



# Policy Document

Halling Primary School

## PSHE (Personal, Social, Health and Economic) Policy including Relationships and Health Education and our position on Sex Education

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## Context and Vision

At Halling Primary School, we believe Personal, Social, Health and Economic (PSHE) education is central to supporting children's development as confident, healthy and responsible individuals. PSHE underpins children's learning capacity and contributes to their emotional wellbeing, resilience and ability to form positive relationships.

PSHE is not an isolated subject; it is embedded across the life of the school. Through high-quality teaching and a whole-school approach, we prepare children for the opportunities, responsibilities and experiences of later life.

We are committed to:

- Supporting the whole child, recognising the link between wellbeing and learning
- Creating a safe, inclusive environment where all pupils feel valued
- Developing resilience, emotional literacy and independence
- Preparing children for life in modern Britain
- Working in partnership with parents and carers

## PSHE

At Halling Primary School, we teach Personal, Social, Health and Economic education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. Our SEND and Pastoral Team support this process for our children who have additional learning needs, including the weighted promotion of mental health for both children and staff.

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 Well-Being' and 'Attendance and Behaviour' 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.

## **Statutory Relationships and Health Education**

At Halling Primary School, we value PSHE as one way to support children's development as well-rounded, holistically developed 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 thorough curriculum, we use 'Jigsaw', the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to the children's needs.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials in line with what the children need and what is legally required, and that our teachers are well-supported.



### **Halling's PSHE policy is informed by existing DfE guidance:**

- Keeping Children Safe in Education (statutory guidance)
- 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)
- Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2025

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.



# What do we teach when and who teaches it?

## Whole-School Approach

Jigsaw covers all areas of PSHE for children from Reception through to Year 6, 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 (Unit):	Content:
Autumn 1	Being me in my world	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1	Dreams and goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2	Healthy me	Includes drugs and alcohol education, self-esteem and confidence as well as 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 Halling Primary School we allocate one lesson (approx. 45 minutes to 1 hour) to PSHE each week, in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

The explicit lessons are reinforced and enhanced in many ways: assemblies, praise and reward system, Learning Charter, Smart School Council, pupil voice and 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'.

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' and 'Changing adolescent body'.

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 in the government defined, age-appropriate section given 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).

## 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)

At Halling Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we teach this separately to girls and boys, following the Jigsaw guidance as part of the Summer 2 unit Changing Me.





## **Parents' and Carers' right to request their child be excused from Sex Education.**

*"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

At Halling 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 and carers of their right to request their child(ren) 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 and carers of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught. Parents and carers may also request to be shown the Jigsaw RSHE presentation, demonstrating our statutory and non-statutory content of such RSHE lessons.

We are of course happy to discuss the content of the curriculum and invite parents and carers to contact the school, should they wish to do so.



The Headteacher or PSHE/RSHE Lead will discuss with parents the benefits of receiving this important education and any detrimental effects that non-participation may have on the child. This could include any social or emotional effects of not being included in the lesson, as well as the likelihood of the children hearing their peer's version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

## Monitoring and Review

This policy is reviewed and monitored annually according to, and in line with, statutory guidance released. On review, or if statutory guidance is amended during this period, the policy will be modified accordingly. The school gives serious consideration to any comments from parents, carers and staff 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.



# 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 LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual and Other Non-Heterosexual People), 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 LGBTQIA+ content at a timely point as part of this area of the curriculum".*

At Halling Primary School, we promote respect for all and value every individual child. We also respect the rights 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.



