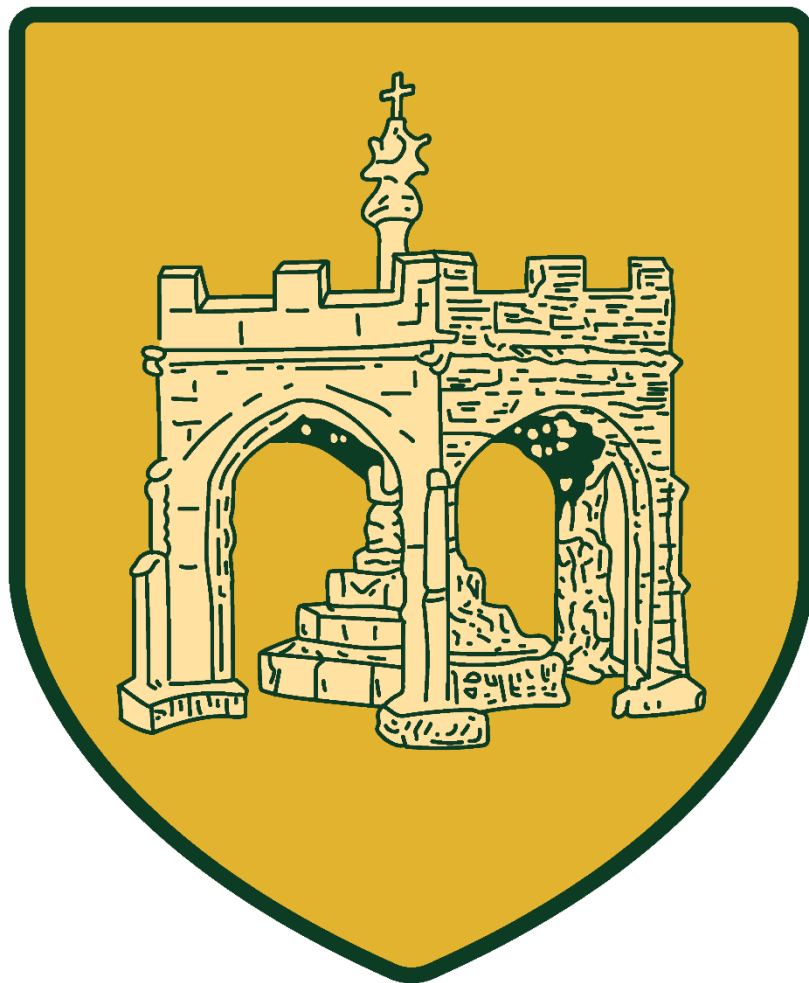




# Cheddar First School

Where Every Child Is at the Heart

## Relationships Education Policy



Date Agreed	September 2025
Review Date	September 2026

## Overview

At Cheddar First School, we teach Relationships and Health Education as part of our whole-school approach to Personal, Social, Health Education (PSHE). We aim to “inspire learning for life” within a happy, safe and inspiring environment, where everyone feels valued and respected. We understand that Relationships and Health Education is compulsory for all pupils receiving primary education.

We consider these subjects to be the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We recognise the importance of these subjects in meeting the needs of all pupils, helping them to develop spiritually, morally, culturally, mentally and physically.

We understand the importance of enabling our pupils to understand and respect who they are; feel empowered with a voice and be prepared for the opportunities, responsibilities and experiences of later life.

It is our intention to support their well-being and to help them become successful, happy adults, who make a meaningful contribution to society.

For our PSHE lessons, we use The Jigsaw Programme, which provides a comprehensive, carefully thought through Scheme of Work, bringing consistency and progression to our children’s learning in this vital curriculum area. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

Our Relationship Education policy is informed by existing guidance:

- Keeping Children Safe in Education
- Equality Act 2010
- SEND code of practice: 0 to 25 years
- Alternative Provision
- Promoting Fundamental British Values as part of SMSC in schools

## Relationships and Health Education: What do we teach and who teaches it?

### A Whole-school approach

The Jigsaw programme consistently covers all areas of personal, social and health education (PSHE) for the primary phase, including statutory Relationships and Health Education.

