

St Luke's C.E. (Aided) Primary School



PSHE & RSHE Policy

(Personal, Social & Health Education &
Relationships, Sex and Health Education)

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.

The school recognises that RSHE is a key safeguarding curriculum that helps pupils stay safe, build healthy relationships, understand boundaries and recognise when they need help or support.

Consultation

The school will consult with parents whenever significant changes are made to the RSHE curriculum or policy.

Parents will have the opportunity to review curriculum content and teaching materials upon request.

The school will communicate openly with parents about the content and aims of RSHE and will consider parental views when reviewing provision.

PSHE

At St Luke's CE 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 curriculum includes teaching about online safety, online wellbeing, privacy, personal data, scams, online gaming risks, age restrictions, digital consent and how to critically evaluate online information.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, 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.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2026, 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.”
DfE Guidance p.8

Here, at St Luke’s CE 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 your 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.

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.

The school uses medically and anatomically accurate language when teaching about the human body, puberty and personal safety in an age-appropriate manner.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance) RSHE is an important safeguarding curriculum that helps pupils recognise abuse, understand healthy relationships, establish personal boundaries and know how and where to seek help. RSHE supports the school's safeguarding responsibilities by helping pupils understand respectful relationships and recognise bullying, harassment, child-on-child abuse and inappropriate behaviour.
- [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).

It is also aligned with the Church of England's "A charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

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 St Luke's CE Primary School, we allocate 45 to 60 minutes to PSHE each week in order 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 and collective worship, praise and reward system, Learning Charter, through 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 Department for Education statutory guidance on Relationships Education expect children to know by the time they leave primary school?

The school's Relationships Education curriculum is delivered through the Jigsaw PSHE programme and is designed to meet the requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2026). Relationships Education is a statutory part of the primary curriculum and plays an important role in safeguarding by helping children to recognise healthy relationships, understand personal boundaries, stay safe and know how to seek help when needed.

Relationships Education in primary schools covers:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In addition, the 2026 guidance places greater emphasis on children's understanding of personal safety, communication skills, healthy boundaries, online safety and wellbeing, privacy and personal data, age restrictions, online scams, digital citizenship, recognising risks, and how to seek support when concerned about themselves or others. These themes are taught in an age-appropriate way throughout the curriculum.

The expected outcomes for each of these areas are set out later in this policy and are mapped against the Jigsaw 3-11 RSHE 2026 Mapping Document.

Whilst the Relationships Puzzle in Jigsaw delivers the majority of the statutory Relationships Education content, children revisit and deepen their understanding through learning across all six Jigsaw Puzzles. For example, the Celebrating Difference Puzzle helps children understand diversity, inclusion, respect and equality, including the fact that families may look different from one another but are equally important to the children within them. The programme's spiral curriculum ensures that key learning is revisited and built upon throughout a child's primary education, enabling children to develop knowledge, skills and understanding over time.

The school also teaches children about personal safety and safeguarding through Relationships Education. Pupils learn about trusted adults, privacy, personal boundaries, consent in an age-appropriate context, respectful behaviour, online safety, recognising unsafe situations, and how to seek help if something worries them. The curriculum supports children in understanding healthy relationships and identifying behaviours that are unsafe, inappropriate or unkind.

As a Church of England school, we recognise and value every member of our community. In line with Valuing All God's Children, Relationships Education is designed to prepare all pupils for life in modern Britain and to promote dignity, respect, inclusion and equality. The curriculum reflects the diversity of families and relationships in contemporary society and teaches children to treat others with kindness, compassion and respect. It actively challenges discrimination, prejudice and bullying, including prejudice related to protected characteristics.

"Relationships and Sex Education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. It should promote equality and challenge discrimination. It should also seek to develop understanding that there are a variety of relationships and family patterns in the modern world."

The school aims to work in partnership with parents and carers and is committed to being open and transparent about Relationships Education. Parents are encouraged to engage with the curriculum and may request information about the content and resources used to support learning.

Health Education

What does the Department for Education statutory guidance on Health Education expect children to know by the time they leave primary school?

The school's Health Education curriculum is delivered through the Jigsaw PSHE programme and is designed to meet the requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2026). Health Education is a statutory part of the primary curriculum and supports children in developing the knowledge, skills and attitudes needed to make informed decisions about their physical health, mental wellbeing, personal safety and healthy lifestyles.

Health Education in primary schools covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

The expected outcomes for each of these areas are outlined later in this policy and are mapped against the Jigsaw 3-11 RSHE 2026 Mapping Document.

The 2026 statutory guidance places increased emphasis on supporting children to understand and manage their mental wellbeing, develop resilience, recognise the impact of lifestyle choices on health, understand personal safety and risk, and make safe decisions both online and offline. It also strengthens learning around digital wellbeing, online harms, scams and fraud, gaming-related risks, privacy, personal data and age restrictions on online content and services.

Whilst the Healthy Me Puzzle delivers much of the statutory Health Education curriculum, