



Huntington Community Primary School

Learn to Live, Live to Learn

PSHE Policy

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Signed Headteacher	
Signed Chair of Governors	

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1. Statement of Intent

At Huntington Community Primary School, we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our children understand how they develop personally and socially, and to value how they fit into and contribute to their community and the world they are growing up in. This is reflected in our school motto: Learn to Live, Live to Learn.

Our PSHE curriculum is closely linked to our Relationships, Sex and Health Education (RSHE) programme. We deliver a curriculum that is accessible to all, maximises outcomes for every child, and results in happy, healthy, independent, and responsible members of society who have a love for learning.

Through PSHE, pupils will develop the knowledge, skills, and attributes needed to keep themselves healthy and safe, build positive relationships, and become active, responsible citizens. There is a strong emphasis on emotional literacy, building resilience, and nurturing mental and physical health. Pupils will have opportunities to learn about British Values — democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs — and to appreciate what it means to be part of a diverse society.

As a school community, we are committed to:

- Encouraging and supporting everyone to achieve their personal best.
- Being welcoming, inclusive, and providing a community feel where everyone is valued.
- Treating each other equitably, fairly, with kindness and with mutual respect.
- Approaching challenges with enterprise and a 'can-do' attitude.
- Promoting the needs and interests of all children, irrespective of gender, culture, ability, or aptitude, through an inclusive and varied PSHE curriculum.
- Maintaining a safe and clean environment with shared responsibility.
- Pursuing continuous improvement, creativity, and enthusiasm.
- Informing and supporting parents through this published policy and the PSHE and RSHE curriculum information on the school website.

— David Erne, Headteacher, Summer 2026

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE 'National curriculum in England: framework for key stages 1 to 4'
- DfE 'Personal, social, health and economic (PSHE) education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance (2019, current; updated 2025 guidance statutory from 1 September 2026)
- Keeping Children Safe in Education 2025 (KCSIE 2025) — statutory

This policy operates alongside the following school policies:

- Relationships, Sex and Health Education (RSHE) Policy
- Safeguarding and Child Protection Policy
- Equality Information and Objectives Policy
- Complaints Procedure Policy
- Online Safety Policy

Updated for 2026

KCSIE updated to 2025 (from 2023 in the previous version of this policy). The 2025 statutory guidance includes updated requirements relating to gender-questioning children and online safety, which are reflected in PSHE delivery.

The DfE's updated RSHE statutory guidance (July 2025) becomes mandatory from 1 September 2026. The school's RSHE Policy has been updated accordingly, and PSHE delivery will align with both documents from September 2026.

3. Roles and Responsibilities

The Governing Body is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively and reviewed annually.
- Ensuring that the PSHE curriculum, as delivered, does not discriminate against any pupil on the basis of a protected characteristic.
- Receiving an annual update from the Headteacher on the quality and impact of PSHE provision.

The Headteacher is responsible for:

- Acting within the statutory frameworks which set out professional duties and responsibilities in relation to PSHE.
- Upholding and promoting fundamental British Values: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured, and coherent curriculum entitlement which sets out the knowledge, skills, and values to be taught.
- Ensuring PSHE teaching is underpinned by high levels of subject expertise and approaches that respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of this policy.
- Reviewing this policy annually with the PSHE subject leader.
- Handling complaints regarding this policy in accordance with the school's Complaints Procedure Policy.

The PSHE Subject Leader is responsible for:

- Leading, managing, and developing the school's provision in PSHE.
- Promoting and implementing the school's Equality Information and Objectives Policy at all times.
- Promoting and safeguarding the welfare of all pupils.
- Liaising with other staff and professional agencies to ensure the PSHE curriculum is comprehensive, extensive, and meets statutory requirements.
- Reviewing all resources and materials used in PSHE delivery — including those from external providers — to ensure they are accurate, age-appropriate, and do not present contested views as fact.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Working closely with the RSHE lead to ensure PSHE and RSHE provision is coherent and non-duplicative.
- Producing an annual subject report for the Headteacher and Governing Body.

