

Personal, Social, Health Education (PSHE) Policy (including Relationships & Health Education, and our position on Sex Education - RSE)



PHSE & RSE Policy

1. Strategy

- 1.1 At Blakedown CE Primary School our Christian values underpin our ethos; the PSHE & RSE curriculum will enable all children to flourish and prepare them for their futures, where they will **serve** fully as members of society. They will be able to find **joy** in expressing themselves and their emotions whilst building safe and secure relationships with others. Every member of our school community is encouraged to respect and value each other. Wherever possible we make close links between our values, worship and PSHE/RSE curriculum.
- 1.2 Personal, social, health and economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to provide our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive and achieve as individuals, as part of a family and as a confident member of the wider community.
- 1.3 Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs. They will start to identify how they and others are '**fearfully and wonderfully made.**' Psalm 139
- 1.4 We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling and joyful relationships that are an essential part of life and learning.

2. Policy

- 2.1 All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
 - Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
 - Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- 2.2 **PSHE**

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

The Jigsaw programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

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.

2.3 Statutory Relationship and Health Education

'The Relationships Education, Relationship 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

'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.11

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

DfE Guidance p.11

From 1 September 2026, the revised RSHE guidance (July 2025) takes effect. Until then, schools must continue to have regard to the 2019 guidance, while preparing to adopt the updated requirements. We will transition our curriculum during 2025-26 to ensure full compliance by September 2026, with interim adoption earlier where feasible and appropriate.

2.4 At Blakedown CE Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole school PSHE Programme.

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- 2.5 To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as the chosen teaching and learning programme and tailor it to the 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 has regular updates so that the school's teaching materials and training for staff are well supported and always up to date.

- 2.6 Our PSHE policy is informed by existing DfE guidance and aligned with Church of England's 'A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATIONS, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)' and draws on the advice given in the Church of England documents 'Valuing all God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019).

- 2.7 The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.
The revised RSHE guidance places greater emphasis on skilled delivery, sequencing and teacher professional judgement, and encourages early, preventative RSHE in primary. Our staff CPD plan and curriculum sequencing reflect these principles.

3 Procedure

3.1 Curriculum

Jigsaw covers all areas of PSHE for the primary phased including statutory Relationships and Health Education. 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.

Term	Puzzle (Units)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and belonging. Class charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding diversity.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, and how to contribute to society.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence; healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	Relationships	Includes understanding friendship, family

		and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

At Blakedown CE Primary School, we allocate 1 hour to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhances in many ways:

Assemblies and collective worship, recognition system, class learning charters, 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 and/or teaching assistants deliver the weekly lessons and link aspects of PSHE through Topic/Theme work.

We will additionally integrate new RSHE content strands into our curriculum maps (see sections 3.3-3.6) and publish termly parent overviews to maintain transparency.

3.2 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) 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.

Parents should also be aware that the Church of England states in 'Valuing All God's Children' 2019, that Relationships and Sex Education should: *'Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.'* (Page 34).

We will explicitly include same-sex parents and diverse family structures when discussing families, and maintain a factual, legally grounded approach regarding biological sex and gender reassignment, avoiding endorsement of any particular viewpoint.

We will strengthen content on consent, permission-seeking, respect, and preventing misogyny (including challenging harmful stereotypes and language) through age-appropriate learning.

3.3 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 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 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/Class Charter.

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).

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

We will explicitly teach correct anatomical language (e.g., penis, vulva, vagina, testicles, scrotum, nipples) in an age-appropriate way to support safeguarding and clarity about body privacy and boundaries.

Mental Wellbeing: We will deepen coverage of grief, loss and loneliness, emotional regulation, and help-seeking pathways.

Internet Safety & Harms: We will expand learning to include AI-generated content (e.g., deepfakes), online influencers and toxic subcultures, misinformation/disinformation, scams and fraud, gaming risks (including monetisation and addiction), and data privacy.

3.4 Personal Safety (Physical World)

We will introduce a Personal Safety strand covering: road safety (pedestrian, cycling, scooters; visibility; crossings), rail safety (stations, platforms, level crossings), water safety (including the Water Safety Code), and staying safe in public places (situational awareness, seeking help). This new strand aligns with the 2025 RSHE guidance and will be sequenced across year groups.

3.5 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)

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

At Blakedown CE Primary School, we believe children should understand the facts about human reproduction before they leave primary school and so have always taught Sex and Relationships Education in the summer term through our Living and Growing programme and in previous consultations with parents we have concluded that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Due to our status as a Church of England school, we will teach within a framework of Christian values and the Christian understanding that sex is a gift of God a part of creation. Whilst we use relationships and sex education to inform children about sexual issues, we do this about matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions. Sensitivity and respect will be shown to all children when teaching about sex education and RSE is taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

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

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The school will inform parents in the term, prior to the Changing Me Puzzle is taught. We will further emphasise parental transparency, making all RSHE materials available for viewing and offering information sessions if requested to encourage parent engagement.

