

CONGERSTONE PRIMARY SCHOOL

Personal, Social, Health and Economic Education (PSHE) Policy

including Relationships, Sex and Health Education (RSHE)

“Empowering our children to be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.”

Policy owner	PSHE Subject Leader
Headteacher	Miss Anthea Lawton
Approved by	Governing Body
Policy date	September 2026
Review cycle	Annual
Next review	September 2027

Policy purpose

This policy sets out Congerstone Primary School's whole-school approach to PSHE education, including the statutory requirements for Relationships Education and Health Education and our approach to non-statutory sex education in Years 5 and 6.

1. Our vision for PSHE education

At Congerstone Primary School, PSHE is central to our aim of developing kind, courageous and curious children who are ready to thrive in school, in their communities and in later life. Our one school rule – “Be kind” – underpins the way pupils learn about themselves, their relationships and their responsibilities to others.

PSHE is not an add-on to our curriculum. It supports children's personal development, emotional literacy, physical and mental health, relationships, safety, citizenship and economic understanding. Through high-quality, age-appropriate teaching, pupils develop the knowledge, skills and attributes they need to make informed choices, seek help, build positive relationships and contribute confidently to modern Britain.

Our curriculum is developmental and progressive. From the Early Years onwards, children learn to recognise and name feelings, manage emotions, communicate respectfully, understand boundaries and develop resilience. As they grow, this learning deepens so that pupils can make increasingly informed decisions about health, relationships, online life and their wider responsibilities.

We are committed to:

- Supporting the whole child, recognising the close relationship between wellbeing, belonging and readiness to learn.
- Creating a safe, inclusive environment in which every child is valued and can ask questions or raise concerns without fear or stigma.
- Building foundations for the future through age-appropriate learning that prepares pupils for adolescence, secondary school and later life.
- Working in partnership with parents and carers, recognising their vital role as children's first educators in relationships and health.
- Embedding PSHE throughout school life through our relational culture, curriculum, assemblies, pastoral support, outdoor learning and everyday interactions.

2. Statutory requirements and curriculum framework

Schools must provide a curriculum that promotes pupils' spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of later life.

Relationships Education and Health Education are statutory for all primary-aged pupils. At Congerstone Primary School, these statutory subjects are delivered within our wider PSHE programme. We use Jigsaw PSHE 3–11 as our core curriculum framework, adapting materials thoughtfully where necessary to meet the needs, experiences and developmental stages of our pupils.

Our PSHE curriculum also supports the school's safeguarding responsibilities, including helping pupils to recognise concerns, understand safe and unsafe situations, stay safe online and offline, and know how to seek help.

The statutory curriculum includes:

- Families and people who care for me
- Caring friendships
- Respectful and 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

Detailed curriculum mapping showing how Jigsaw covers the statutory outcomes is available from school and may also be published through the school website.

3. The Jigsaw approach: a whole-school framework

We use Jigsaw PSHE because it provides a carefully sequenced, spiral curriculum from Reception to Year 6. It supports consistency across the school while allowing teachers to respond sensitively and appropriately to the needs of their class.

Key features of the approach include:

Emotional literacy – Pupils develop a rich vocabulary for feelings and learn to recognise, name and talk about emotions in themselves and others.

Mindful practice – Jigsaw “Calm Me Time” supports self-regulation and creates a calm, focused space for thoughtful discussion.

Connection and community – “Connect Us” activities strengthen relationships, belonging and social skills.

Respectful dialogue – Lessons teach pupils to listen, express views clearly and kindly, consider different perspectives and discuss difference respectfully.

A spiral curriculum – Important concepts are revisited with increasing depth and complexity as pupils mature.

Interactive teaching – Discussion, role-play, problem-solving, reflection and creative activities help pupils apply knowledge to real-life situations.

