



Faith, Family and Fascination

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

Boutcher C.E. Primary School

Reviewed by:	Ashlie Hayles
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*"Love one another. As I have loved you, so you must love one another."
John 13:34*

PSHE AND RSHE POLICY

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, using the Jigsaw PSHE 3-11 programme as our whole-school approach. Where the DfE guidance discusses the teaching of human reproduction (sex education), schools may choose whether and how to teach this content, as it remains non-statutory (but recommended) in primary schools. Boutcher's approach to this is set out fully in Section 6.

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 a democratic society.

This policy explains our whole-school approach to PSHE and RSHE education, how we meet our statutory duties, and how we have chosen to approach the non-statutory elements of the curriculum in a way that reflects our school's Christian ethos and the needs of our community.

Our Vision for PSHE Education

At Boutcher, we believe that PSHE helps give pupils the knowledge, skills and understanding to live confident, healthy and independent lives so that they are able to become informed, active and responsible citizens. It helps children to stay safe and healthy, whilst preparing them to make the most of their lives and the work ahead of them.

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 Reception, children begin the journey of taking turns, treating others with kindness and respect, being honest and telling the truth, and asking for help. 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, preparing 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 opportunities and challenges of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health

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- Embedding PSHE across school life, not just in weekly lessons, but through our values, relationships and everyday interactions

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, and prepares pupils for the opportunities, responsibilities and experiences of later life.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, made under the Children and Social Work Act 2017 and updated in July 2025, make Relationships Education and Health Education compulsory for all primary-aged pupils in all maintained schools, academies and independent schools.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

DfE RSHE Statutory Guidance, July 2025

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 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 from the PSHE lead, and the curriculum overview is available on our school website.

Our PSHE policy is also informed by: Keeping Children Safe in Education; the Prevent Duty (Counter-Terrorism and Security Act 2015); Respectful School Communities: Self-Review and Signposting Tool; Behaviour and Discipline in Schools; the Equality Act 2010 and schools; the

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SEND Code of Practice 0-25 years; Mental Health and Behaviour in Schools; Preventing and Tackling Bullying; Sexual violence and sexual harassment between children in schools; the Equality and Human Rights Commission Advice and Guidance; and Promoting Fundamental British Values as part of SMSC in schools.



The Jigsaw Approach: A Whole-School Framework

At Boutcher, pupils are taught PSHE and RSHE as a whole-school approach using the Jigsaw Programme. Jigsaw provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years, and is kept continuously up to date with evolving statutory guidance. This programme 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 of our children.

The programme is distinctive in its approach, including:

- Emotional literacy at the core – every Jigsaw lesson systematically develops children's emotional vocabulary and understanding, supporting their ability to share what is important to them, seek help when needed, and build positive relationships.
- Mindful practice – every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity that supports self-regulation and creates a safe, focused space for learning.
- Connection and community – the 'Connect Us' activity in every lesson strengthens relationships within the class and builds a sense of belonging and mutual respect.
- Developing skills for respectful dialogue – children practise listening, expressing views clearly and respectfully, considering different perspectives, and engaging in constructive discussion.
- Age-appropriate spiral curriculum – topics are revisited across year groups with increasing depth, enabling children to build on prior learning in line with their developing maturity.
- Interactive, participative teaching – discussion, role-play, problem-solving and creative activities develop skills alongside knowledge.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term. The table below gives the learning theme of each Puzzle; learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
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Autumn 1	Being Me in My World	Understanding personal identity and how I fit into the class, school and global community; rights and responsibilities; the Jigsaw Charter is established.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, including different family types; challenging stereotypes; anti-bullying, including cyber and prejudice-based bullying.
Spring 1	Dreams and Goals	Setting and working towards goals; aspirations for the future and the world of work; perseverance and resilience.
Spring 2	Healthy Me	Drug and alcohol education (including medicines); self-esteem and confidence; healthy lifestyle choices, sleep, nutrition, hygiene and exercise.
Summer 1	Relationships	Friendship, family and other relationships; conflict resolution and communication skills; understanding loss and bereavement.
Summer 2	Changing Me	Coping positively with change; body image and self-esteem; statutory puberty education. In Years 5 and 6, this Puzzle also includes non-statutory Jigsaw lessons on conception and how babies are conceived and born – these lessons are not taught at Boutcher (see Section 6).

