Church schools.

Where appropriate, pupils may explore Christian and other faith perspectives through respectful discussion. Teaching will distinguish between faith teaching, personal belief and the law. It will present the legal position accurately, meet statutory requirements and respect the religious backgrounds of pupils and families.

12. Partnership with parents and carers

Parents and carers are their children's first and most important educators in relationships, health and values. The school seeks a respectful, open partnership with families so that parents understand what is taught, can ask questions and can continue conversations at home.

Consultation and ongoing engagement

When developing and reviewing this policy, the school will proactively consult parents and carers and consider their views. Consultation may include Microsoft Forms, written information, opportunities to view materials, meetings or individual conversations. Consultation informs the school's decisions but does not give any individual or group a veto over statutory curriculum content.

The school will:

- publish the approved policy on the school website and provide a free copy on request;
- provide clear curriculum information showing what is taught and when;
- show parents a representative sample of the materials used and make all RSHE materials available to view on request, subject to copyright conditions;
- inform Year 5 and Year 6 parents in advance of non-statutory Sex Education;
- explain clearly the difference between statutory Relationships and Health Education, national curriculum science and non-statutory Sex Education;
- offer support and resources to help parents talk with their children at home;
- provide a route for parents to ask questions or discuss individual concerns;
- inform parents of significant changes to published content or approach.

Access to Jigsaw materials

Jigsaw lesson plans and resources are protected by copyright. The school will make materials available for parents to view through an appropriate secure method, such as the Jigsaw Parent Portal, a password-protected school area, a presentation or an appointment in school. Materials must not be copied, photographed, uploaded or shared beyond what copyright law and the provider's terms permit.

13. Pupil voice, assessment, monitoring and evaluation

Pupil voice

Pupils' experiences and views help the school judge whether the curriculum is relevant, engaging and appropriately pitched. Pupil voice may be gathered through class reflection, Jigsaw Journals, school council discussion, focus groups, surveys, anonymous questions and conversations with pastoral staff. Pupil voice informs professional decisions but does not determine statutory content or replace safeguarding and age-appropriateness considerations.

Assessment

Assessment in PSHE is used to support learning. Teachers use Jigsaw learning intentions, reflection activities, discussion, observation, pupil outcomes, Jigsaw Journals and summative statements to identify what pupils know, understand and can apply. Assessment considers both knowledge and the development of social and emotional skills.

Monitoring quality and impact

The PSHE Lead, supported by senior leaders and governors, monitors provision through a proportionate range of activities, including:

- reviewing curriculum maps, planning and teaching materials;
- learning walks and, where appropriate, lesson visits;
- reviewing pupils' work, assessment information and knowledge organisers;
- gathering pupil voice and parent feedback;
- seeking staff feedback about confidence, training and resources;
- considering relevant behaviour, safeguarding, attendance and wellbeing information;
- checking consistency, progression, accessibility and fidelity to this policy.

The impact of PSHE is considered through pupils' knowledge, confidence, relationships, behaviour, emotional literacy, help-seeking skills, ability to identify risk and readiness for transition. Monitoring findings inform staff development, curriculum adaptation and the annual policy review.

14. Roles and responsibilities

Role	Key responsibilities
The governing body	Approves the policy; ensures statutory duties are met; receives information about implementation and impact; ensures provision is appropriately led, resourced and accessible; and considers consultation feedback.
The Headteacher	Ensures compliance; supports the PSHE Lead and staff; secures suitable curriculum time, resources and training; ensures links with safeguarding and behaviour; communicates with parents; and manages withdrawal requests.
The PSHE Lead	Coordinates the curriculum; keeps up to date with guidance and Jigsaw materials; supports staff; leads monitoring, assessment and review; coordinates consultation; liaises with parents and external partners; and reports to leaders and governors.
The Designated Safeguarding Lead	Advises on safeguarding content, staff preparation and responses to disclosures; ensures teaching aligns with the school's safeguarding procedures and identified needs.
Class teachers	Plan and deliver high-quality, age-appropriate PSHE; establish a safe classroom climate; adapt teaching for pupils' needs; assess learning; respond appropriately to questions and disclosures; and reinforce PSHE throughout school life.
All staff	Model the school's values and respectful relationships; reinforce consistent language and strategies; respond to concerns; and engage with relevant professional development.

15. Links with other policies and curriculum areas

This policy should be read alongside the school's current:

- Safeguarding and Child Protection Policy;
- Behaviour and Relationships Policy;
- Anti-Bullying Policy;
- Online Safety Policy and Acceptable Use arrangements;
- Equality Policy and objectives;
- SEND Policy and Accessibility Plan;
- Mental Health and Wellbeing arrangements;
- Science Policy and curriculum;
- Religious Education Policy and curriculum;
- Health and Safety Policy;
- Complaints Policy.

PSHE learning is reinforced across science, computing, physical education, religious education, English, history, geography, collective worship and wider personal development. Teachers actively connect learning so that pupils can apply knowledge and skills in different contexts.

16. Policy development, approval and review

This policy has been prepared using the December 2025 Jigsaw PSHE 3–11 model policy, the updated Jigsaw 2026 curriculum materials, the Department for Education statutory guidance revised in July 2025, the school's previous policy and Christ Church's current vision and values.