A different learning theme is explored in a holistic way by the whole school, each half term. This is evident through launch assemblies, weekly assembly themes, class displays and unit outcomes. The table below summarises the learning themes, which deepen and broaden year on year.

<b>Term</b>	<b>Puzzle (Unit)</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Cheddar First School, the Jigsaw unit is taught within a discrete lesson weekly, by the class teacher/ HLTA. Each lesson is progressive through a spiral curriculum, in order to impart knowledge and skills in a developmental and age-appropriate way, using Key Stage One terminology through into Key Stage Two.

Each lesson is tailored to the pupils' needs and is reinforced and enhanced through: our school vision and values; our assemblies and collective worship; our praise and reward systems; learning behaviours; as well as through relationships between adults and children across the school. We aim to apply our learning to everyday situations within the school and wider community.

The programme's 'update policy' ensures teaching materials are current and supportive to teachers.

## **Relationships Education**

By the time our pupils leave first school, they will have learnt about 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The majority of the statutory Relationships Education is covered within the Jigsaw 'Relationships' puzzle, although some of the outcomes are also taught elsewhere within Jigsaw (for example: the 'Celebrating Difference' puzzle helps children appreciate that there are many types of family composition, including LGBT, and that each is important to the children involved). This holistic approach builds on pupils' prior knowledge, ensuring the learning is reinforced throughout the year and across the curriculum.

## **Health Education**

Teaching children about puberty is now a statutory requirement, which sits within the Health Education part of the DfE guidance 2019. Puberty is taught through our Jigsaw lessons, as part of the 'Changing Me' puzzle.

By the time our pupils leave first school, they will have learnt about 'Mental wellbeing', 'Internet safety', 'Physical health and fitness', 'Healthy eating', 'Medicines, alcohol and tobacco', 'Health and prevention' and 'Changing adolescent bodies'. The majority of the statutory Health Education is covered within the Jigsaw 'Healthy Me' puzzle, although some of the outcomes are also taught elsewhere within Jigsaw (for example: emotional and mental health is nurtured every lesson through the Calm Me time; social skills are grown every lesson through the Connect Us activity; respect is enhanced through the use of the Jigsaw Charter).

## **Sex Education**

Sex Education is not compulsory in first schools, however, the DfE Guidance 2019 (p.23) recommends that all schools 'have a programme tailored to the age and the physical and emotional maturity of the pupils'. This programme 'should ensure that both boys and girls are prepared for the changes that adolescence brings', supporting the teaching of lifecycles and living things set out in the national curriculum for science.

At Cheddar First School, drawing on the DfE Guidance, and in agreement with our feeder Middle Schools, explicit Sex Education will begin through PSHE in the middle school years. We believe that this is most appropriate for the pupils in our care.

Since teaching about puberty is a statutory requirement, taught through PSHE 'Health Education', the parental right to withdraw a child from some or all lessons is not applicable.

Teachers endeavour to work in partnership with parents and are always happy to discuss the content of the curriculum. Teachers endeavour to answer questions as honestly as possible, but if faced with a potentially sensitive issue, provision would be made to meet the individual pupil's needs.

Teachers are aware that PSHE education may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead, in line with the Safeguarding Policy.

## **Pupils with special educational needs and disabilities (SEND)**

We recognise that for some pupils with special educational needs or disabilities, there may be a need to tailor the content of the lessons taught. Where this is the case, teachers will consult with the school's SEND Lead to ensure that lessons are sensitive and developmentally appropriate. Teaching may be adapted or personalised to ensure accessibility and this will be noted on a Provision Map.

## **Monitoring and Review**

This policy has been introduced as part of a curriculum event and shared with parents/carers, teaching and non-teaching staff, Local Partners and our partner schools. The Relationship Education policy is shared with parents via the school website.

The subject leader for PSHE, monitors the effective delivery of relationships, sex and health education. The Local Governing Body monitors this policy on an annual basis. Both give serious consideration to any comments from parents about the school's PSHE programme. A record of all such comments will be kept on file.