PSHE lessons are taught discretely every week by class teachers, in order to teach PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced through assemblies and collective worship, praise and rewards, other curriculum subjects, links with books and life experiences, and through relationships child-to-child, adult-to-child and adult-to-adult across the school.

We also take part in workshops or activities relating to national or school events, such as Anti-Bullying Week, Children's Mental Health Week and Health and Fitness Week.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Teaching about families is a sensitive area of learning and discussion, and we use judgement and sensitivity with classes and individuals where circumstances need to be taken into consideration (for example, looked-after children, single-parent families, same-sex parent families and adoptive families).

Church of England Principles

The curriculum intent at Boutcher School is to raise aspirations and achievement through the experiences children have, the way the curriculum is designed, and the outcomes they achieve. The curriculum at Boutcher is underpinned by the school's distinctive ethos as a Church of England Primary School, and by the culture and diversity of our school population and community.

Every child at Boutcher is valued and encouraged to achieve their full potential, and every member of our school community is encouraged to respect and value each other. We make links within our

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PSHE and RSHE teaching, wherever possible, to our Christian values, worship, RE and other areas of the curriculum.

We are committed to serving the community of Bermondsey and its surrounding areas, and recognise the multi-cultural nature of our community. We recognise the vital role we have as teachers in ensuring our children embrace the British values of democracy, the law, individual liberty, and mutual respect and tolerance of those with different faiths or beliefs.

In November 2019, the Church of England published Principles and a Charter entitled 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools'. The ethos and content of the Jigsaw programme supports Church of England schools in delivering an effective RSHE programme in line with this Charter.

We have a close relationship with St Mary's Church, Bermondsey, who lead weekly worship in our school.

Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time by class teachers, who deliver the weekly lessons to their own classes. Learning is integrated naturally into the classroom environment, and teachers draw connections between PSHE and other areas of learning.

PSHE is embedded across school life, not confined to weekly lessons: through collective worship and assemblies, our behaviour policy (which reflects the respect, kindness and responsibility taught in PSHE), the Jigsaw Charter established in each class, playground and social times, and our recognition and reward systems, which celebrate the personal and social qualities developed through PSHE.

PSHE and RSHE is closely linked with Computing and Online Safety, as we are aware of the importance of forming positive relationships online, and that our children are using the internet. Addressing online behaviour and conduct is relevant to all pupils and is explicitly taught, helping children to understand positive and less positive relationships in a way that is relevant to their lives.

Our curriculum is kept under regular review to ensure it reflects emerging online risks, including the growing role of artificial intelligence in children's online experiences, in line with the DfE's 2025 RSHE guidance.

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. It is important to note that whilst the Relationships Puzzle in Jigsaw covers most of the statutory Relationships Education, some outcomes are also taught elsewhere in Jigsaw – for example, 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 reinforces learning throughout the year.

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

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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; how to recognise and navigate friendship difficulties.
- Respectful, kind relationships – setting and respecting boundaries; communicating effectively and managing conflict with kindness; different types of bullying and how to respond; understanding and challenging stereotypes.
- Online safety and awareness – behaving respectfully online; critically evaluating online relationships and information; recognising and reporting online risks.
- Being safe – appropriate and inappropriate boundaries; privacy and consent; that each person's body belongs to them; how to recognise unsafe relationships and report abuse and seek help.

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. As with Relationships Education, some outcomes are taught elsewhere in Jigsaw – for example, emotional and mental health is nurtured every lesson through Calm Me Time, social skills are grown through the Connect Us activity, and respect is enhanced through use of the Jigsaw Charter.