Before final approval, the school will seek and consider feedback from:

- parents and carers, principally through a Microsoft Forms consultation and opportunities for further discussion;
- pupils, through age-appropriate pupil voice;
- teaching and support staff;
- senior leaders and the Designated Safeguarding Lead;
- governors.

The school will record the consultation process, summarise the main themes raised and document any resulting changes or the reasons why changes were not made. The final policy will be approved by the governing body, published on the school website and made available free of charge on request.

The policy will be reviewed annually, or sooner if statutory guidance, curriculum materials, local needs or safeguarding information require an earlier review.

Key sources

Department for Education: Relationships and sex education (RSE) and health education

Department for Education: Introduction to requirements

Department for Education: Relationships Education (Primary)

Christ Church C of E Primary School: Vision and Values

Church of England: Charter for Relationships, Sex and Health Education

Appendix A: The six Jigsaw Puzzles

Each Puzzle is taught across the school during the same half term, with content revisited at increasing depth. The descriptions below are summaries; detailed lesson-level mapping is available to parents on request.

Term	Puzzle	Main content
Autumn 1	Being Me in My World	Identity, belonging, feelings, rights and responsibilities, class community, choices, democracy and contributing positively.
Autumn 2	Celebrating Difference	Similarity and difference, families, identity, inclusion, stereotypes, protected characteristics, bullying, prejudice and standing up for self and others.
Spring 1	Dreams and Goals	Goals, aspirations, strengths, perseverance, resilience, teamwork, careers, money, digital spending and celebrating achievement.
Spring 2	Healthy Me	Physical and mental health, food, exercise, sleep, hygiene, medicines and substances, personal safety, first aid, peer influence and healthy choices.
Summer 1	Relationships	Families, friendship, conflict, boundaries, trust, online relationships, loss, help-seeking, respect, consent in age-appropriate contexts and positive relationships.
Summer 2	Changing Me	Life cycles, growth, bodies, identity, puberty, menstruation, personal hygiene, change and transition; plus identified non-statutory Sex Education in Years 5 and 6.

Appendix B: Year-group curriculum overview

This is a parent-friendly overview of key learning. It is not an exhaustive lesson list. The detailed Jigsaw Puzzle Maps and statutory mapping are available to view through the school.

Year group	Key learning	Sex Education position
Nursery / Reception	Feelings, belonging, families, friendship, being gentle, rights and responsibilities, healthy routines, safety, bodies, growing and coping with change.	No Sex Education.
Year 1	Feeling safe and special; class community; bullying and friendship; healthy choices, hygiene, medicines and road safety; families and people who help; life cycles; correct names for external private body parts; privacy and body respect.	No Sex Education.
Year 2	Hopes and worries; rights and boundaries; gender stereotypes; bullying; healthy eating and relaxation; home and outdoor safety; medicines; family diversity; physical-contact boundaries; secrets and trust; growing from young to old; assertiveness.	No Sex Education.
Year 3	Identity and self-worth; families and family conflict; bullying and harmful words; health, food, exercise and water safety; online and offline safety; family roles; friendship and negotiation; puberty, outside and inside body changes; personal hygiene.	No Sex Education. Puberty is statutory Health Education.
Year 4	Citizenship and democracy; assumptions and prejudice; resilience; peer influence; smoking, alcohol and vaping; safety with friends; online safety; relationships, jealousy and loss; identity; puberty and menstruation; family structures and trusted adults.	No Sex Education. Puberty and menstruation are statutory Health Education.
Year 5	Rights and responsibilities; culture, racism and bullying; careers and money; smoking, vaping and alcohol; emergency aid; body image and relationships with food; online communities and gaming; self-worth; puberty for girls and boys.	Changing Me, Piece 4 "Conception" is non-statutory Sex Education and is withdrawable.
Year 6	Global citizenship; difference, power and bullying; goals and transition; health choices, substances and emotional wellbeing; relationships, attraction, pressure, consent, online image-sharing risks and sources of help; self-image and puberty.	Changing Me, Piece 3 "Babies: Conception to Birth" is non-statutory Sex Education and is withdrawable.

Appendix C: Statutory and non-statutory content at a glance

Content	Status	Right to withdraw?	Summary
Relationships Education	Statutory	No	Families, friendships, respectful relationships, online relationships and being safe.
Health Education	Statutory	No	Mental and physical wellbeing, online wellbeing, safety, first aid, health protection, substances, developing bodies and puberty.
National curriculum science	Statutory	No	Relevant human-body, life-cycle and reproduction content specified within science.
Year 5: Conception	Non-statutory primary Sex Education	Yes	Conception through sexual intercourse, fertilisation, pregnancy, contraception and fertility treatment in an age-appropriate context.
Year 6: Babies: Conception to Birth	Non-statutory primary Sex Education	Yes	Conception, pregnancy, foetal development, labour and birth.

Appendix D: Consultation and approval record

Stakeholder	Method	Record
Parent and carer consultation	Microsoft Forms and supporting documents	Seen by parent group (evidence on Class Dojo) – No responses.
Staff consultation	Staff briefing and feedback	No further suggestions
Governor consultation	Draft policy and curriculum information shared	July 2026 – No further suggestions
Changes made following consultation	Summary	N/A

Policy approval

Approved by the governing body on	01.10.2026
Headteacher	Lee Harrison
Chair of Governors	Jessica Colson
Next review date	September 2027