The six Jigsaw Puzzles

Term	Puzzle	Key content
Autumn 1	Being Me in My World	Identity; class and school community; rights and responsibilities; democracy; contribution.
Autumn 2	Celebrating Difference	Diversity; stereotypes; bullying; empathy; similarity and difference.
Spring 1	Dreams and Goals	Aspirations; goals; perseverance; resilience; achievement; collaboration.
Spring 2	Healthy Me	Physical and emotional health; nutrition; sleep; exercise; hygiene; medicines and drugs; safety; healthy choices.
Summer 1	Relationships	Families; friendships; communication; conflict; healthy and unhealthy relationships; loss and bereavement.

Summer 2	Changing Me	Life cycles; change; body image; self-esteem; puberty; changing relationships; and in upper KS2, human reproduction where taught as sex education.
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Adapting Jigsaw for Congerstone

Whilst we follow the Jigsaw programme, teachers do not deliver materials mechanically. The PSHE Subject Leader and class teachers consider each lesson in relation to:

- the specific needs, experiences and developmental stages of pupils
- pupil voice, including class discussion and School Council where appropriate
- our rural community and wider local context
- feedback from parents, pupils and staff
- the school's values, relational culture and one school rule: Be kind
- the needs of pupils with SEND and any pupils who may require additional preparation or support

Any significant adaptations are made thoughtfully, in consultation with senior leaders, and with statutory requirements in mind. Parents and carers will be informed where significant adaptations relate to sensitive content.

4. Curriculum time and whole-school approach

PSHE is taught through dedicated weekly curriculum time by class teachers. Teachers also reinforce relevant knowledge, vocabulary and skills naturally across the curriculum and through the wider life of the school.

PSHE is embedded across school life through:

- Assemblies and collective experiences that explore values, wellbeing, relationships, safety, diversity and citizenship.
- Our Relational and Behaviour for Learning Policy, which emphasises kindness, respect, responsibility and restorative approaches.
- The Jigsaw Learning Charter, which supports safe and respectful discussion within PSHE lessons.
- Playtimes and lunchtimes, where pupils practise friendship, cooperation and conflict-resolution skills with adult support.
- Pastoral and inclusion provision, including targeted support where this is needed.
- Recognition of personal and social qualities such as kindness, courage, perseverance, curiosity and contribution to the community.
- Opportunities for pupil leadership, including School Council and other roles that develop responsibility and active citizenship.

Learning outdoors and wellbeing

Congerstone's rural setting and developing outdoor learning and Forest School provision provide valuable opportunities to strengthen wellbeing, independence, cooperation and connection with the natural world. Where appropriate, teachers use the school grounds and outdoor spaces to reinforce PSHE learning. We recognise that time outdoors and physical activity can support emotional regulation, mental wellbeing, creativity and positive relationships.

5. Relationships Education and Health Education: statutory content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It teaches the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, pupils will have learned about:

- Families and people who care for me – including that families can take different forms and should provide love, security and stability; characteristics of healthy family life; and how to seek help if relationships are unsafe.
- Caring friendships – including mutual respect, trust, loyalty, kindness, managing difficulties and maintaining positive friendships.
- Respectful and kind relationships – including boundaries, communication, conflict resolution, respect, self-respect, bullying, stereotypes and how to challenge unkind or discriminatory behaviour.
- Online safety and awareness – including respectful online behaviour, privacy, personal information, age restrictions, evaluating information and reporting concerns.
- Being safe – including privacy, boundaries, consent in age-appropriate contexts, body ownership, recognising unsafe situations and seeking help.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It supports pupils to make informed decisions about their physical and mental health and wellbeing.

