



Personal, Social, Health and Economic Education (PSHE) Policy

including Relationships, Sex and Health Education (RSHE)

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1. Introduction

At Roseberry Primary School, we believe every child deserves an education that enables them to flourish academically, socially and emotionally. Personal, Social, Health and Economic Education (PSHE) is fundamental to achieving this vision.

PSHE provides children with the knowledge, understanding, skills and attributes they need to become confident, healthy, resilient and responsible citizens. Through a carefully planned and progressive curriculum, children develop the confidence to make informed decisions, build positive relationships, understand themselves and others, and contribute positively to society.

Relationships Education and Health Education are statutory in all primary schools. At Roseberry Primary School these subjects are delivered through our wider PSHE curriculum using the Jigsaw PSHE programme, supplemented where appropriate to meet the specific needs of our pupils, our safeguarding priorities and our local context.

We believe PSHE is not simply a weekly lesson. It is embedded throughout the life of the Academy through:

- positive relationships
- high expectations for behaviour
- safeguarding
- collective worship and assemblies
- pupil leadership opportunities
- British Values
- SMSC development
- our wider Personal Development curriculum.

By placing children's wellbeing, safety and personal development at the heart of everything we do, we prepare them not only for the next stage of education but for successful, healthy and fulfilling lives.



2. Our Vision for PSHE

At Roseberry Primary School we believe that education should develop the whole child.

Whilst academic achievement remains central to our work, we recognise that children cannot achieve their full potential unless they feel safe, valued, respected and emotionally secure.

Our PSHE curriculum supports children to become:

- confident individuals
- responsible citizens
- respectful members of society
- resilient learners
- healthy young people.

Through a progressive curriculum from Reception to Year 6, children learn to:

- understand and manage their emotions
- develop resilience and perseverance
- build healthy friendships
- recognise unhealthy relationships
- respect diversity
- stay physically and mentally healthy
- make informed decisions
- recognise risk
- seek help when needed
- stay safe both online and offline.

We believe that high-quality PSHE education makes a significant contribution to children's safeguarding, behaviour, attendance, wellbeing and academic achievement.

Our curriculum promotes the Academy values of respect, kindness, responsibility, resilience and ambition, preparing every child to become an active and positive member of modern Britain.



3. Statutory Requirements

This policy reflects the statutory requirements placed upon schools through:

- Education Act 2002
- Academies Act 2010
- Relationships Education, Relationships and Sex Education and Health Education Regulations
- Department for Education Relationships, Sex and Health Education Guidance (July 2025)
- Keeping Children Safe in Education
- Equality Act 2010
- SEND Code of Practice
- Prevent Duty
- Working Together to Safeguard Children.

In accordance with statutory guidance, all pupils receive:

- Relationships Education
- Health Education

through our planned PSHE curriculum.

Sex Education remains non-statutory within primary schools. Roseberry Primary School has chosen to teach age-appropriate Sex Education in Upper Key Stage Two in order to prepare pupils for secondary education and adolescence. Details of this provision and parents' right to request withdrawal are outlined later within this policy.

Our PSHE curriculum also contributes significantly to:

- safeguarding
- Personal Development
- behaviour and attitudes
- attendance
- equality and inclusion
- mental health and wellbeing
- online safety
- British Values
- SMSC development.



4. Our PSHE Curriculum

Roseberry Primary School uses the Jigsaw PSHE programme as the foundation of its curriculum.

Jigsaw provides a carefully sequenced and progressive programme that enables pupils to revisit important concepts throughout primary school, building knowledge, skills and understanding appropriate to their age and stage of development.

The curriculum develops children's understanding of:

- personal identity
- emotional literacy
- mental wellbeing
- healthy lifestyles
- relationships
- diversity
- online safety
- citizenship
- aspirations
- economic wellbeing.

The programme is organised into six half-termly units, known as "Puzzles".

Term	Jigsaw Puzzle	Main Focus
Autumn 1	Being Me in My World	Identity, belonging, responsibilities, rights, democracy and community
Autumn 2	Celebrating Difference	Diversity, equality, inclusion, anti-bullying and respect
Spring 1	Dreams and Goals	Aspirations, resilience, perseverance and future ambitions
Spring 2	Healthy Me	Physical health, mental wellbeing, healthy lifestyles, medicines, drugs and keeping safe
Summer 1	Relationships	Families, friendships, communication, conflict resolution and online relationships
Summer 2	Changing Me	Growing up, puberty, body changes, self-esteem and human reproduction (where appropriate)

The curriculum follows a spiral approach, enabling children to revisit key concepts with increasing depth and maturity as they progress through the school.

