



PRIORY SCHOOL
EDGBASTON

PSHEE and Relationships, Sex and Health Education (RSHE) Policy. (STATUTORY)

Trustee Committee:	Education	
Date Approved:	September 2026	
Next of Review:	September 2028 – or when guidance changes	
Member of Staff Responsible:	Declan Griffin – Deputy Head	
Trustee Overseer:	AC – Mrs Cleary	
Intended Audience:	Employees, Volunteers, Parents, Pupils and Visitors	
Relevance:	Whole School	Yes
	Early Years	Yes
	Preparatory	Yes
	Seniors	Yes
Access:	Website	Yes
	Internal	No
	Restricted	No

Our Mission Statement

Priory School is a thriving, co-educational independent school founded upon a rich Catholic heritage which welcomes those from all faiths and none.

In partnership with parents and guardians we provide a nurturing, family-based ethos, alongside high-standards of teaching and learning, enabling all pupils to achieve their potential.

We embrace diversity and interfaith understanding alongside awareness of environmental and global issues, in response to the needs of our time.

The Governors and staff at Priory School are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs.

The Governors, staff and pupils are committed to the safeguarding and welfare of pupils and staff.

To meet the needs of our school community, all our policies, including this policy, can be made available on different formats such as different font sizes or styles, colour, or alternate languages.

The Governing Council understands it has responsibility for ensuring the effective oversight of this policy and will assess, evaluate and review as necessary.

Aims and Objectives

We encourage our children to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse, multicultural society. We provide opportunities for all pupils to learn and achieve through a coherent PSHEE and RSHE curriculum encompassing Health and Wellbeing, Relationships and Living in the Wider World. Teaching is developmental, age-appropriate and responsive to pupils' needs as they progress through the School.

Through PSHEE and RSHE, Priory also seeks to equip pupils with the knowledge, understanding and skills they need to recognise risk, build healthy relationships, make informed decisions, seek help and keep themselves and others safe. Preventative safeguarding education is therefore an integral part of this curriculum.

We aim to enable our pupils to:

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Understand economic wellbeing.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community.

Our school curriculum and ethos promotes spiritual, moral, social and cultural development and prepares all pupils for the opportunities and responsibilities within their lives.

Curriculum and Statutory Context

Priory School provides a broad and balanced curriculum which promotes pupils' spiritual, moral, social, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life.

As an independent school, Priory provides Personal, Social, Health and Economic Education in accordance with the Independent School Standards. Relationships Education is statutory for primary-aged pupils and Relationships and Sex Education is statutory for secondary-aged pupils. Priory also provides comprehensive health and wellbeing education through its PSHEE curriculum.

This policy reflects the current statutory Relationships Education, Relationships and Sex Education and Health Education guidance, effective from September 2026, and Keeping Children Safe in Education 2026. It should be read alongside the School's Safeguarding Policy, Behaviour Policy, SEND Policy, Equality arrangements and Online Safety procedures.

PSHEE

At Priory School, PSHEE and RSHE are taught through a whole-school, developmental approach which supports pupils' personal development, wellbeing, relationships and safeguarding from the Early Years through to Senior School.

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Jigsaw provides the principal framework for this curriculum. Priory uses Jigsaw PSHEE 3–11 across the Early Years and Preparatory School and Jigsaw PSHEE 11–16 across the Senior School. The programmes provide a progressive and spiral curriculum in which key knowledge, concepts and skills are revisited and developed as pupils mature.

In the Early Years, PSHEE complements the EYFS curriculum, particularly Personal, Social and Emotional Development, with Jigsaw used where developmentally appropriate.

Sixth Form provision continues to support pupils' personal, social, health and economic education through the pastoral, tutorial and wider enrichment programme. Content is appropriate to preparation for adult life and includes relationships and consent, sexual health, mental wellbeing, online safety, financial and economic wellbeing, and accessing appropriate support.

Across the School, Jigsaw is organised through six recurring themes: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; and Changing Me. Content within each theme is adapted appropriately for pupils' age, development, needs and stage of education.

Jigsaw provides the core planned programme but does not limit Priory's PSHEE provision. Teaching may be supplemented or adapted in response to safeguarding trends, pupil need, local or national issues, statutory guidance or emerging risks.