- Mental wellbeing – understanding emotions, self-care, common challenges and how to seek support.
- Internet safety and harms – benefits and risks of internet use, screen time, online behaviour, age restrictions and reporting concerns.
- Physical health and fitness – benefits of active lifestyles and risks of inactivity.
- Healthy eating – principles of a balanced diet and healthy choices.
- Drugs, alcohol, tobacco and vaping – age-appropriate facts about substances and associated risks.
- Health protection and prevention – illness, sun safety, sleep, dental health, hygiene, germs, vaccination and immunisation.
- Personal safety – recognising hazards and reducing risk, including road, water and rail safety.
- Basic first aid – including emergency calls and responses to common injuries.
- Developing bodies – including growth, puberty, menstruation and correct anatomical vocabulary.

6. Sex education at Congerstone Primary School

Sex education is not compulsory in primary schools. However, the Department for Education recommends that primary schools teach age-appropriate sex education so that children are prepared for adolescence and understand, in a factual and appropriate way, how human life begins.

Congerstone approach

Congerstone Primary School teaches age-appropriate sex education in Years 5 and 6 as part of PSHE. This goes beyond the statutory puberty content to include factual information about human reproduction. We define sex education as learning about human reproduction, including conception, pregnancy and birth. It does not mean teaching children about different types of sexual activity.

This is distinct from statutory Health Education about puberty and menstruation, and from statutory Science curriculum content about life cycles and reproduction, from which parents cannot withdraw their child.

Within the Jigsaw “Changing Me” Puzzle, the non-statutory sex education content includes:

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

Parent engagement and the right to withdraw

Parents and carers have the right to request that their child is withdrawn from some or all of the non-statutory sex education taught as part of PSHE. There is no right to withdraw from:

- Relationships Education
- Health Education, including puberty education
- Statutory Science curriculum content, including reproduction

Before a decision is made, parents are invited to discuss the request with the Headteacher and/or PSHE Subject Leader. We will explain the curriculum content and rationale, share relevant materials, discuss the benefits of the education and consider any potential impact of withdrawal.

Where a parent requests withdrawal, the school will:

- arrange a discussion about the request and the specific curriculum content
- make relevant teaching materials available for the parent to view
- explain how the child will be supported and meaningfully educated during the lesson
- respect the parent’s final decision and record the agreed arrangements

Parents will be informed before non-statutory sex education is taught in Years 5 and 6 and will have an opportunity to view or discuss the materials used.

Responding to children’s questions

Children may sometimes ask questions beyond the planned curriculum. Teachers use professional judgement, taking account of age, developmental stage, safeguarding and the school’s agreed curriculum. They may answer briefly and factually where appropriate, suggest that a child talks with a parent or carer, or explain that the topic will be covered when they are older. Questions that raise a safeguarding concern will be dealt with in line with the school’s safeguarding procedures.

7. Inclusive practice and equality

We are committed to an inclusive PSHE curriculum that is accessible to, and respectful of, all children and families. We comply with the Equality Act 2010 and the Public Sector Equality Duty. Teaching is designed to avoid discrimination, promote equality of opportunity and foster good relations between people who share protected characteristics and those who do not.

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

Families and relationships

Our curriculum reflects the reality that children live in many different family structures. Pupils may encounter single-parent, same-sex parent, adoptive, foster, kinship, blended, grandparent-led, service and culturally or religiously diverse families. We ensure that no pupil is stigmatised because of their home circumstances and emphasise that families should provide children with love, care, stability and security.

Respect, stereotypes and protected characteristics

Throughout PSHE, pupils learn that all people deserve kindness and respect. We challenge harmful stereotypes, including stereotypes about what boys and girls should be like or what they can achieve. Pupils

learn, in an age-appropriate way, that some characteristics are protected in law and that bullying, misogyny, prejudice and discriminatory behaviour are not acceptable.

When teaching about families and relationships, same-sex parents are included naturally alongside other family structures. Jigsaw PSHE 3–11 does not include teaching on gender questioning or transgender topics. At primary level, our focus is on respect for all people and challenging restrictive stereotypes, while keeping content age-appropriate.

