

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



School Name: **Cassiobury Junior School**

Policy Date: **29th June 2026**

PSHE Lead: **Lauren Cassidy**

Review Date: **June 2027**

Governor/Trustee Approval: **Agreed at FGB 29th June 2026 Nisha Nyunt**

Personal, Social, Health and Economic Education (PSHE) 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 PSHE 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-school approach to PSHE and RSE education and how we meet our statutory duties.

1. Our Vision for PSHE Education

At Cassiobury Junior School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

We are committed to:

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

2. 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. These subjects must be

taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE 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 PSHE 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 and can be accessed via [\[insert school website link or add to appendix\]](#).

3. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

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.
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 for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6). For a more detailed breakdown, please see Appendix A

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Local context and community considerations
- Feedback from parents, pupils and staff when writing the policy
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time by the class teacher or another teacher within the school. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

5. 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; being 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).

Challenging Stereotypes and Promoting Respect

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

6. Sex Education in Cassiobury Primary School

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Cassiobury, our approach to sex education is:

Sex Education as part of PSHE (subject to parental withdrawal)

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, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the 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 as defined in Appendix A.

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 making a decision to withdraw a child from sex education, we invite parents to attend our annual RSHE parent talk or view the presentation on the website. After this, parents have option to request removal from specific sex education parts of the curriculum in writing. Clear deadline re explained annually ahead of RSGE lessons.

7. Inclusive Practice and Equality

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

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

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

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 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.

Supporting Children with SEND

Children with special educational needs and/or disabilities may receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision. Where this is considered for pupils with SEND, we would aim to speak to parents as well.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

8. Safeguarding and Support

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to

- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children.

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 PSHE 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 PSHE curriculum and assembly programme emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning. Parents are consulted during the draft stage of the policy and offered an annual parents talk.

Viewing PSHE Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice. These are also made accessible at annual parent talk.

We actively encourage parents to engage with these resources so they can support and continue conversations at home.

Responding to Concerns

Please raise any concerns in the usual way via the class teacher in the first instance.

10. Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
 - Using the Jigsaw programme effectively
 - Teaching sensitive and controversial topics
 - Managing difficult questions and discussions
 - Safeguarding and responding to disclosures
 - Creating safe, inclusive classroom environments
 - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

11. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. Formative Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

Monitoring Quality and Impact

The PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

12. Links to Other Policies and Curriculum Areas

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

- Safeguarding and Child Protection Policy
- Behaviour Policy + Anti bullying
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy
- Science Policy [where relevant to RSHE content]
- Assembly Schedule

Links Across the Curriculum

PSHE 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.
- 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 PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

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

13. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers [specify how consultation took place]
- Pupils [specify how pupil voice was gathered]
- Governors / Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- *Keeping Children Safe in Education* (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation

- Evidence from educational research and best practice

Review and Update

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Responsibilities

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

External resources and guidance:

- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)
- Appendix A showing PSHE/Health and Science overlaps

Policy Approval

This policy was approved by the Governing Body / Board of Trustees on: 29th June 2026

Headteacher: Jenny Sherry
Date: 29th June 2026

Chair of Governors/Trustees: Nisha Nyunt
Date: 29th June 2026

Next Review Date: June 2027

Appendix A: PSHE Curriculum Overview – Next page

Year 3 – Ages 7-8			
	Science Topics (Statutory)	Sex Education (Non-Statutory)	PSHE/Relationships
Piece 1 ‘How Babies Grow’	- Growing and change in animals and specifically changes since children were a baby. - Female has the baby - Role of the female - What babies can't do and need their mother to do for them Key Vocabulary: Male, female, changes, birth, animals, babies, mother, growing up, family and care Resources: Pairing cards of adult animals and humans and baby animals and humans.		- Relationship between child and parent - Role of the parent in caring for child - How might it feel to have a new baby in the family
Piece 2 ‘Outside Body Changes’	- Introduction to puberty being a gradual collection of changes transforming children's bodies into adult bodies. - What changes can be controlled and what is natural - Puberty happens at different times - Identifying physical changes in boys - Identifying physical changes in girls Key Vocabulary: Change, puberty, Control, breasts, pubic hair, penis, testicles Resources: Outside body changes cards, cartoon body changes slides, Changes I can and can't control label diagram. Change cards: grow taller, develop pubic hair, hair growth under arms and on legs, facial hair, hips widening, chest and shoulders broader, voice deepens, breasts growing, penis and testicles growing larger, feet bigger, skin changes e.g. less smooth.		Feelings about growing up
Piece 3	Explores internal reproduction changes during puberty		What changes have happened in your life so far?