The overview of the programme can be seen on the school website.

The programme supports Priory's responsibilities for pupils' personal development, safeguarding, equality and spiritual, moral, social and cultural development and contributes to the School's compliance with the Independent School Standards and current ISI inspection framework.

Statutory Relationships and Health Education

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
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Senior School, statutory RSE builds on the Relationships Education taught in Prep and is delivered principally through Jigsaw 11–16. Teaching is age-appropriate and covers:

- Families and committed relationships
- Respectful relationships, including friendships
- Online relationships and media
- Consent, boundaries and being safe
- Sexual harassment, sexual violence, exploitation and abuse

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- Intimate and sexual relationships, including sexual health
- Contraception, pregnancy, sexually transmitted infections and access to support
- Relevant law relating to relationships, sex and safeguarding

Teaching also addresses emerging and online risks, including online grooming, image-based abuse, pornography, misinformation and disinformation, harmful online influences, AI-generated content and deepfakes, where appropriate to pupils' age and development.

Health Education

Priory provides comprehensive Health Education through its PSHEE curriculum. Although Health Education is not separately compulsory for independent schools, Priory uses the statutory Health Education content as the framework for ensuring pupils receive comprehensive, age-appropriate education about their physical health, mental wellbeing and safety. There is no right of withdrawal from this health and wellbeing content.

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

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Changing adolescent body

Priory continues health and wellbeing education throughout Senior School through PSHEE and Jigsaw 11–16. Teaching develops pupils' understanding of:

- mental wellbeing and emotional health
- physical health, fitness, sleep and healthy lifestyles
- drugs, alcohol, tobacco and vaping
- online safety and harmful content
- health prevention and accessing appropriate support
- first aid and personal safety
- puberty, body changes and body image

Equality and Respect in Senior School

By the end of secondary education, pupils are taught the facts and law relating to the protected characteristics, including sex, sexual orientation and gender reassignment. Teaching distinguishes between biological sex and the protected characteristic of gender reassignment, explains the legal protections that apply, and promotes dignity and respect for all. Where issues are contested, staff present the relevant facts and law without presenting one particular view as fact.

Challenging Stereotypes and Promoting Respect

Priory's PSHEE and RSHE curriculum forms part of the School's preventative safeguarding education. Teaching promotes healthy and respectful relationships and challenges sexism, racism, misogyny/misandry, homophobia, biphobia, sexual harassment and violence, prejudice, derogatory behaviour and other harmful behaviour. Pupils are taught age-appropriately about boundaries, consent, exploitation, grooming, bullying and how to seek help.

PSHEE supports pupils' understanding of fundamental British values and develops resilience to radicalisation through critical thinking and respectful discussion. Where political or contested issues are considered, staff will not promote partisan political views and will ensure a balanced presentation of opposing views where required.

Statutory guidance

This policy reflects DfE statutory guidance 'Relationships, Sex and Health Education' (July 2025) and 'Keeping Children Safe in Education' (2026). It also demonstrates how Priory meets the Independent School Standards (Part 2: SMSC) as inspected under ISI Framework 23.

The Relationships Education, Relationships and Sex Education and Health Education statutory guidance applies to Priory School as an independent school. Relationships Education is compulsory for pupils receiving primary education and Relationships and Sex Education is compulsory for pupils receiving secondary education. Health Education is not separately compulsory in independent schools; however, Priory is required under the Independent School Standards to provide PSHEE and chooses to deliver comprehensive health and wellbeing education through its whole-school Jigsaw programme.

Our PSHEE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education 2026
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (DfE, 2025; effective September 2026)
- Independent School Standards
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years

The Jigsaw Programme is aligned to the PSHEE Association Programmes of Study for PSHEE.

Whole-school approach

Term	Puzzle	Key Content
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.

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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.

PSHEE and RSHE are taught regularly across all phases through timetabled lessons and wider school opportunities. Jigsaw provides the core programme and is reinforced through assemblies, collective worship, pastoral provision and the wider curriculum. Teaching is delivered by appropriately trained staff in accordance with each phase's curriculum arrangements.

Where external providers support PSHEE or RSHE, Priory remains responsible for the curriculum. Providers, materials and safeguarding arrangements will be checked in advance, and materials will be available to parents.