Supporting pupils with SEND

PSHE is particularly important for pupils with SEND, who may face additional vulnerabilities. Teachers adapt teaching so that pupils can access, understand and apply key learning. Adaptations may include:

- visual supports and simplified language
- concrete examples and additional modelling
- pre-teaching or small-group work
- multi-sensory and practical activities
- additional processing time
- personalised social stories or resources where appropriate

The SENCO, PSHE Subject Leader and class teachers work together where individual pupils require content to be taught in a different way or at a different time to support understanding and safety.

Religion and belief

We respect the religious backgrounds and beliefs of families in our community. PSHE is taught factually, sensitively and in a way that promotes respect for different beliefs and world views, while remaining clear about the law, statutory curriculum requirements and children's rights.

8. Safeguarding and support

PSHE is an important part of our safeguarding provision. It helps pupils recognise when something is unsafe, understand boundaries, build the vocabulary and confidence to raise concerns, and know that they should keep seeking help until they are heard.

Through PSHE, pupils learn to:

- recognise unsafe relationships or situations
- identify trusted adults and sources of support
- understand body privacy and personal boundaries
- use appropriate vocabulary to express concerns
- recognise risks online and offline
- understand that abuse is never the child's responsibility
- develop resilience and strategies for managing difficult situations

Managing disclosures and concerns

PSHE lessons can lead pupils to disclose concerns. All staff must follow the school's Child Protection and Safeguarding Policy. Staff will respond calmly, never promise confidentiality, listen without asking leading questions, record concerns accurately and report them to the Designated Safeguarding Lead or a deputy without delay.

Pupils are taught that classroom discussions should be treated respectfully, but that adults cannot keep information secret if they are worried that a child may be unsafe. Any visitor contributing to PSHE is briefed on school safeguarding procedures before working with pupils.

Signposting to support

Pupils are regularly reminded of trusted adults in school, pastoral support, age-appropriate external support such as Childline, emergency services and how to seek medical or first-aid help. We encourage children to talk with their families while ensuring that every child knows there are other safe adults they can approach if needed.

9. Working in partnership with parents and carers

We recognise parents and carers as children's first and most important educators in many aspects of relationships and health. We therefore aim to be transparent about what is taught and to support families to continue conversations at home.

We communicate about PSHE through curriculum information, newsletters, class communication, the school website and opportunities to ask questions or view materials. Parents can request to see relevant Jigsaw materials and can arrange to discuss sensitive content with the class teacher, PSHE Subject Leader or Headteacher.

Where helpful, curriculum overviews or parent/teacher knowledge organisers may be shared to show the key learning within each Jigsaw Puzzle. Because the full Jigsaw programme contains a large volume of copyrighted teaching material, detailed lesson resources will be shared appropriately and securely rather than published openly.

Any parent or carer with a concern about PSHE education should contact their child's class teacher in the first instance, or the PSHE Subject Leader / Headteacher where the concern relates to curriculum policy or sensitive content. We will seek to address concerns through open discussion, sharing materials and explaining how teaching is age-appropriate and sensitively delivered.

10. Teacher support and professional development

High-quality PSHE depends on confident, well-supported staff. The school supports staff through Jigsaw planning and resources, safeguarding training, professional discussion, curriculum leadership and access to specialist advice where needed.

Professional development may include:

- using Jigsaw effectively
- teaching sensitive or controversial topics
- managing questions and discussion
- safeguarding and responding to disclosures
- creating safe, inclusive learning environments
- online safety and mental health
- adapting teaching for pupils with SEND

Staff are expected to create safe, non-judgemental spaces for discussion, use distancing techniques where appropriate, respond professionally to unexpected questions and recognise when a pupil may need additional support.

11. Assessment, monitoring and evaluation

Assessment in PSHE focuses on whether pupils are developing appropriate knowledge, understanding and skills, and whether they can apply learning in age-appropriate situations. The purpose is to inform teaching and identify misconceptions or additional support needs, not to make judgements about a child's personality or family circumstances.

