

Lark Hill Primary School

PSHE (Personal, Social and Health Education) Policy

(including Relationships and Health Education
- statutory from September 2020, and our position on Sex Education)



	Lark Hill
Date	January 2026
Review Date	July 2026
Designated Governor	
Signature	

Schools: Lark Hill Community Primary Schools				
Consultation has taken place	The school workforce	Governors	Children & young people	families
Date formally approved by Governors:	February 2025			
Date policy became effective:				
Person(s) responsible for implementation & monitoring	J. Early/ J. Hayhurst PSHE / RHSE leads. All staff to implement.			
Links to other relevant policies Government Guidance Links Pg. 33	SMSC	Safeguarding	SRE	Drug Ed
	Confidentiality	Anti-bullying	SEND /inclusion	Equalities
	Visitor	Online safety	Behaviour	Food & Drink
Basic information - This policy covers our schools' approach to PSHE (Personal, Social and Health Education) and RSHE (Relationships, Sex and Health Education). Throughout the policy it should be assumed that the initials PSHE include Relationships Education, Health Education and Sex Education- this is an umbrella policy. It was produced by Jade Hayhurst and Joe Early (PSHE leads). Parents and carers will be informed about the policy through newsletters and our website. The policy will be available to parents and carers through the schools' website.				
Mission Statement- At Lark Hill we aim to ensure every child reaches their potential within a safe, secure and inspiring environment. We work hard to develop the values of personal responsibility and social awareness. We aim to achieve excellence through enjoyment. At Lark Hill all our work is underpinned by our core values - Nurture - Achieve - Respect.				

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In 2018 the DfE issued guidance (1) which made Relationships and Health Education statutory aspects of schools' PSHE programmes.

In Early Years, we use 'Think Equal', a curriculum based programme that supports social and emotional development in the early years. It is rooted in mental health and social justice and aims to build a strong foundation for individual and societal progress. The 30-week programme is fully aligned with the early years foundation stage (EYFS) curriculum and teaches 25 skills and competencies to help children through their Early Childhood Education.

From Key Stage One to Upper Key Stage Two we use 'Jigsaw' to teach our PSHE curriculum. 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 and it is updated regularly in line with changes in government policy. 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.

We will also teach aspects of Sex Education, as we believe that it is part of good provision and it safeguards children from risk factors. Sex Education lessons will always be taught as 'standalone lessons'. We use Jigsaw resources in these lessons. Parents have a right to withdraw their children from some or all of the Sex Education elements of our PSHE programme. Parents do not have the right to withdraw their children from RHE lessons, as they are statutory. Parents will be notified in advance of the 'Changing Me' topic in the summer term and encouraged to discuss any concerns or misconceptions with the subject leads/class teacher.

We believe that the PSHE curriculum is important as:

- It provides a platform and the vocabulary that children need to live safely in today's increasingly complex world.
- It prepares children for the responsibilities of adult life.
- It supports and enhances their personal development.
- It helps children to recognise risk, and to keep themselves safe.
- It can give children the strategies that they need to resist peer pressure.
- It helps them to keep safe online and when using social media.
- It teaches them that we are all different, and encourages them to celebrate their uniqueness.
- It gives them the knowledge and understanding to empathise with people from other cultures.
- It helps children to feel 'happy in their own skin'.

SEND, inclusion, equality and diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, by including all learners in all PSHE lessons. We are aware that at times we may need to adjust

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aspects of our teaching in order to take into account the ability, age, readiness, and cultural backgrounds of children, and of those with English as a second language, to ensure that all can fully access PSHE education provision. We expect our pupils to show a high regard for the needs of others by showing respect for all. Children use our Talk Promises, so they are accustomed to listening to others and taking turns in conversation. Teacher Talk Moves and KAGAN strategies will be an integral part of lessons.

Statutory Relationships and Health Education

“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... 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.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. 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.”

“This is why we have made Relationships Education compulsory in all primary schools in England... as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

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At our schools 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 to 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. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

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 Schools (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 (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.

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What do we teach and when? Who teaches it?

Whole-school approach

Think Equal, Jigsaw and Pol-Ed cover all areas of PSHE for the primary phase including statutory Relationships and Health Education.

In Early Years we use the Think Equal Programme- for full coverage of the lessons delivered please refer to the schools website.

In Key Stage 1 and 2 we use Jigsaw. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Pol Ed is being trialled in Year 6.

