

ENSTONE PRIMARY SCHOOL

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

Policy 2026

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PSHE Lead	Bethaney Callaghan
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1. Our Vision for PSHE Education

At Enstone Primary School, we nurture our children as unique individuals in a safe and secure environment so that they can thrive and fulfil their potential. Children's wellbeing, happiness and safety are our first priority, and PSHE is a key vehicle through which we share this commitment with children.

PSHE is an integral part of our whole curriculum and sits at the heart of our ethos. It supports children's personal, social, emotional, health and economic development, while preparing them to become healthy, independent, responsible and informed members of society. Through PSHE and RSHE, children develop the knowledge, language, skills and attributes they need to live safe, healthy, fulfilling and balanced lives.

The PSHE and RSHE curriculum:

- supports the whole child, recognising the close relationship between emotional and social development and children's capacity to learn;
- creates a safe, inclusive environment where children feel valued and able to discuss concerns without fear or stigma;
- prepares children for the opportunities, responsibilities and experiences of later life;
- develops resilience, self-confidence, self-esteem, empathy, courage, honesty, kindness and respect;
- works in partnership with parents and carers, recognising their important role as children's first educators in many aspects of relationships and health;
- embeds PSHE throughout school life, not only through dedicated lessons but through our values, relationships and everyday interactions.

2. Statutory Requirements and Curriculum Framework

This policy reflects the Department for Education's Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025), the Education Act 2002, the Equality Act 2010, the SEND Code of Practice, Keeping Children Safe in Education and the Prevent Duty. Enstone Primary School is a maintained primary school and fulfils its statutory duties through a broad, balanced and inclusive curriculum.

Relationships Education and Health Education are statutory for primary-aged pupils. We deliver these within our wider PSHE programme, using Jigsaw PSHE 3–11 as our principal curriculum framework. The curriculum also includes age-appropriate economic education and citizenship education, including the promotion of fundamental British Values.

The statutory curriculum is complemented by Science curriculum content, Computing and online safety, PE, RE and other subjects. Parents cannot withdraw children from statutory Relationships Education, Health Education or statutory National Curriculum content, including relevant Science and Computing content.

Our curriculum covers the statutory areas including families and people who care for us; caring friendships; respectful relationships; online relationships and safety; being safe; mental wellbeing; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention; basic first aid; and changing adolescent bodies, including puberty and menstrual wellbeing.

3. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE 3–11 because it provides a coherent, progressive and developmentally appropriate framework across Reception to Year 6. The programme is adapted thoughtfully by teachers to reflect the needs, experiences and maturity of each class while maintaining statutory coverage and progression.

- Emotional literacy: children learn to recognise, name and communicate feelings and to seek help when needed.
- Mindful practice: Jigsaw's 'Calm Me Time' supports self-regulation and readiness to learn; this is complemented by our wider mindfulness and My Happy Mind provision.
- Connection and community: 'Connect Us' activities strengthen relationships, belonging and mutual respect.
- Respectful dialogue: children practise listening, expressing views respectfully, considering different perspectives and resolving disagreement constructively.
- Spiral progression: themes are revisited with increasing depth and complexity.
- Interactive learning: discussion, role play, problem solving, reflection and creative activities develop knowledge and practical skills.

4. The Six Jigsaw Puzzles

Puzzle Piece	Key content
Being Me in My World	Identity, belonging, rights and responsibilities, democracy and positive contribution.
Celebrating Difference	Diversity, stereotypes, similarity and difference, bullying, empathy and compassion.
Dreams and Goals	Aspirations, goal-setting, perseverance, resilience, achievement and collaboration.
Healthy Me	Physical and emotional health, nutrition, sleep, exercise, hygiene, medicines, drugs, safety and healthy choices.
Relationships	Families, friendships, communication, conflict resolution, healthy and unhealthy relationships, loss and bereavement.
Changing Me	Life cycles, growth, body image, self-esteem, puberty, changing relationships and, in Years 5 and 6, age-appropriate human reproduction where taught as non-statutory sex education.

