



Beech Green Primary School

'Respect Achieve Belong'

PSHE Policy including RSE 2026

Status and review cycle: Statutory. Cycle, flexible
Responsible group: Full Governing Body, Local Authority
Review date: July 2027 (or sooner if guidance changes)

1. Introduction and Rationale

This policy sets out Beech Green Primary School's approach to delivering high-quality, age-appropriate and inclusive Personal, Social, Health and Economic (PSHE) education, including statutory Relationships Education and Health Education, and non-statutory Sex Education.

At Beech Green, PSHE lies at the heart of our ethos of Respect, Achieve, Belong. We believe PSHE is fundamental in preparing pupils for the opportunities, responsibilities and experiences of later life, supporting their safety, wellbeing and personal development.

We deliver our PSHE curriculum through the Jigsaw PSHE 3–11 programme, ensuring a progressive, spiral approach to learning.

2. Statutory Framework

This policy is informed by the Department for Education's Relationships, Sex and Health Education Guidance (2025), the Education Act 2002, the Academies Act 2010 and the most recent version of Keeping Children Safe in Education. Relationships Education and Health Education are statutory in primary schools, while Sex Education remains non-statutory but is taught at Beech Green in line with DfE recommendations.

3. Definitions

Relationships Education: Teaching about healthy, respectful relationships, families, friendships and safety (including online), without detailing sexual activity.

Sex Education: Teaching beyond the science curriculum about human reproduction (e.g., conception and birth). In our primary setting this is taught in Year 6 alongside science content.

4. Aims of PSHE and RSE

1. Develop knowledge, skills and attributes to form positive, respectful relationships and to keep safe on- and offline.
2. Build emotional literacy and resilience, including strategies to manage difficult feelings such as frustration, disappointment and loneliness.
3. Promote inclusion, equality and respect for diversity, including representation of different families and LGBT people.
4. Ensure pupils know correct names for body parts (e.g., penis, vulva, vagina, testicles, scrotum, nipples) to support safeguarding.
5. Prepare pupils for puberty and the physical, social and emotional changes of growing up.
6. Foster personal responsibility, citizenship and economic wellbeing.

5. Curriculum Intent

Our PSHE curriculum equips pupils with the knowledge, skills and attributes needed to lead confident, healthy and independent lives.

Through the Jigsaw programme, learning is organised into six half-termly units: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. This spiral curriculum ensures that pupils revisit key themes regularly, building on prior knowledge with increasing depth and complexity.

6. Curriculum Implementation

PSHE is delivered through 45-minute weekly timetabled lessons supported by the structured Jigsaw approach, which includes mindfulness activities such as Calm Me Time, collaborative activities such as Connect Us, and opportunities for reflection.

The curriculum is enriched through cross-curricular links with subjects such as Science, Physical Education, Computing and Religious Education. It also incorporates whole-school approaches to safeguarding, behaviour and wellbeing.

The content of the PSHE curriculum includes emotional literacy and resilience, relationships and diversity, online safety and media literacy, physical and mental health, economic wellbeing, citizenship, and personal safety. Teaching is adapted to meet the needs of all learners, including those with special educational needs and disabilities and those learning English as an additional language.

PSHE is embedded across the life of the school. Our behaviour policy reflects PSHE values, and staff consistently model respectful relationships in their interactions with pupils and colleagues. Playground and social times provide opportunities for children to practise the interpersonal skills they learn in lessons. Classroom environments and displays support emotional literacy by reinforcing vocabulary and strategies linked to wellbeing.

7. High-level Overview by Phase

Early Years & KS1: Feelings and friendships; families and people who care for me; valuing difference; staying safe (including safe/unsafe touch and secrets); basic first aid; healthy routines; correct body names; beginnings of media literacy and online safety.

Lower KS2: Respectful relationships; diversity and challenging stereotypes; decision-making and risk; managing change and loss; money and responsibilities; online safety and critical thinking; introduction to body changes and puberty awareness.

Upper KS2: Managing complex friendships; communication skills and help-seeking; puberty changes and body image; introduction to conception and birth (Sex Education); vaping and

substance norms/risks; scams/fraud; media influence and digital footprints; personal safety in the community and travel.

A detailed year-by-year long-term plan is maintained by the PSHE/RSE Lead and published on the school website.

8. Relationships and Health Education (Statutory)

In Relationships Education, pupils learn about families in all their forms and understand that families provide love, care and security. They develop an understanding of friendships, including how to form positive relationships and manage conflict respectfully. Pupils are taught how to behave safely and responsibly online, as well as the importance of boundaries and consent. They also learn how to recognise unsafe situations and seek help.

In Health Education, pupils learn about mental wellbeing, including recognising and managing emotions, as well as the importance of healthy lifestyles such as balanced nutrition, regular exercise and adequate sleep. They explore online risks, substance education including drugs, alcohol and vaping, and physical health topics such as hygiene and disease prevention. Pupils are also taught basic first aid and learn about growing and changing, including puberty.