Where appropriate, teachers adapt learning to reflect:

- pupils' prior knowledge
- local safeguarding priorities
- current issues
- pupil voice
- individual needs
- SEND
- cultural context.

This ensures learning remains relevant, inclusive and meaningful for all children.



5. Our Whole-School Approach

At Roseberry Primary School, PSHE is far more than a timetabled subject.

Children receive a minimum of one dedicated PSHE lesson each week, taught by their class teacher using the Jigsaw programme. This is enhanced through wider opportunities across school life.

Children develop their personal, social and emotional understanding through:

- high-quality classroom teaching
- assemblies and collective worship
- positive relationships with adults
- our behaviour curriculum
- pupil leadership opportunities
- educational visits
- enrichment activities
- wider curriculum links
- safeguarding education
- celebration events
- visitors and workshops where appropriate.

Every classroom establishes a Jigsaw Charter, enabling pupils to develop a shared understanding of respectful discussion, active listening and mutual respect. This provides a safe environment where children feel confident to express opinions, ask questions and discuss sensitive issues appropriately.

Emotional literacy is embedded throughout the school day. Children are encouraged to recognise, understand and regulate their emotions using consistent language and strategies developed through the Jigsaw programme.

Teachers reinforce PSHE learning through everyday interactions, ensuring children understand that kindness, respect, resilience and responsibility are expectations that extend beyond PSHE lessons and underpin life at Roseberry Primary School.

Our curriculum also recognises the important relationship between physical health, mental wellbeing and learning. Children are encouraged to enjoy active lifestyles, spend time outdoors, build positive relationships and understand the importance of maintaining good emotional wellbeing.



6. Relationships, Health and Sex Education

Relationships Education

Relationships Education is statutory for all primary-aged pupils and forms a central part of our PSHE curriculum. There is no right for parents to withdraw their child from Relationships Education.

Through a carefully planned and progressive curriculum, pupils learn about:

- families and people who care for them
- caring friendships
- respectful relationships
- kindness, empathy and inclusion
- online relationships
- personal safety
- recognising healthy and unhealthy relationships
- respecting boundaries
- privacy and consent in age-appropriate contexts
- seeking help from trusted adults.

Children are taught that families may look different but are all based upon love, care, security and commitment. They develop an understanding of respect for others, regardless of background, faith, culture, disability, family structure or protected characteristic.

Relationships Education is delivered through planned PSHE lessons and reinforced through daily interactions, assemblies, collective worship and the wider curriculum.

Health Education

Health Education is also statutory for all pupils.

Our curriculum enables children to develop the knowledge and understanding needed to make informed decisions about their physical health, emotional wellbeing and personal safety.

By the time pupils leave Roseberry Primary School they will have developed an understanding of:

- emotional wellbeing
 - recognising and managing feelings
 - resilience
 - healthy friendships
 - physical health and fitness
 - healthy eating
 - personal hygiene
 - sleep
 - medicines
 - drugs, alcohol, tobacco and vaping
 - vaccination and disease prevention
 - online safety
 - first aid
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- puberty and growing up.

Mental wellbeing is embedded throughout the curriculum rather than being taught as a stand-alone topic. Children are encouraged to develop emotional literacy, self-awareness and resilience through regular opportunities for reflection, discussion and problem solving.

Teaching reflects current safeguarding priorities, including online safety, misinformation, healthy use of technology, harmful online content and knowing how to seek support.

Sex Education

Although Sex Education is not statutory within primary schools, the Department for Education recommends that schools provide age-appropriate education to prepare children for adolescence and secondary school.

Roseberry Primary School believes that pupils should leave primary education with an appropriate understanding of human reproduction alongside the emotional aspects of healthy relationships.

Sex Education is taught within the Jigsaw "Changing Me" Puzzle in Upper Key Stage Two.

Sex Education includes:

- human reproduction
- conception
- pregnancy
- birth
- preparation for adolescence.

This learning is factual, age appropriate and delivered sensitively by class teachers using the Jigsaw programme.

Sex Education does **not** include teaching about different sexual practices.

Statutory learning about puberty, menstruation and bodily changes forms part of Health Education and Science and therefore cannot be withdrawn.

Parents' Right to Withdraw

Parents have the legal right to request that their child is withdrawn from the non-statutory elements of Sex Education delivered through PSHE.

Parents cannot withdraw their child from:

- Relationships Education
- Health Education
- National Curriculum Science.