Class teachers are responsible for:

- Delivering high-quality, age-appropriate PSHE in line with this policy and the school's scheme of work.
- Using a variety of participative, interactive teaching approaches that meet the needs of all pupils.
- Not expressing personal views or beliefs when delivering sensitive content.
- Adapting planning and delivery for pupils with SEND, EAL, or other individual needs, in liaison with the SENDCo.
- Referring safeguarding concerns arising from PSHE lessons to the DSL without delay.

4. Aims and Structure of the PSHE Curriculum

The school uses PSHE to build on statutory content and to develop pupils' knowledge, skills, and attributes across six broad curriculum areas:

- Personal identity, my place in the class and school community, rights and responsibilities, democracy, and making a positive contribution.
- Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, and building empathy and compassion.
- Setting and working towards goals, developing perseverance and resilience, recognising achievements, and working collaboratively.
- The relationship between physical and emotional health; nutrition, sleep, exercise, and hygiene; emotional wellbeing; drug education; keeping safe; and making healthy lifestyle choices.
- Understanding different relationships and their characteristics; families; managing friendship challenges; conflict resolution and communication skills; recognising when relationships are unhealthy; and understanding loss and bereavement.
- Understanding life cycles and human growth; coping positively with change; body image and self-esteem; puberty education; changing relationships; and, for upper Key Stage 2, human reproduction (taught as part of RSHE).

The school recognises that elements of PSHE are statutory through Relationships Education and Health Education at Key Stages 1 and 2, and through Sex Education where provided within primary education. These statutory requirements form the core of the wider PSHE curriculum and are set out in the school's RSHE Policy.

The PSHE curriculum also covers economic wellbeing, enterprise education, and personal safety — including assessing and managing risk — as vital components of a whole-school PSHE provision.

Curriculum organisation

PSHE at Huntington Community Primary School is delivered through Jigsaw, the mindful approach to PSHE, as our core teaching and learning programme. Jigsaw is aligned to the PSHE Association Programme of Study and provides a spiral curriculum in which prior learning is revisited, reinforced, and extended year on year.

Delivery is through:

- Designated, timetabled PSHE lessons delivering the spiral curriculum.
- Cross-curricular links with other subjects, including Science, Computing, PE, and RE.
- School assemblies, which develop pupils' spiritual, moral, social, and cultural knowledge.
- Enrichment days and themed weeks.
- Residential trips and outdoor learning experiences.
- External agencies and services that complement and enrich the curriculum.

The programme is taught by appropriately trained members of staff through a variety of active teaching and learning approaches, including discussion, group work, and pupil voice activities. Delivery takes account of pupils' age and ability, prior knowledge, cultural background, EAL status, and any SEND or other individual needs.

Updated for 2026

The 2025 RSHE statutory guidance (in force from September 2026) places greater emphasis on teacher agency and professional judgement in sequencing and delivering PSHE content. The Jigsaw scheme will be reviewed against the updated statutory requirements ahead of September 2026 to ensure full alignment.

The PSHE Association is updating its Programme of Study (currently 2020) to align with the 2025 RSHE guidance. This policy and the school's scheme of work will be updated when the revised Programme of Study is published.

5. Programme of Study

The school's PSHE programme is delivered through Jigsaw, organised into six core themes that run across all year groups from EYFS to Year 6: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me.

Jigsaw supports the 'Personal Development' and 'Behaviour and Attitudes' aspects evaluated under the Ofsted Inspection Framework, and contributes to the school's safeguarding and equality duties, the British Values

agenda, and SMSC development. The programme is regularly updated to reflect current issues and the school's local context.

Jigsaw resources align with the SEND framework published by the PSHE Association. The programme is designed to be inclusive, with additional support offered through 'Connect Us' activities that consider the needs of all learners.