5. Enstone's Whole-School Approach

PSHE is taught through dedicated Jigsaw lessons and reinforced throughout school life. Provision includes:

- dedicated PSHE/RSHE curriculum time and Jigsaw lessons;
- cross-curricular learning through Science, Computing, PE, RE, English and Maths, where appropriate;
- circle-time and discussion opportunities;
- Values, Wellbeing, Picture News and Celebration Assemblies;
- themed weeks and whole-school events;
- My Happy Mind and mindfulness;
- pastoral care, targeted interventions and responsive support;
- visiting speakers and carefully selected external workshops;
- online safety and CEOPs education;
- road safety, fire safety, Junior Citizen and Injury Minimisation Programme (IMPS) opportunities;
- daily physical activity, including aerobics or the Daily Mile, and our Whole School Healthy Food Policy;
- pupil leadership through School Council, Eco Council, House Captains and Vice Captains, Prefects, Play Leaders, Sports Leaders and Playground Pals.

External agencies may supplement provision, but responsibility for the curriculum remains with the school. Class teachers retain an important role because they know their pupils and are best placed to support individual needs and scaffold sensitive discussions.

6. Adapting the Curriculum for Enstone Children

Teachers consider pupils' developmental stage, individual needs, SEND and EAL requirements, family and faith backgrounds, local context, pupil voice and the school's distinctive values and ethos. Pupil voice is gathered through lessons, class discussion, pupil questionnaires and our School Council. Where adaptations are made, they are considered with senior leaders and checked against statutory requirements. Parents and carers are informed of significant adaptations, particularly where sensitive content is involved.

All pupils are entitled to an appropriate PSHE and RSHE curriculum. Differentiation, additional adult support, adapted resources and, where necessary, individualised approaches are used to ensure accessibility and inclusion.

7. Relationships Education, Inclusion and Equality

Relationships at Enstone Primary School are based on trust, care and respect. Children are taught that they are responsible for their own behaviour and that positive relationships depend on kindness, honesty, respect, responsibility, gratitude, teamwork and perseverance.

We comply with the Equality Act 2010 and promote equality of opportunity and good relations. Teaching is inclusive and respectful of children's different backgrounds and family circumstances. Children learn that families may look different and that all children should experience love, care, security and respect.

We challenge harmful stereotypes and prejudiced language in age-appropriate ways. We teach children to recognise unfairness, bullying and discrimination and to seek help. Protected characteristics are addressed sensitively and appropriately, including where relevant to preventing discrimination and promoting respect.

Our curriculum recognises that relationships can be affected by power, control, coercion, abuse and exploitation. Children learn about boundaries, privacy, consent in age-appropriate contexts, personal safety, respectful

behaviour and how to seek help. Violence and abuse are never acceptable, and no child is responsible for abuse they experience.

8. Sex Education at Enstone Primary School

Sex education is not compulsory in primary schools. At Enstone Primary School, we teach age-appropriate sex education in Years 5 and 6 as part of the Jigsaw 'Changing Me' Puzzle, alongside the statutory Health Education and Science curriculum. We believe this supports children to understand how human life begins and prepares them for adolescence and secondary school.

For the purposes of this policy, sex education means factual, age-appropriate learning about human reproduction, including conception, pregnancy and birth. It is distinct from statutory Relationships Education, statutory Health Education and National Curriculum Science.

The non-statutory sex education content within Jigsaw includes Year 5 learning about conception and Year 6 learning about babies from conception to birth. This is taught factually, sensitively and in an age-appropriate manner. The school may also work with the School Nurse or other appropriately qualified professionals to support puberty and related education. Parents are informed in advance of specific sessions and may contact the school with questions.

Children are taught about puberty and menstrual wellbeing as part of statutory Health Education and cannot be withdrawn from this content. Relevant Science content is also statutory and cannot be withdrawn.

9. Parent Engagement and Right to Withdraw

Parents and carers are informed about the PSHE curriculum and are encouraged to discuss questions or concerns with the school. Curriculum information is shared through school communications and parents may contact their child's class teacher, the PSHE Lead or Headteacher to discuss content.

