



FOXBOROUGH PRIMARY SCHOOL

PSHE (Personal, Social, Health and Economic Education) Policy
(including Relationships and Health Education statutory from September 2020 and our position on Sex Education)

Policy confirmed by the Local Committee
of Foxborough Primary School

Date Ratified: July 2025

Signed: Gill Knight

Chair of ESB:

A handwritten signature in black ink, appearing to be 'GK', is written over a faint circular line.

Review Date: July 2026

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 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Foxborough Primary School, we teach Personal, Social, Health, 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. As stated in The impact of pupil behaviour and wellbeing on educational outcomes, 'Children with higher levels of emotional, behavioural, social and school well-being on average have higher levels of academic achievement and are more engaged in school, both concurrently and in later years.' (DfE, 2012) We want children at Foxborough to have access to a high-quality PSHE curriculum as a vital aspect of our safeguarding duty and to prepare them for their next stage in life.

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 "Behaviour and Attitudes" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties (including child on child abuse), the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

This policy is written in accordance with the Department for Education Guidance and in line with the statutory requirements of schools.

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. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

Secretary of State Foreword DfE Guidance 2019 p.4-5

Relationship and Health Education

Here, at Foxborough 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.

Definition: Relationships Education provides the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and adults.

Definition: Health Education is about teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is a normal part of daily life in the same way as physical health.

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 the children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw, and therefore our school, meets the statutory Relationships and Health Education requirements. In addition to our PSHE curriculum, we also teach Relationships Education and Health Education through other subject areas (e.g. Science, Computing and P.E.), where we feel that they contribute significantly to a child's knowledge and understanding of who they are, how to stay safe and their own body, and how it is changing and developing. In addition, where topics are linked, children will reflect on family relationships, different family groups and friendship in Religious Education. (Our RE scheme, Discovery RE, was created by the same company as Jigsaw and runs in a very similar fashion). They will learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.

Since Relationships Education and Health Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. All staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [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).

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 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. 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 Foxborough Primary School, we allocate 45 minutes to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- Praise and reward systems
- School values
- 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.

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'. The way the Jigsaw Programme covers these topics is explained in the mapping document (appendix A).

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. For example, 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 throughout 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', 'Changing adolescent body'. The way the Jigsaw Programme covers these is explained in the mapping document (appendix B).

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. For example, emotional and mental health is nurtured every lesson through the Calm me time; social skills are grown every lesson through the Connect us activity; respect is enhanced through the use of the Jigsaw Charter. Teaching children about puberty 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)

In Year 4, we place a particular emphasis on Relationships Education and Health Education, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it. There are opportunities for single sex question sessions from Year 5 onwards. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

In addition, in year 5 and 6, the school has opted to deliver some aspects of sex education. It should ensure that both boys and girls are prepared for the changes that adolescence brings and will draw on the knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.

Children's Questions

Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Therefore, teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context and will never go beyond the planned curriculum.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion. Wherever possible, teachers should seek guidance in advance of any individual discussion and / or be accompanied.

What we will not do at Foxborough Primary School (this is written to address any potential misunderstandings about our work in this area):

- We will not teach or encourage children to be LGBTQ and we will not 'promote' LGBTQ lifestyles as a preferential way of living
- We will not teach what LGBTQ people or heterosexual people do sexually
- Please note that answering children's questions age-appropriately does not sexualise children.

What we will do at Foxborough Primary School:

- We will teach children to be kind, understanding and respectful and accepting of all in line with our values
- We will teach children that people have rights but there are also responsibilities that go with these. We will teach children that there are laws to protect them and others from being hurt or abused and these help to protect them from bullying
- We will teach children to feel good about their own family and values even if they are different to someone else's
- We will teach children that they can be friends with someone they disagree with i.e. how to 'agree to disagree'.

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 Relationships and Sex Education” DfE Guidance p.17

At Foxborough Primary School, puberty is taught as a statutory requirement of the science curriculum and, as a result, pupils may not withdraw from these lessons.

We conclude that sex education refers to Human Reproduction, and therefore would like to inform parents/carers of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. Parents/Carers will be advised (by letter) about forthcoming sex education lessons and given the opportunity to attend an RSE information workshop. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

Any concerns, questions or requests to withdraw should be directed towards the Headteacher. The school will inform parents of this right through writing, the availability of the policy and consultation.

Monitoring and Review

This policy and the teaching of Relationships Education and Health Education will be regularly reviewed as part of the school's quality assurance processes, and any feedback from teachers, parents / carers and pupils will be considered.

The governing body monitors this policy, which will be reported on during a full governing body meeting detailing findings and any recommendations. If necessary, the policy will be modified. The governing body gives serious consideration to any comments from parents and makes a record of all such comments. Governors scrutinise and ratify teaching materials for PSHE and RSHE to check that 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 Foxborough Primary School 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.

Regardless of personal beliefs, it is the responsibility of Foxborough Primary School to educate pupils on the different family and relationships structures to prepare them to live in modern Britain. LGBTQ content will be taught alongside other important concepts (i.e. family structures) and not as a stand-alone concept.

Harassment and bullying

Pupils, at Foxborough, come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms such as ‘gay’ and ‘lesbian’ or any term that relates to the protected characteristics as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment (child on child abuse), through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Head Teacher.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in Relationships Education and Health Education lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding. For some pupils with special educational needs, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. The school will ensure that their teaching is sensitive, age-appropriate, developmentally-appropriate and delivered with reference to the law.

The Role of Parents/Carers

The school is well aware that the primary role in children's Relationships Education and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents / carers of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's Relationships Education and Health Education policy and practice
- Answer any questions that parents may have about the Relationships Education and Health Education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships Education and Health Education in the school

The Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our Relationships Education and Health Education policy
- Ensure that the policy is implemented effectively
- Ensure that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy

The Role of the School and Other Members of the Community

The school liaises with external agencies regarding the school's Relationships Education and Health Education programme, and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to Health Education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support. Health professionals are expected to work within the school's Relationships Education policy and on the instructions of the Headteacher.

Appendix A: How Jigsaw meets the aims and guidance provided by the DfE on Relationships Education

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	- that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. - that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - what a stereotype is, and how stereotypes can be unfair, negative or destructive. - the importance of permission-seeking and giving in relationships with friends, peers and adults.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World
Online relationships	- that people sometimes behave differently online, including by pretending to be someone they are not. - that the same principles apply to online relationships as to face-to-face relationships, including the	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me

	importance of respect for others online including when we are anonymous. - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how information and data is shared and used online.	Celebrating Difference
Being safe	- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard, - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference

Appendix B: How Jigsaw meets the aims and guidance provided by the DfE on Physical Health and mental well-being education

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	- that mental wellbeing is a normal part of daily life, in the same way as physical health. - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. - that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). - it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	All of these aspects are covered in lessons within the Puzzles - Healthy Me - Relationships - Changing Me - Celebrating Difference
Internet safety and harms	- that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on	All of these aspects are covered in lessons within the Puzzles Relationships

	electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	• Healthy Me
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination	
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 10 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me