Teachers use strategies including observation of discussion and role-play, review of work and reflections, self-assessment and formative checks for understanding. Progress and personal development are communicated to parents through the school's wider reporting and consultation arrangements.

Monitoring quality and impact

The PSHE Subject Leader, supported by senior leaders and governors, monitors implementation through an appropriate evidence cycle. This may include:

- review of planning and teaching materials
- learning walks and lesson visits
- review of pupils' work and assessment information
- pupil voice
- staff feedback
- relevant behaviour, wellbeing and safeguarding information
- parent feedback and consultation

Leaders evaluate impact by considering pupils' knowledge and confidence, quality of relationships, behaviour and conflict resolution, wellbeing, confidence in seeking help, safeguarding awareness and preparedness for transition to secondary school. Findings inform curriculum refinement, staff development and annual policy review.

12. Links to other policies and curriculum areas

This policy should be read alongside relevant school policies, including:

- Child Protection and Safeguarding Policy
- Relational and Behaviour for Learning Policy
- Anti-Bullying Policy
- Online Safety / Acceptable Use policies
- Equality information and objectives
- SEND Policy / SEND Information Report
- Health and Safety Policy
- Science curriculum documentation

PSHE also connects closely with Science, Computing, PE, RE, English, citizenship and wider personal development. Teachers make these connections explicit where they strengthen understanding and help pupils apply learning in different contexts.

13. Policy development, review and responsibilities

This policy is based on the Jigsaw PSHE 3–11 policy template (December 2025) and reflects the statutory Relationships, Sex and Health Education framework identified in that template. It will be reviewed annually and sooner if statutory guidance, curriculum arrangements or the needs of the school materially change.

PSHE Subject Leader

- coordinate PSHE across the school
- keep curriculum documentation and statutory requirements under review
- support and advise teachers
- monitor the quality and impact of provision
- support consultation with pupils and parents
- report to senior leadership and governors as appropriate

Headteacher

- ensure statutory requirements are met
- support the PSHE Subject Leader and teaching staff
- ensure appropriate resources and professional development
- engage with parents regarding sensitive content
- manage requests for withdrawal from non-statutory sex education
- ensure PSHE connects with safeguarding, inclusion and the school's relational culture

Governing Body

- ensure the school meets its statutory duties
- approve and review this policy
- monitor implementation and impact through appropriate governor oversight
- support and challenge school leaders
- consider stakeholder views where appropriate

All staff

- deliver PSHE in line with this policy and agreed curriculum
- reinforce PSHE learning through everyday school life
- model kindness, respect and responsible behaviour
- respond appropriately to questions, disclosures and concerns
- engage with relevant professional development and curriculum review

14. Further information

Parents and carers who would like further information about PSHE or RSHE at Congerstone Primary School should contact the school office, their child's class teacher, the PSHE Subject Leader or the Headteacher. Curriculum information and relevant statutory school information are available through the school website and on request from the school office.

Policy approval

Approved by	Governing Body
Date approved	_____
Headteacher	Miss Anthea Lawton
Chair of Governors	Hannah Wood
Next review	September 2027

Appendix A: PSHE curriculum overview

The Jigsaw curriculum is organised around the same six Puzzles in every year group, with content revisited at increasing depth and complexity. Detailed year-group curriculum mapping and statutory coverage are available from school. The overview below provides the whole-school sequence.

Half term	Jigsaw Puzzle	Whole-school focus
Autumn 1	Being Me in My World	Identity; class and school community; rights and responsibilities; democracy; contribution.

Autumn 2	Celebrating Difference	Diversity; stereotypes; bullying; empathy; similarity and difference.
Spring 1	Dreams and Goals	Aspirations; goals; perseverance; resilience; achievement; collaboration.
Spring 2	Healthy Me	Physical and emotional health; nutrition; sleep; exercise; hygiene; medicines and drugs; safety; healthy choices.
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