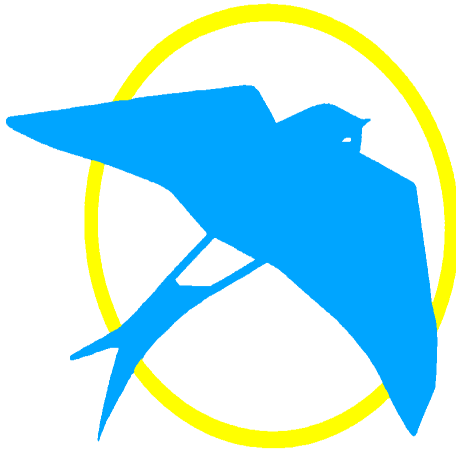




MARTIN PRIMARY SCHOOL

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

Reviewed: Summer 2026
Reviewed every year

1. Context

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 a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils to understand spending, saving and the world of work and citizenship education, including British Values, helping children understand their rights, responsibilities and role in society.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. When we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Key contacts

- Safeguarding Lead: Hannah Taylor
- PSHE Leads: Danielle Lovatt, Charlotte Webster
- Lead Governor: James Oliver

2. Links to Other School Policies

This policy should be read in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Low Level Safeguarding Concerns Policy
- Data Protection Policy
- Relationships & Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Emotional Wellbeing and Mental Health Policy
- SEND Information Report

3. Links to the UN Convention on the Rights of the Child

- **Article 13**
Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.
- **Article 17**
every child has the right to access information that will allow them to make decisions about health
- **Article 28**
every child has the right to an education that support all children to develop and reach their full potential and prepare children to be understanding and tolerant to others
- **Article 34**

every child has the right to government protection from sexual abuse and exploitation).

4. PSHE

At Martin 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 Wellbeing" and "Attendance and Behaviour" aspects evaluated under the Ofsted Inspection Framework (2025), 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.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

The teaching of online safety is delivered using the [Project Evolve](#) approach. Children are taught about online safety every half term.

5. Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education.² They also make health education compulsory in all schools except independent schools..... Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE." DFE guidance 2026 p.2

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.

High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development

Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness.

Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. DfE guidance 2020 p.2

The subjects are part of the basic school curriculum, which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum. Schools must have regard to the guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so." DfE guidance 2020 pgs.3-4

"All schools must have an up-to-date written policy for relationships education or, where they teach sex education, for RSE. Schools must proactively engage and consult parents when they develop and review their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children" DfE guidance 2020 p4

At Martin 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.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

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

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)

- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [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) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

6. What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase 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, democracy and making a positive contribution.
Autumn 2:	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become, working collaboratively, developing perseverance and resilience
Spring 2:	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene, emotional well being, drug education (including medicines), keeping safe, understanding habits and making healthy choices.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self esteem, puberty education, changing relationships and for upper KS2, human reproduction.

At Martin Primary School in the EYFS and KS1 we allocate 20 to 30 minutes to PSHE each week and in KS2 we allocate 40 minutes each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These lessons are reinforced and enhanced in many ways through:

- our Rights Respecting ethos
- assemblies and collective worship
- praise and reward system
- class behaviour charters
- relationships child to child, adult to child and adult to adult across the school
- emotional literacy that is reinforced throughout the school day with staff supporting children to name and express their feelings and to use this awareness to build positive relationships and resolve difficulties (see Relationships and Behaviour policy)

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.

Before the lessons about puberty (Year 5) and sex education (Year 6) are taught, parents and carers are invited to an information meeting about the content of the lessons. These take place both face-to-face and online. Parents and carers are provided with the resources that are used and are able to ask questions about the content.

6.1 Relationships and Health Education: Statutory Content

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

6.2 Health Education

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.

- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

6.3 Sex Education

Sex Education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Martin Primary School, we believe children should understand the facts about human reproduction before they leave primary school so that they are able to make sense of the real-life issues that they experience in the world around them. We define sex education as learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science.