Should a parent request withdrawal, the Head of School and PSHE Lead will meet with the family to discuss the curriculum, explain the content being taught and answer any questions before a final decision is made.



Where a pupil is withdrawn, appropriate alternative learning will be provided during the lesson.

Parents receive information about the Sex Education curriculum before it is taught and may request to view teaching materials.



7. Equality, Inclusion and Adaptive Practice

Roseberry Primary School is committed to providing an inclusive curriculum which reflects the diversity of modern Britain and promotes equality, dignity and respect for all.

Our PSHE curriculum complies fully with the Equality Act 2010 and the Public Sector Equality Duty.

Teaching promotes understanding of the protected characteristics in an age-appropriate manner and helps pupils appreciate that everyone deserves to be treated fairly and with respect.

Children learn that discrimination, prejudice, bullying and harassment are unacceptable and know how to seek help should they experience or witness these behaviours.

Our curriculum reflects the diverse nature of families and communities, recognising that children may live within:

- single-parent families
- blended families
- adoptive families
- foster families
- kinship care
- same-sex parent families
- families from different cultures and faiths
- military families.

These family structures are presented naturally throughout the curriculum, ensuring every child feels represented and valued.

Supporting Pupils with SEND

PSHE is adapted to meet the needs of all learners.

Teachers use adaptive teaching strategies including:

- visual supports
- simplified language where appropriate
- pre-teaching
- practical activities
- additional adult support
- scaffolded discussion
- personalised learning where necessary.

Some pupils may require additional or repeated learning to ensure they fully understand concepts relating to safety, relationships and wellbeing.

The PSHE Lead works alongside the SENDCo to ensure all pupils can access the curriculum successfully.



8. Safeguarding

PSHE makes a significant contribution to safeguarding across the Academy.

Through planned learning, pupils develop the knowledge, understanding and confidence to:

- recognise abuse
- understand healthy and unhealthy relationships
- identify unsafe situations
- recognise grooming and exploitation
- understand online risks
- know their rights over their own bodies
- recognise coercion and manipulation
- seek help from trusted adults
- report concerns confidently.

Children are regularly reminded that there are many trusted adults within school who are available to help them.

Managing Disclosures

Some PSHE lessons may lead children to share personal experiences or safeguarding concerns.

All staff follow the Academy's Child Protection and Safeguarding Policy and receive regular safeguarding training.

Staff will:

- listen carefully
- remain calm
- avoid asking leading questions
- never promise confidentiality
- record concerns accurately
- report immediately to the Designated Safeguarding Lead.

At the beginning of each Jigsaw unit, teachers remind pupils about the Jigsaw Charter and explain that whilst discussions are treated respectfully, adults cannot keep information secret if they believe a child may be at risk of harm.

Signposting Support

Throughout the curriculum pupils learn where they can access help.

This includes:

- trusted adults at home
- trusted adults within school
- the Designated Safeguarding Lead
- pastoral support



- school nurses where appropriate
- emergency services
- Childline and other age-appropriate support organisations.

Children are encouraged to understand that asking for help is a positive action and that support is always available.



9. Working in Partnership with Parents and Carers

Parents and carers are children's first educators.

Roseberry Primary School values the important partnership between home and school and recognises that open communication helps children receive consistent messages about health, relationships and wellbeing.

Parents are kept informed through:

- curriculum information published on the Academy website
- newsletters
- parent information events where appropriate
- Class Dojo communication
- opportunities to view curriculum resources upon request.

Parents are welcome to discuss any aspect of the curriculum with the PSHE Lead or Head of School.

Where concerns arise, we seek to resolve these through open and constructive dialogue, sharing curriculum materials and explaining the educational rationale underpinning our approach.



10. Professional Development and Staff Support

High-quality PSHE education depends upon knowledgeable, confident and well-supported staff.

The Academy is committed to ensuring all staff receive appropriate professional development to deliver PSHE effectively.

Training includes:

- safeguarding
- Relationships, Health and Sex Education
- teaching sensitive issues
- managing discussion
- responding to pupil questions
- recognising safeguarding concerns
- mental health and wellbeing
- online safety.

Teachers are supported through:

- the Jigsaw programme and associated resources
- regular curriculum updates
- collaborative planning
- monitoring and coaching
- advice from the PSHE Lead
- guidance from senior leaders where appropriate.

The PSHE Lead monitors curriculum implementation, supports colleagues, evaluates impact and ensures that the curriculum continues to reflect statutory requirements, safeguarding priorities and the needs of pupils.



Certainly. These are the remaining sections (11–13), written in the same style for **Roseberry Primary School**.