Age / Year Group	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Age 3–5 (EYFS)	Self-identity; feelings; classroom belonging; rights & responsibilities	Being special; families; making friends; differences and similarities	Goal-setting; perseverance; overcoming challenges	Physical activity; healthy food; sleep; hygiene	Family life; friendships; resolving conflict	Bodies; growth; change; feelings about change
Age 5–6 (Year 1)	Feeling safe; class belonging; rewards & consequences	Similarities & differences; understanding bullying; kindness	Setting goals; celebrating success	Healthy lifestyles; safety; hygiene	Friendship skills; boundaries; belonging	Life cycles; body differences; transition
Age 6–7 (Year 2)	Hopes and fears; choices; recognising feelings	Diversity; gender stereotypes; standing up for others	Realistic goals; cooperation	Healthy eating; relaxation; motivation	Family types; trust; friendship conflict	Growing independence; preparing for change
Age 7–8 (Year 3)	Personal goals; responsibility; perspectives	Family differences; managing conflict; prejudice	Ambitions; motivation; budgeting basics	Fitness; food choices; online safety	Family roles; global citizenship	Body changes; baby development
Age 8–9 (Year 4)	Citizenship; democracy; group decisions	Challenging assumptions; uniqueness; discrimination	Resilience; positive attitudes; enterprise	Peer pressure; smoking; alcohol awareness	Love and loss; jealousy; healthy friendships	Puberty (girls); accepting change
Age 9–10 (Year 5)	Citizenship; behaviour impact; participation	Cultural differences; racism; types of bullying	Careers; money; aspirations	Body image; emergency aid; substance awareness	Online safety; self-esteem; assertiveness	Puberty (boys & girls); conception
Age 10–11 (Year 6)	Global citizenship; rights; role-modelling	Inclusion; disability awareness; empathy	Personal goals; making a difference	Mental health; stress; exploitation awareness; AI risks	Assertiveness; managing pressure online; technology safety	Conception to birth; consent; transition to secondary

Updated for 2026

AI risks have been added to Year 6 Healthy Me content, in line with the 2025 RSHE statutory guidance requirement for primary pupils to understand risks associated with AI-generated imagery and online content that can normalise harmful attitudes.

Assertiveness and managing pressure online have been strengthened in Year 5 and Year 6 Relationships content, in line with new 2025 RSHE requirements for pupils to develop skills for resisting pressure to share information or images online.

The full scheme of work will be reviewed against the updated RSHE statutory guidance (2025) and any revised PSHE Association Programme of Study ahead of September 2026.

6. Assessment

The school sets the same high expectations of quality in PSHE as for other areas of the curriculum. A strong PSHE curriculum is developed to build progressively on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons are planned to ensure pupils of differing abilities are suitably challenged. Teaching is assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding are assessed through formative methods, including:

- Discussion and pupil voice activities.
- Written assignments and reflective tasks.
- Group work and collaborative projects.
- Quizzes and knowledge checks.

Assessment outcomes are used to inform planning and to identify pupils who may need additional support, including those with SEND or other individual needs.

7. Withdrawal from Lessons

Relationships education and health education are statutory at primary level. Parents do not have the right to withdraw their child from these subjects.

Sex education is not compulsory at primary level, other than what is taught as part of the science curriculum. At Huntington Community Primary School, sex education is taught in Years 5 and 6. Parents have the right to request withdrawal of their child from all or part of the sex education curriculum (other than the science curriculum content).

Requests to withdraw a child from sex education must be made in writing to the Headteacher.

Before actioning a withdrawal request, the Headteacher will:

- Discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood.
- Clarify the nature and purpose of the curriculum and the benefits of the pupil receiving sex education.
- Discuss any potential adverse effects of withdrawal, including social and emotional effects.
- Document all discussions. Records will be kept securely in line with the school's data protection procedures.

The Headteacher will grant the withdrawal request. The parent will be informed of this decision in writing. Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the period of withdrawal.

For requests concerning a pupil with SEND, the Headteacher will take the pupil's specific needs fully into account.

