PSHE POLICY

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

Approved by Directors: July 2026

Effective from: July 2026

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Reviewed and approved annually by SLT

This policy reflects statutory guidance (including Relationships and Sex Education (RSE) and Health Education) as set out by the UK Government, DfE guidance (and subsequent updates), and best practice for primary schools in England. It is written to align with Heathland School's vision, values and context and the school's commitment to inclusion, safeguarding and children's well-being. It should be read alongside the school's Safeguarding Policy, SEND/Inclusion policies, Behaviour Policy, Equality & Diversity Policy and the Federation's approaches to trauma-informed practice and Rights Respecting work.

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1. Policy purpose and rationale

Why we teach PSHE:

To support pupils' personal development, mental and physical health, relationships and preparation for life in modern Britain; to promote resilience, self-regulation and positive behaviour; and to equip pupils with the knowledge and skills to keep themselves safe, healthy and respectful of others.

How this links to Heathland's vision: PSHE supports "learning at the heart of everything" and the school's values (Humour, Tolerance, Love, Friendship etc.) and contributes to strong relationships, wellbeing and pupils being the best they can be.

Why we teach RSHE:

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.

PSHE and RSHE at Heathland:

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

Intent: Heathland delivers Jigsaw PSHE 3–11 as a spiral curriculum that develops identity, healthy relationships, emotional literacy and safety. Learning is explicitly connected to year-group Big Questions to ensure relevance and coherence. We foreground our local SEMH priorities and enhance the Jigsaw curriculum to target key priorities while embedding our UNICEF Rights' Respecting practice.

Implementation: Jigsaw pieces are taught across the year with clear age progression and cross-curricular hooks to termly Big Questions. Safeguarding themes underpin the selection of curriculum enhancements, and we account for information provided by the national context. Our universal offer is supported by targeted services: pastoral support includes Place2Be, Drawing and Talking, SENCo designed interventions such as brick therapy, the Thrive approach and a ThriveIn Education AP provision in our Academy Trust.

Impact: We want children to express that they feel safe and happy to come to school whilst preparing them for their next stage. We measure our success through the way pupils demonstrate secure knowledge of rights, safety and wellbeing; their respectful behaviour aligned to 22 named and taught school values; and increasing resilience and aspiration amongst our children. Parents feel informed, confident and well-equipped to support their children's personal, social, emotional and mental health development. They understand age-appropriate expectations around online safety, relationships, health, wellbeing and behaviour, and are active partners in reinforcing the taught curriculum at home.

UNCRC Rights Linked to the curriculum:

Article 12:
Your right to say what you think should happen and be listened to.

Article 19:
You should not be harmed and should be looked after and kept safe.

Article 16:
Your right to have privacy.

Article 24:
Your right to good food and water and to see the doctor if you are ill.

Article 29:
Your right to become the best that you can be.

2. Statutory and legal framework

This policy follows:

- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated) for England.
- Keeping Children Safe in Education (KCSIE).
- Equality Act 2010.
- SEND Code of Practice (2015, and subsequent updates).
- National Curriculum expectations for PSHE-linked outcomes where relevant.
- Local authority guidance and the Federation guidance as required.
- Note: The policy also takes account of government and sector guidance on mental health, online safety, and the 2025 OFSTED Framework focus areas (Safeguarding, Inclusion, Curriculum & Teaching, Achievement, Behaviour & Attendance, Personal Development, Early Years, Post-16, Leadership & Governance).

3. Aims and intended outcomes

- Overarching aims:
    - Provide a safe, inclusive PSHE curriculum that promotes pupils' mental and physical health, relationships skills, resilience and readiness for life.
    - Ensure statutory Relationships Education, RSE and Health Education requirements are met.
    - Build pupils' knowledge, vocabulary and language for feelings, rights, responsibilities and healthy decision-making.
    - Support disadvantaged pupils, pupils with SEND and EAL pupils to access and benefit fully from PSHE.

- Intended outcomes:
    - Pupils demonstrate improved wellbeing, resilience and self-regulation.

- Pupils have age-appropriate understanding of relationships, puberty, consent, online safety, basic first aid and how to access support.
- Reduction in incidents linked to poor behaviour caused by lack of social skills.
- Strong parental partnerships and transparent communication about RSE content.

4. PSHE curriculum organisation and content

Curriculum model:

- PSHE is taught through a combination of discrete lessons, cross-curricular links (e.g., English, RE, Science), assemblies and pastoral activities, and whole-school events such as Children's Mental Health Week.
- Nursery and Reception: PSHE is embedded within the Early Years Foundation Stage curriculum (Personal, Social & Emotional Development, Communication & Language, Physical Development).
- Key Stage 1 and Key Stage 2: progression across year groups that meets statutory requirements for Relationships Education, Health Education and RSE.