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Our Long Term Plan

PSHE Long Term Plan Years 1 - 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Header Y						
Recept on						
Y1	Being Me In My World - Understanding rights and responsibilities - Recognising choices have consequences - Knowing your own are valued - Understanding our responsibilities as a student	Celebrating Difference - Accepting difference - Inclusion - Knowing how to help if someone is being bullied - Problem solving in school - Using kind words and being respectful	Dreams and Goals - Showing resilience when things get difficult - Setting goals - Working in collaboration - Achieving together - Having a positive attitude	Healthy Me - Being healthy - Making healthy choices - The importance of being physically active - Healthy friendships - Medicine safety	Relationships - Family relationships - Making friends and belonging - Problem solving - Finding help within the school community - Appropriate physical contact	Changing Me - Understanding the lifecycle of animals and humans - Expressing feelings around change - Understanding how their body has changed since being a baby - Identifying body parts that make boys different to girls - Understanding some body parts are private - Knowing who to talk to if worried about change - Coping strategies for change

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Y2	Being Me In My World - Social and emotional development - Recognising worries - Rewards and consequences - Consideration of others' feelings - Working collaboratively	Celebrating Difference - Similarities and differences between genders - Stereotyping - Inclusion - Addressing bullying - Diversity - Giving compliments	Dreams and Goals - Setting goals to success and being resilient - Perseverance - Working alongside a partner - Being positive - Helping others achieve their goals	Healthy Me - Maintaining a healthy mind and body - Maintaining a balanced lifestyle - The importance of being physically active - Staying safe - Maintaining healthy relationships - Keeping calm and dealing with difficult situations	Relationships - Solving friendship problems when they occur - Making and maintaining friendships - Understanding appropriate physical contact - Belonging to a group and helping others feel welcome - Treating others with respect	Changing Me - Explaining the natural process of our bodies changing - Understanding some changes are out of our control - Identifying and respecting other people - Assertiveness and boundaries - Looking ahead to change
Y3	Being Me In My World - Helping others to feel welcome - Making the school community a better place - Rights and responsibilities - Understanding why rules are needed - Respecting other people's right to learn - Working collaboratively	Celebrating Difference - Differing families - Helping others that are being bullied - Understanding conflict - Helping and addressing bullying - Appropriate language - Giving and receiving compliments	Dreams and Goals - Identifying dreams - Helping others with future ambitions - Looking at challenges ahead - Overcoming obstacles - Celebrating and evaluating learning - Being positive	Healthy Me - Making healthy choices - Having a balanced diet - Staying fit and healthy - Balanced diets - The importance of staying physically active - Keeping yourself safe - Healthy friendships - Keeping calm in difficult scenarios	Relationships - Family roles and responsibilities - Conflict and solutions - Friendship - Belonging to a group - Staying safe online - Being a global citizen - Equality - Justice - Celebrating good relationships	Changing Me - Social and emotional development - Understanding how babies grow and develop - Puberty - Understand and respect changes - Knowing who to ask for help - Changes ahead - Recognising feelings
Y4	Being Me In My World - Helping others to feel welcome - Making our school community a better place	Celebrating Difference - Accepting differences - Inclusion - Understanding bullying	Dreams and Goals - Staying motivated - Resilience - Working collaboratively	Healthy Me - Making healthy choices - Recognising how friendship groups are formed	Relationships - Knowing how to make friends - Understanding jealousy and	Changing Me - Understanding we are all unique - Accurately identifying internal

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Y5	Being Me In My World - Contributions to the wider school community - Thinking about others right to learn - Working collaboratively	Celebrating Difference - Problem solving - Using kind words and giving compliments	Dreams and Goals - Problem solving - Using kind words and giving compliments - Setting a plan and creating new dreams - Achieving goals - Steps to success - Contributing to group achievements	Healthy Me - Group dynamics - Being physically active - Staying safe - Celebrating inner strength - Identifying feelings - Keeping calm under pressure	Relationships - considering strategies - Solving friendship problems - Helping others feel part of a group - Friendship breakdowns - Understanding different types of relationships	Changing Me - and external body parts - Expressing feelings around change - Personal choice - Understanding the changes they see in themselves - Puberty and menstruation - Knowing who to talk to if they were concerned about change
Y6	Being Me In My World - Becoming a class team - Being a school citizen - Rights and responsibilities - Democracy - Rewards and consequences - Working collaboratively with others	Celebrating Difference - Accepting differences - Inclusion - Understanding bullying - Problem solving - Using kind language - Giving and receiving compliments	Dreams and Goals - Staying motivated - Perseverance - Overcoming disappointment - Working well with a partner - Creating new dreams - Achieving goals	Healthy Me - Maintaining healthy friendships - Understanding group dynamics - The importance of being physically active - Understanding the dangers associated with smoking and alcohol - Keeping safe - Recognising coercive situations and resisting pressure	Relationships - Recognising situations that cause jealousy - Solving problems with friendships - Love and loss - Helping others to feel part of a group - Respecting others - Knowing how to help yourself when you feel upset or hurt - Know what makes a good relationship	Changing Me - Parents are informed that they have the right to withdraw from the conception lessons through a written template shared prior to lessons. Any conversations with parents to be recorded. - Understanding we are all unique and have my own personal characteristics - Expressing how I feel when change happens - Naming body parts accurately - Understanding and respecting change that happens - Identify changes and know how to express my concerns