3.6 Financial Awareness & Exploitation

We will embed age-appropriate content on money and financial safety, including recognising online scams, fraud and financial exploitation, reflecting the guidance's framing of financial harms as a safeguarding issue. At Blakedown, we utilise the free HSBC outreach service to further support and engage with this content.

3.7 Monitoring and Review

The Learning and Development Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Learning and Development Committee gives serious consideration to 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.

In addition, the school will review RSHE provision in line with DfE's technical review cycle (every 3 years) and full content review (every 6 years), updating materials and policy accordingly.

3.8 Teaching Sensitive and Controversial Issues.

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Staff will be trained to challenge misogynistic content and harmful online influence appropriately, and to recognise emerging online risks (e.g., deepfakes, trolling, pornography exposure) in line with safeguarding duties.

3.9 Answering Difficult Questions and Sensitive Issues.

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead. Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

We will reinforce safe learning environments and approaches to managing difficult questions (including online-safety scenarios and misinformation) as recommended in the revised guidance and sector advice.

3.10 Equality

This policy will inform the school's Equalities Plan.

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

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

At Blakedown CE Primary School we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

We will maintain a factual approach when teaching content relating to biological sex and gender reassignment and avoid presenting contested views as fact, consistent with the revised guidance and legal context.

3.11 Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Every child, in KS1 and KS2 has a Jigsaw Journal that will follow them through their time at school. As well as being a record of their learning it will also be used as an assessment tool. For the early years, evidence of learning will be in the children's Learning Journals. General comments about PSHE will be included in annual reports to parents. Individual pupil profiles will also reflect areas of health and well-being.

Assessment will additionally capture progress in personal safety, digital literacy/online safety, and financial awareness, using age-appropriate descriptors.

3.12 Training and Support for Staff.

All staff benefit from Jigsaw PSHE training to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

We will prioritise CPD on: preventing misogyny and sexual harassment; online safety (AI deepfakes, influencers, scams, pornography exposure); anatomical language and safeguarding; and teaching grief/loss/loneliness, drawing on PSHE Association and Sex Education Forum training.

3.13 Confidentiality and Child Protection Issues.

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

Blakedown CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding Children Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

Staff will be alert to financial exploitation, digital grooming, and misogynistic online influence as safeguarding concerns and follow reporting routes accordingly.

4.0 Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on pupil/teacher evaluation, monitoring of Jigsaw Journals, and staff meetings to review and share ideas.

Staff will be alert to financial exploitation, digital grooming, and misogynistic online influence as safeguarding concerns and follow reporting routes accordingly.

4.1 Links with Other Policies

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate:

- Positive Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy

- Intimate Care Policy
- RE Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers Policy
- SEND Policy

We will add or update Online Safety and Financial Safety components within Acceptable Use/E-Safety and Safeguarding policies to reflect the revised RSHE requirements (AI, deepfakes, scams, pornography exposure, influencers).

5.0 Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:	14.01.26	
Date of next review:	January 2027	

Implementation timeline: We will complete transition to the revised RSHE guidance by 1 September 2026, with periodic updates communicated to parents/carers.

Relationships Education in Primary schools - DfE Guidance 2019

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

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with 	

	<p>problems and difficulties</p> <ul style="list-style-type: none"> • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me

	<p>and contact, and how to report them.</p> <ul style="list-style-type: none"> • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<ul style="list-style-type: none"> • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Include explicit coverage of consent/permission-seeking, anti-misogyny, and recognising/reporting harassment (age-appropriate).

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

By the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. 	All of these aspects are covered in

<p>and harms</p>	<ul style="list-style-type: none"> • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
<p>Healthy eating</p>	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
<p>Health and</p>	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained 	<p>All of these aspects are covered in</p>

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PSHE & RSE Policy

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

Personal Safety (Physical World); reinforce anatomical language; expand online safety (AI/deepfakes, scams, gaming risks, influencers). Introduce financial harms and exploitation content (age-appropriate).

References:

- DfE/GOV.UK: Relationships Education, RSE and Health Education — 2019 guidance (in force until 31 Aug 2026) and revised guidance for introduction on 1 Sept 2026 (page updated 19 Dec 2025).
- PSHE Association (15 Jul 2025): Updated RSHE requirements published - what you need to know (summary of changes and transition to Sept 2026).
- TES (15 Jul 2025): New RSHE guidance: everything schools need to know (online safety, misogyny, AI, no age limits).
- Sex Education Forum (16 Jul 2025): New Government RSHE guidance published (parent transparency, anatomical language, skills focus).
- GHLL: In a Nutshell: Updates to the Statutory RSHE Curriculum Guidance for Schools 2025 (personal safety strand, online risks).