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

- Mental wellbeing – recognising, talking about and managing feelings; simple self-care techniques; where and how to seek help.
- Internet safety and harms – benefits and risks of internet use; recognising respectful online behaviour; age-appropriate awareness of online risks including manipulated or misleading content (such as AI-generated images and deepfakes), the influence of harmful online personalities and content, and the risks of exposure to inappropriate material; where and how to report concerns.
- Physical health and fitness, and Healthy eating – benefits of an active lifestyle and a healthy diet; risks of inactivity and unhealthy eating.
- Drugs, alcohol, tobacco and vaping – age-appropriate facts about legal and illegal substances and associated risks, including nicotine addiction.
- Health protection and prevention – recognising early signs of illness; sun safety; sleep; dental and personal hygiene; facts about vaccination and immunisation.
- Personal safety and Basic first aid – recognising hazards; road, water and rail safety; how to make emergency calls and deal with common injuries.
- Developing bodies – understanding growth and body changes during adolescence, correct names for body parts, and facts about the menstrual cycle (taught before girls are likely to experience menstruation, as this can begin from age 8).

Teaching children about puberty is a statutory requirement within the Health Education part of the DfE guidance, under 'Developing bodies'; in Jigsaw, this is taught as part of the Changing Me Puzzle. Children in Years 5 and 6 also have workshop sessions with the School Nurse. The Jigsaw whole-school approach spirals this learning and meets all statutory requirements.

Building Foundations for Secondary RSHE

Our primary PSHE curriculum is age-appropriate and valuable for children's current stage of development, and also builds strong foundations for the more complex content children will

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encounter at secondary school. For example, children learn about appropriate boundaries, privacy and consent from early primary in age-appropriate ways; this is crucial for safeguarding, and becomes increasingly important as children develop and encounter different situations, both now and in future relationships.

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 or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. Children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls 'should' be like or how they should behave. We help children understand that qualities such as kindness, strength, nurturing and courage are human qualities that everyone can demonstrate.

Age-appropriately, we address how stereotypes and prejudiced attitudes can lead to unkind behaviour and bullying, and make clear that everyone has responsibility for treating others with kindness and respect.

Sex Education at Boutcher C.E. Primary School

Sex education is not compulsory in primary schools. The DfE guidance recommends that all primary schools have a sex education programme tailored to the age and physical and emotional maturity of pupils, drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born. Schools remain free to determine whether, and how, to deliver this content.

At Boutcher, we have chosen not to teach the sex education element of RSHE within our PSHE curriculum. We deliver the Relationships aspect of Relationships and Sex Education, and the statutory Health Education content on puberty, but we do not teach the non-statutory Jigsaw lessons on conception or how babies are conceived and born (found in the Changing Me Puzzle in Years 5 and 6). This is a decision we keep under regular review, in consultation with parents/carers and governors, and in response to children's questions and needs. Should we decide to introduce sex education in future, we will consult fully with parents/carers and update this policy.

Instead, we teach about human reproduction through a scientific context. The National Curriculum for Science requires children to know how mammals, including humans, reproduce, and we have chosen to teach this content within our Science curriculum, in Year 5, rather than within PSHE or Relationships and Sex Education, as we believe this is the most appropriate approach for our children and reflects our school community's wishes.

We ensure this learning is delivered in a factual, scientific manner and is age-appropriate.

Right of Withdrawal

Parents/carers have a legal right to withdraw their child from any sex education that is taught beyond the statutory Science curriculum and statutory Health Education content on puberty.

Because Boutcher does not teach sex education within PSHE, and because our teaching of human reproduction is delivered entirely through the statutory National Curriculum for Science, there is no separate sex education from which parents can request withdrawal. Parents/carers do not have the right to withdraw their child from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)

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- Science curriculum content, including content about reproduction in mammals (statutory)

We are, of course, happy to discuss the content of the curriculum at any time, and invite parents/carers to contact their child's Year 5 teacher, the PSHE/RSHE Lead, or the Headteacher.

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/carer, or acknowledge the question while explaining they will learn more when older.

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, ensuring that PSHE is taught in a way that does not discriminate against pupils, promotes equality of opportunity, and 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 and foster families, kinship care arrangements, blended families, families from different cultural and religious backgrounds, and service families. We ensure that no child is stigmatised based on their home circumstances, and that all family structures are represented positively in our teaching. We emphasise that the key characteristic of families is that they provide love, care, stability and security, not a particular structure.