‘Inside Body Changes’	• How boys and girls bodies prepare for making babies when they are grown up. • Male reproductive system • Female reproductive system Key Vocabulary: puberty, male, female, testicles, scrotum, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina Resources: Pairs game – animals and parents, growing up adventure (fill the gap)		• Feelings about the change
Piece 4 ‘Keeping ourselves clean’			• Personal hygiene and why keeping clean is important as bodies change during puberty • How bacteria and germs spread and importance of regular handwashing • Practical ways to maintain good hygiene including regular bathing, showering and brushing teeth, changing clothes. • Key Vocabulary: change, puberty, personal, hygiene, genitals, unwell, infections
Piece 5 ‘Family Stereotypes’			• Definition of a stereotype and why it’s important to challenge them. • Stereotypes between males and females • Stereotypes about family roles Key Vocabulary: Stereotypes, task, roles, challenges Resources: Task cards – Is it a role for a male, female or both, family scenarios, charades.
Piece 6 ‘Looking ahead’	Key Questions: Why do children’s body’s change into adults? Questions about feelings towards puberty – worries, who to talk to.		• Transition to new year group: • What are you looking forward to? • Making changes • Something that has been learned about bodies and growing up • How to manage worries • What are you looking forward to about growing up?

			Key Vocabulary: change, looking forward, excited, nervous, anxious, happy. Resources: ribbon mobiles
--	--	--	--

Year 4 – Ages 8-9

	Science Topics (Statutory)	Sex Education (Non-Statutory)	PSHE/Relationships
Piece 1 ‘Unique Me’			- Genetics – some of our characteristics come from genes our parents pass onto us and some are unique to us. - Characteristics that are inherited - Identity and how it is shaped by many factors - How we have the power to make choices to shape our identities. Key Vocabulary: identity, choices, hobbies, interests, skills, self-respect, proud, values, unique, characteristics, personality Resources: What makes you unique tree, optional fingerprint what makes you unique task.
Piece 2 ‘Puberty and Menstruation’	- How the female body changes internally to enable reproduction - Understanding menstruation is a natural monthly process - Explore the menstrual cycle learning about ovaries, eggs, the womb lining and how this results in a period - Introduction to different period products – menstrual towels, tampons, period pants, menstrual cups. (purpose and use) Key Vocabulary: Puberty, menstruation, menstrual cycle, periods, menstrual cup, sanitary towel (menstrual towel), panty liner, period pad, period pants, fallopian tube, period product, tampons, vagina, vulva, ovaries, hormone, womb		

	Resources: How do I feel about puberty, menstruation cards		
Piece 3 ‘Being part of a family’			• Explore the diverse nature of families and that they come in many different forms and what matters most is love, care and support. • Learn the concept of an inner circle and trusted people • Anxieties about growing up and who to talk to • Reinforcing that their bodies belong to them. Key vocabulary: family, inner circle, belonging, support, trusted adult, puberty, periods, menstruation, anxieties, anxious, care, love, reassurance Resources: Making things cards
Piece 4 ‘Circles of change’			• How and why change happens. • Process: Circle of change – Thinking about, deciding, preparing, taking action, keeping it going. • Using already made family-based scenarios for how to work through process of change. • Changes to control and those that can’t be controlled. Key Vocabulary: circle, seasons, change, control Resources: Circles of change
Piece 5			• Changes humans can control and ones that they can’t control

