

# The Willows Primary School

## PSHE and RSE Policy



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## Context:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

## PSHE:

At The Willows Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Statutory Relationships and Health Education

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right."

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools."

“The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Key aspects of RSHE are in scope for Ofsted inspection, for example, through inspectors’ consideration of pupils’ personal development, behaviour and welfare, and spiritual, moral, social and cultural development.”  
**DfE guidance p.2**

Here at The Willows Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and equip them for life and learning. We include the statutory Relationships and Health Education within our whole school PSHE programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs.

Our PSHE policy is informed by existing DfE guidance:

- **Keeping children safe in Education** (Statutory guidance)
- **Respectful School Communities: Self Review and Signposting Tool** (a tool to support a whole school approach that promotes respect and discipline)
- **Behaviour and Discipline in School** (advice for schools, including advice for appropriate behaviour between pupils)
- **Equality Act 2010 and schools**
- **SEND code of practice: 0 to 25 years** (statutory guidance)
- **Alternative Provision** (Statutory guidance)
- **Mental Health and Behaviour in Schools** (advice for schools)
- **Preventing and Tackling Bullying** (advice for schools, including advice on cyberbullying)
- **Sexual violence and sexual harassment between children in schools** (advice for schools)
- **The equality and Human Rights Commission Advice and Guidance** (provides advice on avoiding discrimination in a variety of educational contexts)
- **Promoting Fundamental British Values as part of SMSC in schools** (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural development (SMSC))
- **SMSC requirements for independent schools** (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development).

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

# Health Education

What do we teach when and who teaches it?

## Whole school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning them of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	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.
Autumn 2	Celebrating Differences	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	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
Spring 2	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At The Willows Primary School we teach PSHE weekly in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies, praise and reward systems, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Weekly lessons are taught by HLTAs who are given sufficient time to plan these lessons.

### **Relationships Education**

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships' and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole school approach spirals the learning and meets all statutory requirements and more.

## Sex Education

The DfE guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and physical and emotional maturity of the pupils’.

However, ‘Sex Education is not compulsory in primary schools’. (p.23)

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born’.

At The Willows Primary School, we believe children should understand the facts about human reproduction before the leave primary school, so they have a better understanding of their own bodies and the changes that occur during puberty.

We define Sex Education as an understanding of human reproduction.

We intend to teach this as part of PSHE lessons.

### *Parents’ right to request their child be excused from Sex Education*

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education”. (DfE Guidance, p.17)

At The Willows Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

- Year 4, lesson 2 (having a baby)
- Year 5, lesson 4 (conception)
- Year 6, lesson 3 (conception, birth)

The school will inform parents of this right by email during the Summer term before the Changing Me Puzzle is taught. Following notification to parents/carers that the ‘changing me’ puzzle (unit) is being taught, parents the “have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE guidance p.17

## Monitoring and review

The Senior Leadership Team (SLT) monitors this policy on a bi-annual basis. SLT reports its findings and recommendations to the Local Governing Committee, as necessary, if the policy needs modification. The Local Governing Committee gives serious consideration to any comments from parents about PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the schools' ethos.

## Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. School must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

"Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."

At Grace Cook Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

## Policy review

This policy is reviewed bi-annually. It will be reviewed in 2028 in accordance with the new guidance released by the DfE.

### **Relationships Education in Primary Schools (Appendix)- DfE Guidance 2019**

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
<p><b>Families and people who care for me</b></p>	<p>R1 that families are important for children growing up because they can give love, security and stability.</p> <p>R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating differences</li> <li>• Being Me in My World</li> </ul>
<p><b>Caring friendships</b></p>	<p>R7 how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating differences</li> <li>• Relationships</li> </ul>

	<p><b>R9</b> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>R10</b> that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p><b>R11</b> how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>	
<p><b>Respectful relationships</b></p>	<p><b>R12</b> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p><b>R13</b> practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p><b>R14</b> the conventions of courtesy and manners.</p> <p><b>R15</b> the importance of self-respect and how this links to their own happiness.</p> <p><b>R16</b> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p><b>R17</b> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p><b>R18</b> what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Differences</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul>

	<p><b>R19</b> the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	
<p><b>Online Relationships</b></p>	<p><b>R20</b> that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p><b>R21</b> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p><b>R22</b> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p><b>R23</b> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>how information and data is shared and used online</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Differences</li> </ul>
<p><b>Being Safe</b></p>	<p><b>R25</b> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>R26</b> about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p><b>R27</b> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p><b>R28</b> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p><b>R29</b> how to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Differences</li> </ul>

	<p>R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>R32 where to get advice e.g. family, school and/or other sources.</p>	
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### Physical health and mental well-being education in Primary schools- DfE Guidance

The focus in primary schools should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<p>H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>H7</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Differences</li> </ul>

	<p>H8 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>H9 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>H10 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>	
<p><b>Internet safety and harms</b></p>	<p>H11 that for most people the internet is an integral part of life and has many benefits.</p> <p>H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>H13 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>H14 why social media, some computer games and online gaming, for example, are age restricted.</p> <p>H15</p> <p>H16 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>

	<p>H17 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>where and how to report concerns and get support with issues online.</p>	
Physical health and fitness	<p>H18 the characteristics and mental and physical benefits of an active lifestyle.</p> <p>H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>H20 the risks associated with an inactive lifestyle (including obesity).</p> <p>H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
Healthy eating	<p>H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>H23 the principles of planning and preparing a range of healthy meals.</p> <p>H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
Drugs, alcohol and tobacco	<p>H25 The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

<b>Healthy and prevention</b>	<p>H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>H31 the facts and science relating to allergies, immunisation and vaccination.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<p>H32 how to make a clear and efficient call to emergency services if necessary.</p> <p>H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Changing adolescent body</b>	<p>H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>H35 about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>All of these aspects are covered in lessons within the Puzzles:</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>