Core themes:

- Health and wellbeing (including mental health awareness, healthy lifestyles, basic first aid).
- Relationships (friendships, family, respectful relationships, diversity, rights and responsibilities).
- Living in the wider world (citizenship, economic wellbeing, careers awareness and community).

Curriculum design principles:

- Sequenced knowledge and skills so pupils build and remember key concepts is supported by Jigsaw and enhanced in a whole school curriculum plan
- Oracy and vocabulary development emphasised (critical given large EAL population).
- Trauma-informed delivery: attention to pupils' emotional safety, predictable routines and supportive language.
- Active, inquiry-led and contextualised learning with opportunities for reflection and restorative approaches.

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).

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

- Pupil voice - gathered through feedback within lessons, informal discussions with children, and [insert other methods your school uses, e.g., "school council discussions, pupil surveys, class discussions"]

- Local context and community considerations

- Feedback from parents, pupils and staff

- 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.

5. **Teaching and learning approaches:**

- Pedagogy:

    - Use of whole-class teaching, small-group work, circle time and structured discussion.
    - High-quality texts, role play, scenarios, and pupil-led projects.
    - Emphasis on oracy and scaffolds for EAL learners (visuals, sentence stems, talk frames).
    - Adaptive practice for SEND: workstations, choice boards, clear success criteria and precise differentiation.

- Classroom climate:

    - Ground rules/“safe space” agreements for PSHE lessons and RSE discussions (rights-respecting language).
    - Restorative language and problem-solving: reflect the Federation’s behaviour approach.

- Assessment:

    - Formative: lesson outcomes, teacher observation, pupil self-reflection.
    - Summative / end-of-unit: pupil voice, skill-based checklists, age-appropriate quizzes (knowledge checks).
    - Record progress through the school’s chosen system; triangulate with behaviour/wellbeing data.

6. Inclusion, SEND and EAL

- Universal entitlement: all pupils have access to the PSHE curriculum; adaptions made so pupils with SEND or EAL can access learning and meet intended outcomes.

- SEND adjustments:

    - Precise, individualised adaptations for pupils with Education, Health & Care Plans (EHCPs) or receiving SEN support (e.g., modified resources, additional adult support, visual timetables, short focused sessions).
    - Use of effective workstations and choice boards/class planners as specified in school improvement priorities.
    - Clear communication between class teachers, SENCo and parents to co-produce approaches.

- EAL adjustments:

    - Pre-teach vocabulary, use bilingual resources where appropriate, employ visual supports and peer language buddies.

- Cultural responsiveness:

    - Ensure materials reflect the school's diverse cultures, family structures and languages; avoid cultural assumptions; consult families when needed.

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.

Responding to children's questions

- We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.
- If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

7. Relationships & Sex Education (RSE) — statutory elements

- RSE delivery:
    - RSE is taught in an age-appropriate, progressive way across Key Stage 1 and Key Stage 2.
    - Content is consistent with DfE statutory guidance: families and people who care for me; caring friendships; respectful relationships; online and media; being safe; mental wellbeing; and physical health and fitness (including puberty).
    - Puberty and bodily changes taught in upper KS2 before transition to secondary. Parents/carers will be informed in advance of puberty/RSE content and provided with materials to review.
    - 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.

- Consent and safeguarding:
    - Age-appropriate teaching about consent, privacy, boundaries, and how to seek help if concerns arise.

- Parental engagement and right to withdraw:
    - We inform parents about sex education content by email and make all materials available to review on request
    - Parents have the statutory right to withdraw their child from elements of statutory RSE that are non-statutory sex education in primary schools (note: relationships and health education are statutory; sex education

beyond the biological content of the curriculum at primary level is limited). Heathland will follow DfE guidance and will

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Include key messaging and support for parents of pupils with SEND or complex needs.
- Manage any withdrawal requests in a timely, sensitive manner and record them. Alternative provision and support will be arranged where appropriate.
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice
- A withdrawal request is made via email and the process is communicated when information on RSE is sent in the Summer term.

8. Health Education (statutory):

- 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).

9. Assessment, recording and reporting

- Purpose: to check pupils have formed secure knowledge, vocabulary and skills; identify pupils needing additional support; and inform improvement.
- Methods:
    - Formative assessment within lessons, PSHE lesson outcomes, pupil self-assessment and reflective journals.
    - Annual reporting to parents on pupils' personal development and PSHE outcomes as part of the written report.
    - Use of pupil voice surveys, wellbeing measures and behaviour/attendance data to evaluate impact.

- Recording:
    - Teachers record unit progress and outcomes on the school's tracking system. The SENCo records EHC adjustments and targeted interventions.