Relationships Education

Inclusive Practice and Equality

We are committed to an inclusive PSHEE curriculum that is accessible to and respectful of all children and families.

Priory School complies with the relevant provisions of the Equality Act 2010 and the Independent School Standards. We ensure that PSHEE and RSHE are taught in a way which promotes respect, equality of opportunity and positive relationships between pupils from different backgrounds and with different protected characteristics.

The protected characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Teaching about Families and Relationships

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Priory teaches that families can take different forms and that pupils should respect the diversity of family life. Teaching is age-appropriate, inclusive and avoids stigmatising pupils because of their family circumstances.

Including LGBT Content

Priory teaches pupils, in an age-appropriate way, to respect others regardless of difference or protected characteristics, including sexual orientation and gender reassignment. Relevant content is integrated within PSHEE and RSHE rather than taught as a standalone topic. Teaching promotes respect, challenges bullying and discrimination, and reflects the age and developmental stage of pupils.

Jigsaw PSHEE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

For detailed information about what Jigsaw PSHEE 3-11 teaches about LGBT relationships, schools can access our supporting document 'Including and Valuing All Children: What does Jigsaw PSHEE 3-11 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions.

Sex Education

Priory teaches age-appropriate sex education in Years 5 and 6 through Jigsaw. This includes factual teaching about human reproduction, conception, pregnancy and birth. This is separate from statutory Relationships Education, puberty education and relevant Science curriculum content.

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

- Year 5: Conception
- Year 6: Babies: Conception to Birth

In Senior School, sex education forms part of statutory Relationships and Sex Education. Teaching is age-appropriate and builds progressively through Jigsaw 11–16. It includes:

- sexual relationships, consent and boundaries
- contraception and pregnancy
- sexually transmitted infections and sexual health
- sexual harassment, sexual violence and exploitation
- pornography and the impact of sexualised online content
- where and how to access advice, support and health services
- relevant law relating to sex, relationships and safeguarding

Teaching is factual, sensitive and appropriate to pupils' age and stage of development.

Parent Engagement and the Right to Withdraw from Sex Education

Parents are informed in advance about the sex education content taught through PSHEE and may view curriculum materials on request. Parents are consulted when this policy is developed or reviewed. A representative sample of RSHE resources will be shared with parents and all curriculum materials will be available to view on request.

In primary school, parents may request that their child is withdrawn from any sex education taught outside the Science curriculum. Such requests will be granted.

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In secondary school, requests to withdraw from sex education will normally be granted except in exceptional circumstances. From three terms before a pupil turns 16, the pupil may choose to receive sex education and the School will make arrangements accordingly.

Pupils who are withdrawn will receive appropriate, purposeful education during that time.

We inform parents about sex education content by sending curriculum information letters at the start of the summer term and making all materials available for viewing on request.

Responding to children's questions

Teachers will respond to pupils' questions in an age-appropriate, factual and sensitive way, using professional judgement and the planned curriculum as a guide.

PSHEE and RSHE lessons may lead to safeguarding disclosures. Staff must not promise confidentiality and must report any safeguarding concern promptly in accordance with the School's Safeguarding Policy.

Supporting Children with SEND

PSHEE and RSHE will be adapted to meet the needs, age, developmental stage and communication needs of pupils with SEND. Staff will use appropriate resources, reasonable adjustments and teaching approaches to ensure content is accessible and understood. The SENDCo, PSHEE lead and class or subject teachers will work together where additional support is required.

Assessment and Monitoring

PSHEE and RSHE are assessed primarily through formative assessment, pupil voice and review of learning. Subject leaders and SLT monitor implementation and impact through appropriate curriculum monitoring, including lesson visits, work review and pupil discussion.

Links to Other Policies and Curriculum Areas

PSHEE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHEE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy
- Science Policy

Links Across the Curriculum

PSHEE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.

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- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHEE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHEE and other learning, reinforcing understanding and helping children to see how PSHEE knowledge and skills apply across different contexts.

Monitoring and Review

This policy will be reviewed annually, or earlier where statutory guidance changes. The PSHEE/RSHE lead, in collaboration with SLT, will monitor its implementation and report to the Headteacher and relevant Trustee committee as appropriate.