Including LGBT Content

It is important to understand that any reference to adult relationships, whether LGBT or heterosexual, does not describe sexual activity, as this would be inappropriate. Relationships lessons focus on respect and regard between people, for example friendships and families.

In Key Stage One, LGBT relationships are not mentioned specifically. However, in lessons that explore differences in families, questions such as 'What is important about a family?' help children understand about their own and others' families and how a family is founded in love and respect. Should children ask about same-gender couples or families, we follow Jigsaw's recommended approach and explain simply: 'Some children have two mummies or two daddies.' Teachers are not expected to go beyond this response, or give more detail, as that would not be age-appropriate.

In Key Stage Two, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language, alongside racist, sexist or appearance-related insulting language. Teachers explain that being gay is a type of adult relationship where two men or two women love each other in a romantic way, and if they choose, can get married. Teachers are not expected to go beyond this definition; it simply explains what the word means and that LGBT-related words should never be used in an insulting or derogatory way.

Gender identity is recognised by the DfE as a complex and contested subject. In line with statutory guidance, we do not teach gender identity theory as fact, and we do not use materials that present contested views — such as the idea that everyone has a gender identity separate from their

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biological sex — as settled fact. Jigsaw PSHE 3-11 does not include planned content on gender questioning or transgender topics at primary level.

Where a child's question touches on this topic, staff will respond factually and age-appropriately: for example, that gender reassignment is a protected characteristic under the Equality Act 2010, and that some adults identify as a different gender to the one they were assigned at birth. Staff will not present this, or any other view on gender identity, as something all children must accept as fact, and will refer more detailed or personal questions back to parents/carers where appropriate. Our focus at primary level remains on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be or achieve.

What Jigsaw does not do

- Jigsaw does not teach or encourage children to be LGBT
- Jigsaw does not teach what LGBT people do sexually or how their relationships function
- Jigsaw does not promote LGBT lifestyles as a preferential way of living
- Jigsaw's advice about answering children's questions age-appropriately does not sexualise children or encourage experimentation
- Jigsaw materials do not undermine family values

What Jigsaw does do

- Jigsaw teaches children to be kind, understanding and respectful of others, even if they are perceived as different
- Jigsaw teaches children that people have rights, and that responsibilities go with these
- Jigsaw teaches children that there are laws to protect them and others from being hurt or abused, and helps protect them from bullying
- Jigsaw helps clarify, age-appropriately, questions children may have about the world

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs, using visual supports, simplified language, concrete examples, additional pre-teaching or small-group work, and multi-sensory approaches where needed. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision, recognising that PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying.

Promoting Diversity and Equality

At Boutcher, we are committed to providing all children with an equal entitlement to all areas of the curriculum. We ensure we have positive role models for all our children and that all children feel represented, so that no child feels there are barriers to accessing their educational experiences and opportunities fully, whatever their race, culture or ethnicity. We are a culturally diverse family at Boutcher, and we strive for all children to feel special, included and part of that family; our school council members, class faith leaders and pupil representatives reflect the diversity of our school.

One of the three Boutcher rules states: Everyone has the right to respect. This is at the heart of PSHE teaching, where we respect all people, beliefs and cultures, and where disrespect and derogatory views are not tolerated. If children share views that cause concern, these are recorded on the appropriate forms and passed to the Headteacher. If teachers feel uncomfortable in

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discussions or when planning lessons, they should speak to the PSHE and RSHE Lead, Deputy Head or Headteacher.

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, and build the confidence to keep asking for help until they are heard.

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. If a member of staff believes that a child is at risk or in danger, they will talk with Mrs Verhoeven, the Headteacher and Designated Safeguarding Lead, who will take action in line with the Boutcher Safeguarding Policy. All staff are familiar with this policy and know the lead and designated officers for safeguarding in the school.

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 that if a teacher is worried about a child's safety, they will need to share this with people who can help.