Updated for 2026

The previous version of this policy included reference to the 'three terms before the pupil turns 16' rule on withdrawal. This rule applies to secondary schools and sixth forms, not to primary. It has been removed from this policy. At primary level, the Headteacher grants withdrawal requests from sex education for the duration of the primary phase.

8. Equality and Accessibility

The school complies with the requirements of the Equality Act 2010 and ensures the curriculum does not discriminate against pupils because of any protected characteristic.

The school considers the backgrounds, gender, age range, and needs of its pupils and will put in place additional support for children where this is evidenced to be necessary and proportionate on the basis of protected characteristics.

The PSHE curriculum is designed to be inclusive of all pupils. The school recognises that some pupils are more vulnerable to exploitation, bullying, and other risks because of their individual characteristics or circumstances, and will tailor content and support accordingly.

Content relating to protected characteristics — including sexual orientation, race, religion and belief, and disability — is integrated throughout the curriculum. This content is delivered in a factual, age-appropriate, and balanced way, consistent with the law.

Teachers will liaise with the SENDCo and adapt their planning and delivery to meet the needs of pupils with SEND.

Updated for 2026

In line with the 2025 RSHE statutory guidance, the school will teach pupils the facts and the law about biological sex and gender reassignment (including that gender reassignment is a protected characteristic under the Equality Act 2010), but will not teach as fact that all people have a gender identity. Staff will not endorse any particular view on this contested topic. Resources from external providers on this topic will be reviewed by the PSHE subject leader before use.

9. Safeguarding

The school recognises the role PSHE plays in preventative education and will ensure pupils are taught how to keep themselves and others safe, including online.

The school implements a whole-school approach to PSHE that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment. In line with the 2025 RSHE guidance, the curriculum includes age-appropriate content on recognising and challenging online misogyny, AI-generated content, and exploitation.

Teaching is tailored to the specific needs and vulnerabilities of individual pupils, including those who are victims of abuse and pupils with SEND.

Due to the nature of topics discussed in PSHE, safeguarding concerns may arise or be disclosed during lessons. All staff will:

- Be alert to the indicators and risks of safeguarding issues, including child-on-child abuse.
- Make clear to pupils the limits of confidentiality and their duty to act on safeguarding disclosures.
- Refer any safeguarding concern to the DSL without delay, in line with the school's Safeguarding and Child Protection Policy.
- Ensure pupils know how to raise concerns about themselves or a peer, and how those concerns will be handled.

When teaching content related to self-harm, suicide, or mental health crisis, teachers will:

- Consult with the DSL and, where appropriate, the Mental Health Lead (SENDCo) before delivering such content.
- Have completed relevant evidence-based training before teaching the content.
- Use positive, empowering approaches and avoid fear-based or sensationalist methods.

The DSL or deputy DSL will be involved in the development and review of safeguarding-related elements of the PSHE curriculum.

10. Monitoring and Review

This policy will be reviewed annually by the Headteacher and PSHE subject leader. The next scheduled review is Summer 2027.

The policy will also be reviewed earlier where there are:

- Changes to statutory guidance, including updates to KCSIE or the RSHE statutory guidance.
- Significant feedback from parents, pupils, or staff.
- Issues in the school or local area that require a curriculum response.

Any changes to this policy will be communicated to all staff and other relevant parties. The updated policy will be published on the school website.

The PSHE subject leader will produce an annual subject report for the Headteacher and Governing Body, evaluating the quality of provision, progress against the curriculum, and priorities for the following year.

September 2026 transition

The DfE's updated RSHE statutory guidance (July 2025) becomes mandatory from 1 September 2026. The PSHE subject leader will conduct a full review of the Jigsaw scheme of work and all supplementary resources against the new requirements ahead of September 2026, and will report findings to the Headteacher and Curriculum Committee by Summer Term 2026.

This policy will be reviewed again in Summer 2027 to confirm compliance with the 2025 guidance in its first full year of implementation.