Parents have the right to request that their child is withdrawn from some or all non-statutory sex education taught as part of PSHE. They do not have the right to withdraw children from statutory Relationships Education, Health Education, puberty education, or National Curriculum Science and Computing content.

Before agreeing to a withdrawal request, the Headteacher will meet with the parent or carer to discuss the curriculum content, the rationale for teaching it, the benefits to the child and any concerns. Relevant materials may be shared or made available for viewing. The school will respect a parent's final decision regarding non-statutory sex education and will provide appropriate, purposeful education for the child during the lesson.

The school does not place responsibility on parents to provide a replacement curriculum. Any withdrawal arrangements will be agreed and recorded by the school. A withdrawal request form is included as an appendix.

10. Teaching Sensitive Content, Questions and Safeguarding

We establish a safe, respectful classroom environment in which children can ask questions without embarrassment or shame. Questions are acknowledged and answered honestly, openly, scientifically and factually, without imposing personal beliefs.

Teachers use professional judgement about whether a question should be answered with the whole class or privately. A question that is not appropriate for a whole-class response will still be acknowledged and addressed sensitively. Staff may use distancing techniques, question boxes or other strategies where appropriate.

Teachers cannot promise absolute confidentiality. If a child discloses information that raises a safeguarding concern, or if a question indicates possible risk of harm, the school's safeguarding procedures will be followed and the Designated Safeguarding Lead (DSL) informed. Concerns are recorded in accordance with school procedures.

Children are signposted to trusted adults and appropriate sources of support, including parents and carers where appropriate, the school nurse and other relevant professionals. The school follows Keeping Children Safe in Education (which is updated annually) and its own Safeguarding and Child Protection Policy.

11. Teaching Approaches and Staff Support

PSHE teaching is participative, practical and discussion-based wherever appropriate. Lessons may include circle time, stories, role play, scenarios, games, collaborative activities, reflection and written work.

Support and training for staff includes:

- Jigsaw resources and progression guidance;
- professional development on sensitive and controversial topics, safeguarding, disclosures and inclusive practice;
- collaborative planning and review;
- support from the PSHE Lead and senior leaders;
- access to specialist advice, including the School Nurse and other appropriate professionals.

12. Assessment, Monitoring and Impact

Assessment in PSHE focuses on knowledge and understanding, development of skills and the ability to apply learning in real-life contexts. Teachers use Jigsaw assessment materials, observation of discussion and practical activities, review of work, pupil self-assessment and formative assessment.

Teachers assess progress against unit statements and make an overall judgement where appropriate using the school's established working towards, working at and working beyond model. Evidence may include written work, photographs, discussion, practical activities and teacher records.

The PSHE Lead, working with senior leaders and governors, monitors planning, teaching, pupil work, assessment, pupil voice, staff feedback and relevant wellbeing, behaviour and safeguarding information. Impact is seen in children's knowledge, confidence, relationships, behaviour, ability to resolve conflict, understanding of safety, willingness to seek help and readiness for transition.

Pupil voice, including the School Council and pupil questionnaires, contributes to evaluation. Parent feedback is also considered through consultation and surveys.

13. British Values and Citizenship

PSHE at Enstone Primary School contributes substantially to the promotion of fundamental British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

- Democracy: elected School Council and Eco Council representatives, pupil voice and opportunities to contribute to decisions.
- Rule of Law: class charters, behaviour and anti-bullying expectations, discussions about rules and laws, police and CEOPs input.

- Individual Liberty and Responsibility: health and wellbeing learning, personal safety, school responsibilities, leadership roles, Junior Citizen, IMPS and road safety.
- Mutual Respect: positive relationships, inclusive practice, teamwork, sport, inter-house activities and respectful dialogue.
- Tolerance: PSHE, RE and Geography, learning about different faiths and cultures, visits, speakers, reflection and anti-discrimination work.

