

PSCHE and RSHE Policy

Prep School including EYFS

2026 / 2027



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

IBSTOCK PLACE SCHOOL

Personal, Social, Citizenship, Health and Economic Education (PSCHE) Policy including Relationships, Sex, Health Education (RSHE)

Prep School including EYFS

Scope

This policy applies to all Prep pupils (including EYFS) and staff at Ibstock Place School (hereinafter 'Ibstock' or 'the School').

Roles and Responsibilities

The Governing Body delegates responsibility to the Head for developing and enacting any required "Good Practice" policies. These policies are non-statutory and do not require ratification by the Governing Body. As such, the Head has delegated accountability and responsibility for the operationalisation of this policy to the Prep Co-Heads and DSL, who ensures the consistent application and implementation of this policy across the School. Staff should follow the expectations set out in this policy.

Personal, Social, Citizenship, Health and Economic Education (PSCHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSCHE programme. Where we teach about human reproduction (Sex Education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **Economic Education**, preparing children to understand spending, saving and the world of work, and **Citizenship Education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole Prep School approach to PSCHE Education and how we meet our statutory duties.

Our Vision

Pupils are given the opportunity to understand the principles of personal, social, citizenship, health and relationship and sex education through a spiral-curriculum, where topics and ideas are revisited, and skills developed during their time in the Prep School.

At Ibstock, it is believed that PSCHE is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children to stay safe,

while preparing them to make the most of their life and work. It also helps pupils achieve their full academic potential.

PSCHE is taught, assessed, and expressed through the school curriculum and day. This is evident in assemblies, visitor talks, curriculum events, Prep Parliament, 'Thought of the Week', Mental Health Awareness Weeks and the work of the safeguarding and Director of Wellbeing and cross-curricular links. In addition to this we teach one lesson each week for every year group. We are also proud to have our EDI (Equality, Diversity and Inclusion) Ambassadors who discuss and explore inequalities and current social issues. Pupils are encouraged to seek knowledge and understanding, rather than merely having opinions on these topics. Central to this is kindness, and its members are committed to sharing their ideas with pupils across the school in Prep Assemblies. In addition, teachers deliver regular Girls on Board and Working with Boys workshops to support pupils and their conflict resolutions. We also work with outside agencies who deliver bespoke workshops relating to current pupil needs. Pupils know they can use their class worry box to share any worries.

All teaching is focused on teaching children respect of the Protected Characteristics, as laid out in the Equality Act 2010 to ensure there is no discrimination against: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Ibstock Place Prep School prides itself on the teaching of the PSCHE curriculum and, particularly, on the positive impacts that the PSCHE education has on the pupils. The School will always aim to 'eliminate discrimination, harassment, victimisation' (Equality Act, 2010).

Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils.

We deliver statutory Relationships and Health Education within our comprehensive PSCHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSCHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping

- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request.

Curriculum

Our PSHE curriculum is organised into six themed units ('Puzzles') that every year group follows ensuring continuity and progression.

Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.

Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and human reproduction taught in Years 5 and 6.

As well as following the Jigsaw PSCHÉ programme, Nursery and Kindergarten teaches three sessions a week following the Think Equal scheme. Through stories and related activities, this teaches children that all humans are equal and equally valued.

Teaching, Planning and Resources

All resources and plans can be found on [Jigsaw \(jigsawpshe.online\)](https://jigsawpshe.online)

Children have their own PSCHÉ Journal in which they can record their responses from the lesson through a variety of activities or photographs demonstrating what they have learnt.

There is a dedicated PSCHÉ lesson of approximately one hour each week for pupils from P1-P6.

Adaptive Teaching

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Plans should be adapted to meet the needs of the pupils if:

- A pupil is not attaining levels broadly appropriate for their age
- A pupil demonstrates understanding beyond the level appropriate for their age
- A child with SEND requires resources to best help them access the learning objective.

Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.

- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic First Aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Sex Education

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception and the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before deciding to withdraw a child from sex education, we invite parents to discuss their concerns with their class teacher and PSHE lead. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of education and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- Offer to discuss the request and the curriculum content in detail
- Offer to share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice.

Working in Partnership with Parents and Carers

Parents are key figures in helping their children to cope with the emotional and physical aspects of growing up and preparing them for the challenges and responsibilities which sexual development brings. The teaching we offer, therefore, complements and supports the role of parents.

We invite all Parents to attend a yearly meeting early in the Tummer term outlining the teaching and learning of PSCH, focussing particularly on areas of Health and Sex education, sharing the content that will be taught and giving parents the opportunity to share any concerns.

In the second half of the Summer Term class teachers inform parents about their child's weekly Health and Sex Education content via the School Post.

The School will provide mechanisms and opportunities for parents to engage with any review or evaluation of this policy including, but not limited to, the content of the curriculum and approaches to teaching Relationship, Sex and Health Education.

Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSCH lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSCH curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

Confidentiality and Handling Disclosures

The nature of PSCH means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in PSCH.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the Designated Safeguarding Lead as soon as possible and always within 24 hours, in line with the Safeguarding and Child Protection Policies. If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, a discussion with the Prep School Designated Safeguarding Lead will inform the next course of action. This may be communicating with parents, formalising on the safeguarding system of MyConcern or escalating to the Local Authority or Police.

The same procedures will apply if a pupil asks to speak to a member of Prep School Staff separately to their peers. Pupils will be reminded that no disclosures will be confidential if deemed concerning.

Responding to Pupil Questions

It is acknowledged that sensitive and potentially difficult issues will arise in PSCHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for PSCHE.

As a first principle, the teacher in charge may answer questions relating to the planned curriculum for that age group to the whole class. The teachers answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way. This can be done to the pupils/pupil individually or may be applicable to the whole class.

If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSCHE Lead/Designated Safeguarding Lead.

Questions may be referred to parents/carers if it is not appropriate to answer them in school.

When answering questions, the School ensures that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the Designated Safeguarding Lead for safeguarding and child protection, in line with school policy and procedures.

Ground rules are essential when discussing sensitive subject matters.

Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting by for example:

- Setting the tone by speaking in a matter-of-fact way.
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in the 'happiness' and 'worry' boxes or similar resource.
- Staff will have time to prepare answers to all questions before the next session and will choose not to respond in a whole class setting to any questions that are inappropriate or need one-to-one follow-up.
- If a verbal question is too personal, Staff will remind the pupils of the ground rules.
- If a question is too explicit, feels too mature for a pupils, is inappropriate for the whole-class,
- If a question is too explicit, feels too mature for a pupil, is inappropriate for the whole-class, or raises concerns, staff will acknowledge it and attend to it later, on an individual basis.
- This may then be reported to parents and the Designated Safeguarding Lead who will decidewhether to formalise the comment on MyConcern.
- Staff will not provide more information than is appropriate for the age of the pupil if staff are concerned that a pupil is at risk.

Queries

Queries on this policy should be directed to the Prep Co-Head and DSL.

Review and Verification

This policy is reviewed annually by the Prep Co-Head and Subject Lead for PSCH.