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Y6	Keeping Safe - Issues with addiction - Recognising dangerous situations - Data sharing - Media and age restrictions - Bonfire night - Halloween safety	Relationships - Secondary relationships - Working together to tackle racism - Challenging sexism - Respecting different relationships - Understanding what a debate is - Relationships with authority	Understanding the Law - Stopping theft - Anti-social behaviours - Types of crime - Legal drugs and the law - Marriage and the law - Understanding what a weapon is	Wellbeing - Moving to high school - Reframing your thinking - Supporting your mental health - Thinking about adulthood - Understanding grief	Passport - Empathy - Fact finding - Future planning - Informed decisions	Passport - Resilience - Respect - Self-worth - Understanding risk
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Pol-Ed



Lesson sequence available via Pol-Ed website - <https://www.pol-ed.co.uk/lessons/year-groups/year-6>

At Lark Hill we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

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These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, Dojo points, 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.

Class teachers deliver the weekly lessons to their own classes.

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'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

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.

Health Education

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, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements are embedded within the lessons planned using the Jigsaw planning materials and mapping document. The way the Jigsaw Programme covers these is highlighted in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (available on school website).

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).

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

The PSHE (Relationships, Sex and Health Education - RSHE) guidance has been updated for 2026 primarily due to new research highlighting increased exposure to online harms, misogyny, and inappropriate content among children, requiring updated tools for digital safety, consent, and healthy relationships, alongside expanded focus on areas like personal safety (road, rail, water) and evolving topics like AI and deepfakes for older students, ensuring relevance and better equipping children for modern challenges.

As of September 2026 we will adapt our Long Term Plan to meet the updated RSHE requirements.

Appendix 1: Non-Statutory Sex Education

Sex Education

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

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

"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

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.'

Parents have a right to withdraw their child from Sex Education lessons, as they are part of our PSHE curriculum. Sex Education is non-statutory in Primary schools.

At Lark Hill Community Primary School, we define Sex Education as teaching about human reproduction.

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We believe that children should understand the basic facts about human reproduction before they leave primary school. At our 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 i.e. the Jigsaw Changing Me Puzzle (unit):

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 3 (Conception, birth)

All subject matter will be dealt with in a sensitive, matter of fact and age-appropriate manner.

In Sex Education lessons, children will be taught about the functions of body parts. They will learn about the male and female reproductive organs; they will also learn how conception takes place and how babies are born. Teaching about conception will ensure that children are informed and are aware of how to prevent unwanted pregnancy. This supports children in their ability to make informed decisions regarding their own bodies and their future. Lessons will be tailored to the age and emotional and physical maturity of pupils. We believe that it is important to support pupils’ ongoing emotional and physical development effectively during the transition phase before moving to secondary school.

Teachers will inform parents by letter before the half term when Sex Education lessons are due to take place. Parents have a right to withdraw their children from Sex Education lessons. Children who are withdrawn will be accommodated in another class and be given alternative work to do.

We believe in treating everyone with fairness and respect, including people in our school community and the wider world.

Appendix 3: Vocabulary and Tricky Questions

Teachers always use the correct vocabulary, at an age-appropriate level, when teaching PSHE (e.g. the names of body parts and terms such as menstruation). The Jigsaw spiral curriculum ensures that terms are introduced according to the age of the children.

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It is worth noting at this stage that the lesson notes in Jigsaw are for teacher background knowledge only; the content should not be shared verbatim with children.

Teachers and LSAs should be prepared for any challenging questions that children may ask. Some questions may not be appropriate to answer in front of the class; teachers may consider asking the child to ask their parents instead. Questions should be answered honestly, using correct vocabulary at an age-appropriate level. Some teachers may choose to have a question box in the lesson, and will then be able to consider their answers and respond in the following lesson. This would also allow children who would not want to ask a question in front of their peers to do so anonymously. Any concerns that come from a question or during discussion must be logged on CPOMs.

Assessment and monitoring

Children self-assess against a knowledge- and an emotional literacy- based descriptor at the end of each lesson. Teachers give verbal feedback to pupils during each lesson. Each puzzle piece is assessed using a Summative Assessment sheet. Initials of children who are working towards or beyond the two Attainment Descriptors are to be recorded. It will be assumed that the rest of the class are working at the required level.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee considers any comments from parents about the 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 school's ethos.

The PSHE Leads at Lark Hill School Mr Joe Early and Miss Jade Hayhurst. The PSHE Leads will monitor efficacy in the subject through their action plan addressed termly.

This policy will be reviewed and updated in July 2026.