14. Online safety education

Teachers coordinate age-appropriate online safety teaching across computing, PSHE and Relationships and Health Education. They cover privacy, respectful communication, grooming, bullying, harmful content, scams, commercial pressure and digital wellbeing. Older pupils consider misleading information, manipulated images and AI outputs. Children practise reporting concerns, and teachers reassure them that seeking help is always the right action.

15. Links with Other Policies and Curriculum Areas

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / Computing Policy
- Equality Policy and Plan
- SEND Policy
- Accessibility Plan
- Health and Safety Policy
- Science Policy
- RE Policy
- Attendance Policy
- Mental Health and Wellbeing provision

PSHE learning is reinforced through Science, Computing, PE, RE, English, Maths and wider curriculum experiences. Teachers make connections between subjects to help children apply their knowledge and skills in meaningful contexts.

15. Responsibilities

PSHE Lead

- coordinates PSHE across the school;
- keeps up to date with statutory guidance and best practice;
- supports teachers and monitors quality and impact;
- leads policy review;
- liaises with parents, governors and external agencies.

Headteacher

- ensures statutory duties are met;
- supports staff training and resourcing;
- oversees sensitive curriculum content and withdrawal requests;

- ensures PSHE connects with safeguarding, behaviour and wellbeing.

Governors

- approve and review the policy;
- monitor implementation and impact;
- ensure statutory responsibilities are fulfilled.

All Staff

- deliver PSHE in line with this policy;
- model the values and behaviour promoted through PSHE;
- reinforce learning across school life;
- respond appropriately to questions, disclosures and safeguarding concerns.

16. Policy Review and Approval

This policy will be reviewed annually, and sooner where necessary, to reflect changes in statutory guidance, legal requirements, the Jigsaw programme, emerging pupil needs and feedback from stakeholders.

This policy has been informed by the DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025), Keeping Children Safe in Education, the Equality Act 2010, the SEND Code of Practice, the Prevent Duty, relevant safeguarding guidance, Jigsaw PSHE 3–11 and local authority guidance.

The policy is available on the school website and in printed form on request.

Appendix A: Enstone Whole-School PSHE and Wellbeing Coverage

Class / group	Autumn	Spring	Summer
Glyme Class (Reception/Year 1)	Jigsaw; My Happy Mind; mindfulness; Internet safety; Footsteps Road Safety	Jigsaw; My Happy Mind; mindfulness	Jigsaw; My Happy Mind; mindfulness
Windrush Class (Years 2/3)	Jigsaw; My Happy Mind; mindfulness; Internet safety	Jigsaw; My Happy Mind; mindfulness	Jigsaw; My Happy Mind; mindfulness
Evenlode Class (Years 4/5/6)	Jigsaw; My Happy Mind; mindfulness; Internet safety; Year 6 Junior Citizen	Jigsaw; My Happy Mind; mindfulness; Year 6 IMPS	Jigsaw; My Happy Mind; mindfulness; Years 5/6 puberty and sex education; School Nurse input
All pupils – daily/weekly	Values; Wellbeing; Picture News; Celebration Assemblies; daily physical activity; My Happy Mind; Healthy Food Policy		
All pupils – annual/biannual	CEOPs training with PCSO; Fire Safety training with Oxfordshire Fire Service		
Pupil leadership	Play Leaders; Sports Leaders; School Council; Eco Council; House Captains/Vice Captains; Prefects; Mindfulness Monitors; Playground Pals		

Appendix B: Statutory Curriculum Coverage

The school maintains detailed Jigsaw mapping and curriculum overviews showing how statutory Relationships Education and Health Education outcomes are covered across Reception to Year 6. These documents are available

to parents and carers on request and, where appropriate, through the school website. The school’s curriculum planning is reviewed regularly to ensure that statutory content is covered progressively and age appropriately.

Appendix C: Withdrawal from Non-Statutory Sex Education – Parent Request Form

Child’s name: _____

Class: _____

Parent/carers name: _____

Date: _____

I request that my child be withdrawn from non-statutory sex education taught as part of PSHE.

Reason for request:

Any other information for the school to consider:

Parent/carers signature: _____ Date: _____

School discussion / agreed actions:

Headteacher signature: _____ Date: _____