‘Accepting change’			• Environmental changes and personal changes • How we respond to changes • Emotions towards change • Strategies for accepting change Key Vocabulary: emotions, control, change, acceptance, reliable, unreliable, trustworthy, support, inner-circle, trusted adult. Resources: Emotions cards, change scenario cards.
Piece 6 ‘Looking ahead’			• Looking ahead for transition to Year 5 • Changes we can control and can’t control • How to manage and accept change • Normal worries that shouldn’t stop daily activities vs when extra support is needed from trusted adults. • Reinforcement that asking for help is a strength and it’s important to talk. Key Vocabulary: change, looking forward, excited, characteristics, puberty, support, inner-circle, trusted adult, proportionate. Resources: Circles of change card

Year 5 – Ages 9-10			
	Science Topics (Statutory)	Sex Education (Non-Statutory)	PSHE/Relationships
Piece 1 'Self Image and Body Image'			• Self-esteem and self-image • Social media, how images can be altered, unrealistic expectations. • Managing mental health and wellbeing when using social media • How to transform negative self-image to positive self-image Key Vocabulary: Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, filter, edited, media influencer, authentic, mental health/wellbeing Resources: Self-image cards, emoji classroom labels, self-image picture frame template
Piece 2 'Puberty for Girls'	• Puberty • Female internal reproductive organs • Female reproductive system and the process of menstruation – when an egg is not fertilised • Menstrual cycle and how the female body prepares monthly for potential pregnancy • How hormones like oestrogen control the cycle • Different period products including menstrual pads, period pants, tampons, menstrual cups Key Vocabulary: puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus, hormones menstrual cups		• Worries about menstruation using scenario cards. • School procedures for accessing period products

	Resources: Puberty and emotions bingo, menstruation worries cards, menstruation sort/sequence		
Piece 3 ‘Puberty for boys’	• Changes at puberty – physical and emotional • Internal and external parts of the male reproductive system and their functions • Understanding the role of testosterone as a marker for puberty starting in boys • Normality of erections and wet dreams explained as, <i>‘tiny amount of sperm and semen leaking out – this refers to being a sign that puberty has started.’</i> • Hormone changes for both boys and girls Key Vocabulary: puberty, sperm, semen, testicles/testes, scrotum erection, wet dream, larynx, facial hair, growth spurt, hormones, testosterone Resources: Puberty points of view, boys’n’puberty quiz	• Sexual intercourse is referred to during the male reproduction section of the lesson – the script states: <i>‘when a man becomes sexually excited the spongy tissue inside his penis fills with blood and it becomes erect (stiff). This happens so the penis can enter the vagina during sexual intercourse.’</i>	• ‘Fancying’ people may refer to fancying their own gender and that who we ‘fancy’ is a personal thing and normal for the person in question. Words ‘gay,’ ‘lesbian,’ ‘bi-sexual,’ and ‘transgender’ are defined in simple terms so children understand what they mean. • Worries about puberty.
Piece 4 ‘Conception’		• How a baby is conceived through sexual intercourse • Explains conception as the fertilisation of an egg by sperm during sexual intercourse emphasising that this happens between consenting adults in loving relationships. • Contraception exists as a way to prevent pregnancy <i>note: forms of contraception are not discussed, children will be advised that this information will be given at an age appropriate time and directed to speak to</i>	• Different kinds of relationships we have with the people around us. • Before a couple decides to have a baby, they should... • Possibility that some children aren’t conceived in the ‘normal’ way. • Age consent being 16 in England

		parents if they have any questions. • Acknowledges alternative routes to parenthood e.g. IVF to broader fertility treatments. • Sexual intercourse is referred to as what allows the sperm to fertilise the egg to then produce a baby, however that might not always be possible. • Alternatives to conception through sexual intercourse: egg donation, artificial insemination, surrogacy or IVF and adoption. Key Vocabulary: relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, contraception, fertility treatment (IVF) Resources: Truth about conception and pregnancy, having a baby diamond 9, relationship cards	
Piece 5 ‘Looking ahead 1’			• Becoming a teenager and what this involves. • Perceptions of being a teenager as shown in the media. • Responsibilities as you become a teenager and have more freedoms • Relationships and how they change as you get older

			• Age of consent (16 in the UK) is referred to when talking about sexual intercourse as a part of a relationship. • Positive and negative aspects of being a teenager Key Vocabulary: teenager, milestone, perceptions, puberty, responsibilities, consent, media influencers, reliable source Resources: No extra resources
Piece 6 ‘Looking forward 2’			• Looking forward to next year. • Feelings about getting older and puberty. • Mixed emotions • Managing feelings Key Vocabulary: change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious. Resources: The circle of change, spinning top template