9. Sex Education

At Beech Green Primary, we teach age-appropriate Sex Education in Upper Key Stage 2 through the Jigsaw 'Changing Me' unit. This includes factual learning about conception, pregnancy and birth. Pupils have one Sex Education lesson in Year 5 and one in Year 6.

Sex Education is clearly distinguished from statutory Health Education, which includes puberty, and from the Science curriculum, which includes reproduction. Parents have the right to withdraw their child from Sex Education but not from statutory elements.

Parents are informed about that Sex Education content will be delivered in the term prior to its delivery (Summer 1) to provide plenty of time to look over the content. A letter with the attached curriculum overview is sent, with information to contact PSHE Lead with any questions or concerns.

10. Safe and Effective Practice in Lessons

- Establish and refer to The Jigsaw Charter, promoting respectful dialogue; avoid shock- or shame-based approaches.
- Use distancing techniques, scenarios and role-play; provide anonymous question opportunities (e.g., question box).
- Provide accurate, unbiased information and correct misconceptions sensitively.
- Signpost support routinely and explain confidentiality and safeguarding boundaries.
- Ensure all visitors follow our approach and safeguarding protocols; teachers remain present and lead the learning.

11. Inclusion, Equality and Belief Sensitivity

We comply with the Equality Act 2010 and Public Sector Equality Duty. Teaching reflects diverse families (including same-sex parents), cultures and beliefs, and remains respectful and sensitive. Content is adapted to meet individual needs, with particular attention to pupils with SEND, who may be more vulnerable to harms. Where faith perspectives are discussed (including in RE), we distinguish clearly between factual content and beliefs and encourage respectful debate.

12. Working with Parents and Carers

- Policy and curriculum overviews are published on the school website; parents can request access to all materials used.
- We proactively engage parents through information letters, workshops/meetings, and opportunities to view resources.
- Before teaching puberty or sex education units, we inform parents and share key vocabulary and approaches.
- Parents cannot veto curriculum content in Relationships Education or Health Education; however, we welcome feedback to support partnership working.
- Information is available on the school website, and regularly via ParentMail.

13. Right to Withdraw from Sex Education

Parents/carers may request withdrawal from Sex Education (content beyond the national curriculum for science). In primary schools, the headteacher will grant such requests, other than for statutory science content. There is no right to withdraw from Relationships Education or Health Education.

- Submit a written request to the Headteacher.
- Meet offered to discuss the request, share materials and explore alternative learning.
- If withdrawal is confirmed, school will provide purposeful education during those lessons.

14. Safeguarding

Effective RSE supports safeguarding by helping pupils recognise and report abuse or harm, online and offline. Staff follow school safeguarding procedures and Keeping Children Safe in Education. Disclosures are reported to the Designated Safeguarding Lead (DSL) without delay.

13. Roles and Responsibilities

Role	Responsibilities
Governing Body	Approve and review policy; ensure statutory compliance; monitor impact.
Headteacher	Ensure implementation, resources and staff training; consider withdrawal requests.
PSHE/RSE Lead	Curriculum design; staff CPD; quality assurance; stakeholder engagement; website information.

Class Teachers	Plan and deliver lessons safely and inclusively; assess learning; follow safeguarding policy.
External Visitors	Share credentials and materials in advance; comply with safeguarding and teacher presence.

14. Assessment, Monitoring and Evaluation

- Use baseline and end-point tasks, pupil self-reflection and teacher assessment to gauge progress.
- Monitor through learning walks, work samples (e.g., class floor books), and pupil/staff voice.
- Report to SLT and governors; use data (including wellbeing/behaviour patterns) to inform improvements.
- Review and quality assure contributions of visitors/external agencies.

15. Staff Training and Support

Staff access regular CPD on RSE and PSHE pedagogy, safe classroom practice, and emerging issues (e.g., online harms, media literacy, vaping). New staff receive induction on the policy and curriculum.

16. Use of External Agencies and Resources

- School checks credentials, lesson plans and materials for accuracy, age-appropriateness and balance.
- Contracts will not restrict sharing materials with parents.
- Safeguarding protocols (including handling disclosures) are agreed in advance.

17. Policy Development, Consultation and Publication

- Drafted by PSHE/RSE Lead in consultation with staff, pupils, parents and governors/trustees.
- Approved by Governing Body and published on the school website.
- Reviewed at least every 18–24 months, or earlier if statutory guidance changes.

Appendix A – Long-term Overview (summary)

See PDF.

Appendix B – Parent Information Letter

See PDF.

Appendix C – Withdrawal Request Form (template)

Parent/Carer name: _____

Pupil name & class: _____

I request to withdraw my child from Sex Education (beyond science) lessons on the following dates/topics: _____

Reason (optional): _____

Signature: _____ Date: _____