We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such we do our best to find out from them any religious or cultural views they may have which may affect the sex education they wish to be given to their children. We always carefully consider any request that compromises our equal opportunities policy. This helps to establish a consultation process and partnership with parents/carers, who we regularly keep informed about content of the sex education programme and who are invited to meetings at the school to view resources and address any questions or issues they have in relation to the content of these additional lessons.

For sex education lessons Martin Primary School follows the Christopher Winter scheme of work. The four lessons in the scheme are delivered only to children in Year 6 (see scheme of work in Appendix 2). Further information about the Christopher Winter scheme of work can be found on the school website at [Martin Primary School Year 6 RSE presentation to parents and carers](#).

Parents' 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 RSE. DFE guidance p6. They do not, however, have the right to withdraw their child from any lessons that are in the statutory RSE Curriculum or in the science curriculum (which includes lessons on parts of the body, puberty and reproduction).

If a parent/carer wishes to withdraw their child from the four Year 6 sex education lessons we ask that they discuss it with the headteacher first. If they wish to proceed they should then complete a 'Request for Withdrawal from Sex Education Lessons' form (Appendix 3) and send this to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This

means that children who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. We feel it is important to answer questions honestly, with factual information and in an age appropriate way. If we have a concern with regards to safeguarding due to the nature of a question we would follow our safeguarding procedures. We need to be mindful that children who don't have their questions answered may look to other sources for information, such as the internet, which might provide inaccurate information.

7. Monitoring and Review

The Standards Committee of the Governing Body monitors this policy every two years. This committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy needs modification. The Standards 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.

8. Equality

The DfE guidance 2025 states that "pupils should understand the importance of equality and respect throughout their education. We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families." P36

"Schools should encourage young people to consider how to express their views while remaining respectful of the opinions of others. Schools should be clear that bullying or disrespectful language or behaviour is never appropriate." p37

Martin Primary School is a Rights Respecting school and 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.

For information about how we approach LGBTQ+ relationships in the PSHE (RSHE) Programme please ask the school for a copy of the Jigsaw leaflet: 'Including and valuing all children. What does Jigsaw teach about LGBTQ+ relationships?'

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) <https://jigsawlivescsmuk.blob.core.windows.net/umbraco-media/4okhxuuo/jigsaw-pshe-3-11-rshe-mapping-document.pdf>

Appendix 1 - Christopher Winter sex education scheme of work for Year 6

YEAR 6: SCHEME OF WORK – PUBERTY, RELATIONSHIPS AND REPRODUCTION



Key Vocabulary: puberty, reproduction, sexual intercourse, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Puberty and reproduction	Learning Intention To understand how the body changes during puberty in preparation for reproduction. Learning Outcomes I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	Puberty Changes Teacher Guide Puberty Body Part slides Reproduction question sheet Reproduction answer cards Reproduction whiteboard summary Pupil question template	Health Education Developing bodies (DB 1, 2, 3) Science curriculum (S1, 2, 3, 4) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 2 Communication and consent in relationships	Learning Intention To understand why communication is important in relationships and why consent matters before any kind of physical touch. Learning Outcomes I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	Communication and Touch cards	Relationships Education Caring friendships (CF4) Respectful Kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)
Lesson 3 Families, conception and pregnancy	Learning Intention To understand how families can be formed and how a baby is conceived and begins to grow. Learning Outcomes I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	Couple pictures How does a baby start? cards How does a baby start? whiteboard summary	Relationships education Families and people who care for me (F 1, 2, 3, 4, 5) Science curriculum (S2, S3, S5) <i>Contains non-statutory Sex Education. Parents have the right to withdraw</i>
Lesson 4 Communication and respect in relationships and online	Learning Intention To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable. Learning Outcomes I can explain why some things are safe, positive and appropriate to share, and others are not I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate	Communication Scenario cards Advising a friend - Teacher guide	Relationships education Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 4, 5, 6, 7) Health Education General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)

Appendix 2 – Parent/Carer request for withdrawal from sex education lessons

TO BE COMPLETED BY PARENTS/CARERS

Name of child		Child's class	
Name of parent/carers		Relationship to child	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parent/carers			