10. Roles and responsibilities

- Board of Directors:
    - Ensure statutory compliance and approve the PSHE policy.
    - Monitor policy implementation and impact via named Director(s).
    - Ensure adequate funding, time and CPD are provided.

- Headteacher / Executive Headteacher:
    - Overall responsibility for ensuring PSHE is taught in line with statutory guidance.
    - Ensure staff receive training and resources.
    - Oversee parental communications and any withdrawal procedures.

- PSHE Lead / Subject Leader:
    - Design, coordinate and monitor the PSHE curriculum.
    - Produce long-term planning, progression documents, resource lists and assessment frameworks.

- Provide staff support, plan CPD and lead monitoring activities (book looks, lesson observations, pupil voice).

- SENCo:
    - Ensure PSHE is accessible to pupils with SEND and coordinate reasonable adjustments.

- Class teachers:
    - Deliver PSHE lessons and adapt to meet pupils' needs.
    - Create a safe, inclusive environment and follow safeguarding and confidentiality procedures.
    - Record assessment information and report concerns to DSL as required.

- Designated Safeguarding Lead (DSL):
    - Ensure safeguarding concerns raised in PSHE lessons are managed appropriately and in line with statutory safeguarding procedures.

- Parents and carers:
    - Engage with curriculum information, attend briefings and support learning at home.

- Pupils:
    - Participate with respect and follow class ground rules. Contribute to pupil voice and feedback.

11. Staff training and support

- Induction and ongoing CPD: staff will receive regular training on statutory content, trauma-informed practice, inclusive approaches (SEND/EAL), safeguarding, and how to deliver RSE sensitively.
- Subject leader will identify priority CPD (e.g., workstations, choice boards, facilitating difficult conversations).
- Access to external specialists: school will invite trusted health professionals and trained external providers for specific sessions, ensuring they follow school policy and safeguarding checks (DBS, content reviewed in advance).

12. Parental engagement and communication

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:

- Parent/Teacher Knowledge Organisers - For each Puzzle (half-term unit), we provide accessible summaries showing the key learning objectives and content from the Jigsaw programme. These Knowledge Organisers can be adapted to show any changes we have made for our school context, and are available for parents to view or download. They provide a clear overview of what will be taught in each Puzzle without overwhelming detail.
- Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access.
- 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.
- Parent Information Leaflets - We also provide specific information leaflets on topics that parents commonly have questions about, including [insert relevant topics for your school, e.g., "teaching about diverse families, puberty education"] which are available on request or via our website.
- We actively encourage parents to engage with these resources so they can support and continue conversations at home.

13. Safeguarding and confidentiality

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

Safeguarding: PSHE may raise disclosures. Teachers will follow Safeguarding Policy and report disclosures or concerns to the DSL immediately.

Confidentiality: There are clear ground rules for confidentiality in class and staff explain limits to confidentiality (safeguarding exceptions).

Sensitive topics:

- Staff will use age-appropriate language and be prepared to signpost support (e.g., pastoral team, school nursing service, external agencies).
- The DSL is involved in curriculum design in order to ensure that the Heathland offer is reflective of both local and national context.
- 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

14. Implementation, monitoring and evaluation

- Monitoring:
  - PSHE Lead will monitor lesson planning, delivery, pupil outcomes and pupil voice annually. Monitoring activities include lesson observations, work scrutiny (where appropriate), and parent and pupil surveys.
  - Governors / Board will receive an annual report on PSHE provision and impact.

- Evaluation measures:
  - Pupil wellbeing indicators, behaviour incidents, attendance, parental feedback, and PSHE assessment data.
  - Use of case studies for targeted pupils (anonymised) to evaluate impact of interventions (e.g., for SEND/EAL/PP cohorts).

- Link to school improvement priorities:

- Ensure PSHE contributes to Inclusion priorities (independence, workstations, choice boards), development of teacher practice, and personal development targets.

15. Resources and budget

- Resources will be age-appropriate, inclusive and reflect school diversity (home languages, family structures, cultures).
- Budget allocation: funding is allocated to support the delivery of the curriculum, led by the subject lead.
- External agencies: we ensure they are DBS checked and that staff review and approve their materials beforehand. We consider guidance by the PSHE Association to support our selection of visitors to enhance our curriculum.

16. Review

- Policy review frequency: annually or sooner as required by statutory changes.
- Review led by PSHE Lead in consultation with staff, Directors, parents and pupils.
- Any changes to statutory guidance will trigger immediate review and communication to parents.

17. Useful statutory documents & resources

- DfE: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.
- Keeping Children Safe in Education (KCSIE).
- SEND Code of Practice.
- Local authority public health / school nursing services.
- National online safety materials and vetted PSHE resources.
- PSHE Association guidance
- Jigsaw curriculum documents (for staff and parents)