11. Assessment, Monitoring and Evaluation

Assessment

Assessment in PSHE is formative and focuses upon children's developing knowledge, understanding, skills and attitudes.

Teachers assess learning through:

- classroom discussion
- questioning
- observation
- role play
- pupil reflection
- written outcomes where appropriate
- self-assessment
- peer discussion.

Assessment informs future planning and enables teachers to identify pupils who may require additional support or further learning.

Children are encouraged to reflect on their own progress and recognise how the knowledge and skills developed through PSHE can be applied in everyday life.

Monitoring

The quality of PSHE education is monitored by the PSHE Lead in partnership with senior leaders and governors.

Monitoring activities include:

- lesson observations and learning walks
- planning scrutiny
- pupil voice
- work scrutiny where appropriate
- assessment review
- staff feedback
- governor monitoring visits
- evaluation of safeguarding and wellbeing information.

Monitoring ensures the curriculum remains:

- ambitious
- inclusive
- progressive
- relevant
- responsive to local safeguarding priorities.



Findings from monitoring activities are used to identify strengths, support staff development and inform future curriculum planning.

Evaluating Impact

The impact of our PSHE curriculum is evaluated through evidence including:

- pupil knowledge and understanding
- pupils' confidence in discussing sensitive issues
- behaviour and attitudes
- attendance
- wellbeing indicators
- safeguarding outcomes
- pupil voice
- parental feedback
- staff confidence
- successful transition to secondary school.

The Academy continually reviews its curriculum to ensure it remains effective in preparing children for life in modern Britain.



12. Links with Other Policies and Curriculum Areas

PSHE is central to the wider curriculum and contributes significantly to children's Personal Development.

This policy should be read alongside the following Academy policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Anti-Bullying Policy
- Equality Policy
- SEND Policy
- Attendance Policy
- Health and Safety Policy
- Science Policy
- Relationships and Behaviour Policy (where applicable).

Curriculum Links

PSHE is closely linked with other curriculum subjects.

Science

Children learn about:

- the human body
- life cycles
- healthy lifestyles
- puberty
- reproduction
- medicines.

Computing

Children develop understanding of:

- online safety
- digital citizenship
- respectful online behaviour
- managing personal information
- recognising online risks
- responsible use of technology.

Physical Education

Children develop:

- healthy lifestyles



- teamwork
- resilience
- perseverance
- physical wellbeing
- self-confidence.

Religious Education

Children explore:

- diversity
- respect
- moral responsibility
- beliefs
- values
- community.

English

Children develop:

- communication
- discussion
- listening
- debate
- emotional vocabulary
- empathy through literature.

Teachers actively make links across the curriculum so that PSHE learning is reinforced and applied in a range of meaningful contexts.



13. Policy Development, Review and Responsibilities

This policy has been developed using:

- Department for Education Relationships, Sex and Health Education Guidance (July 2025)
- Keeping Children Safe in Education
- Jigsaw PSHE (2025 Policy Framework)
- Equality Act 2010
- local safeguarding priorities
- best practice guidance for primary education.

It reflects the needs of pupils at Roseberry Primary School and has been developed following consultation with staff, governors and other stakeholders where appropriate.

Review

This policy will be reviewed annually, or sooner if:

- statutory guidance changes
- safeguarding requirements change
- curriculum developments require amendment
- local circumstances indicate a review is necessary.

The PSHE Lead will coordinate the review process and present any proposed amendments to the Governing Body for approval.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- ensuring statutory requirements are met
- approving this policy
- monitoring implementation
- supporting leaders in maintaining a high-quality PSHE curriculum.

Head of School

The Head of School is responsible for:

- ensuring the policy is implemented consistently
- supporting the PSHE Lead
- ensuring staff receive appropriate training
- promoting a whole-school approach to Personal Development
- responding to parental requests regarding Sex Education.



PSHE Lead

The PSHE Lead is responsible for:

- leading curriculum development
- ensuring compliance with statutory guidance
- supporting colleagues
- monitoring teaching and learning
- organising professional development
- evaluating curriculum impact
- maintaining curriculum resources
- reporting to senior leaders and governors.

Teachers

Teachers are responsible for:

- delivering high-quality PSHE lessons
- creating safe learning environments
- modelling respectful relationships
- responding appropriately to safeguarding concerns
- adapting learning to meet pupils' needs
- reinforcing PSHE through everyday practice.

Parents and Carers

Parents and carers are encouraged to:

- support learning at home
- engage positively with the curriculum
- discuss any concerns with the Academy
- work in partnership with staff to promote children's wellbeing and personal development.