Year 6 – Ages 10-11

	Science Topics (Statutory)	Sex Education (Non-Statutory)	PSHE/Relationships
Piece 1 ‘My Self Image’			• Peer Pressure • Impact of social media • Perceptions of having ‘boyfriends/girlfriends’ • How to measure ourselves beyond appearance. • Negative self-talk vs positive self talk. • Self-Image and Body image with particular focus on media influencers and consumer pressures • Spending choices Key Vocabulary: self-image, self-esteem, criticise, real self, celebrity. Resources: Supporting our self-esteem
Piece 2 ‘Puberty’	• Consolidation of physical and emotional changes for boys and girls during puberty • Changes for males, females, both • The male and female reproductive system using animations and diagrams. • Misconceptions about puberty • Normality of wet dreams explained as, <i>‘tiny amount of sperm and semen leaking out – this refers to being a sign that puberty has started.’</i>	• Masturbation – this word comes up as part of puberty flash cards and will be simply defined as, <i>‘when a person touches their own private parts for pleasure. It is perfectly normal and a very private thing to do.’</i> • Clitoris – explained as a <i>part of a women’s sexual organs that gives her nice feelings when having sex and when masturbating.</i>	• Worries about puberty • New freedoms and new responsibilities

	Key Vocabulary: opportunities, freedoms, responsibilities, puberty specific vocabulary (pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, vulva). Resources: Growing up bingo, Puberty vocabulary cards, Cartoon scientific diagrams of male and female internal and external reproductive systems, truths and myths about puberty, worry cards for boys and girls.		
Piece 3 ‘Babies – conception to birth’		• How a baby develops in the womb • What a baby can do in the womb • The male and female reproductive systems • The process from conception to birth • Learning about labour (avoiding the term natural birth) – contractions and birth through the vagina but some babies can be born through a caesarean section – defined as an operation by specialist doctors and midwives that helps babies to leave the womb through the mothers abdomen. • Mixed emotions parents might feel Key Vocabulary: pregnancy, embryo, foetus, placenta, umbilical	

		cord, labour, contractions, cervix, midwife. Resources: Baby developing in the womb scientific cartoon diagrams, Baby can cards, from conception to birth card sort.	
Piece 4a ‘Adolescent friendships’			• Maintaining personal identity and values within friendships particular as transition to larger environments in happening soon • Identify core values and beliefs that they would never want to compromise due to peer pressure. • Whether individual convictions strong and unanimous agreement – does it matter? • Reality that close friends may not always be present in new school settings • Learn diplomatic ways to disagree whilst remaining self-respect. Key Vocabulary: independence, identity, values, relationships, pressure, adolescent compromise Resources: mingle bingo cards, scenario cards
Piece 4b			• Exploring negative and positive reasons for people wanting boyfriends/girlfriends • Differences in relationships as you grow older.

'Boyfriends and Girlfriends'			• Popularity and peer pressure • Respect and responsibilities • Exploring a 'sexting' scenario – what happened and what should have happened. • Consent = voluntary and not pressured • Healthy relationship boundaries and where to access support • Permanent nature of digital content – sharing intimate pictures is illegal and prosecutable Key Vocabulary: attraction, relationship, pressure, love, sexting, consent Resources: Diamond 9 cards, Positive and negative reasons cards, should I/shouldn't I?
Piece 5 'Real Self and Ideal Self'			• Advertising – what's real and what can be misleading. • Cosmetic items and unrealistic body image and perceptions (e.g. shop mannequins) • Real self and ideal self • Understanding self-esteem and strategies for challenging negative self-talk • How commercial interests shape beauty standards • How body talk between family and friends can emphasise appearance over other qualities.

			Key Vocabulary: self-esteem, negative body talk, choice, feelings/emotions, challenge, mental health. Resources: Real self vs ideal self template
Piece 6 ‘The Year ahead’			• Memories of primary school • Looking forward to next year at secondary school • Worries and fears • Solutions and strategies for worries Key Vocabulary: transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement. Resources: no extra resources