Boutcher C.E. Primary School is committed to safeguarding and promoting the welfare of children, and expects all staff and volunteers to share this commitment. The Safeguarding Policy is available on our school website and at the Main Office upon request.

Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, whilst ensuring children also know how to seek support from other trusted adults when needed. Within PSHE lessons, displays and assemblies, children are regularly informed about sources of support both within school and externally, including named trusted adults, pastoral support, external helplines such as Childline, and how to access emergency services.

Working in Partnership with Parents and Carers

This PSHE and RSHE policy, along with the curriculum overview for the Jigsaw teaching, is published on our school website and is available on request from the school office, so that parents/carers can access the full detail of what is taught to their child.

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health.

Parents are invited to join whole-school events, and are regularly informed about upcoming events via newsletters, our school website and school communications. We value the views of parents/carers, pupils and staff in shaping our PSHE and RSHE provision, and take these into account when reviewing this policy. We welcome parents' questions and concerns about PSHE education at any time; parents with concerns should contact their child's class teacher in the first instance, the PSHE and RSHE Lead, or the Headteacher. We aim to address concerns through open, honest discussion, sharing curriculum materials, and explaining the rationale for content.

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We use the school nurse to deliver workshops for certain aspects of the curriculum, and agencies such as the London Fire Brigade, health visitors and Police Officers, and any other outside agencies we feel will enhance the delivery of the PSHE and RSHE curriculum.

Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers with the knowledge, skills and resources to deliver sensitive content effectively. The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups. Jigsaw's complimentary update policy ensures we are always using the most up-to-date teaching materials, and that our teachers are well-supported through training and CPD.

Staff receive training and support on using the Jigsaw programme effectively, teaching sensitive and controversial topics, managing difficult questions and discussions, safeguarding and responding to disclosures, and creating safe, inclusive classroom environments. The PSHE and RSHE Lead and senior leadership team provide ongoing support, including advising on complex situations and accessing specialist support where needed, for example from school nurses or mental health professionals.

Assessment, Monitoring and Evaluation

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children are encouraged to talk about and reflect on their own experiences and opinions, and record work in the 'Jigsaw Journal'.

The PSHE and RSHE Lead monitors and supports the teaching of PSHE and RSHE through observations and discussions with teaching staff, to ensure a consistent and coherent curriculum is being provided. CPD and teaching materials are provided by Jigsaw.

The Governors will monitor this policy on an annual basis. Discussions, recommendations and reviews will be made as necessary if the policy needs modification. The school will listen and respond to any comments from parents about the PSHE and RSHE programme, and makes a record of all such comments. Governors meet with the Headteacher and the PSHE and RSHE Lead to discuss the policy, teaching and materials used, and to ensure they are in accordance with the school's ethos.

Links to Other Policies and Curriculum Areas

This PSHE policy should be read in conjunction with our:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Science Policy (in relation to the teaching of human reproduction – see sex education section)

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PSHE learning is also reinforced through other curriculum subjects, including Science (the human body, life cycles, health, and reproduction in mammals), Computing (online safety and respectful online communication), PE (physical health, teamwork and resilience), and Religious Education (moral questions, values, beliefs and world views).

Policy Development, Review and Approval

This 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; the Jigsaw PSHE programme of study and supporting documentation; and the Church of England's RSHE Principles and Charter (November 2019).

This policy is reviewed annually to ensure it remains up to date with statutory guidance and legal requirements, Jigsaw programme updates, the emerging needs of our pupils, and feedback from staff, parents and governors.

Responsibilities

The PSHE and RSHE Lead is responsible for the overall coordination of PSHE across the school, keeping up to date with statutory requirements and best practice, supporting and advising teachers, monitoring the quality and impact of provision, leading policy review, and liaising with parents and external agencies.

The Headteacher is responsible for ensuring statutory requirements are met, supporting the PSHE and RSHE Lead and teaching staff, ensuring adequate resources and professional development, and engaging with parents, particularly regarding sensitive content.

Governors are responsible for ensuring the school meets its statutory duties, approving this policy, monitoring its implementation and impact, and supporting the Headteacher and staff.

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, and modelling the values and behaviour promoted through PSHE.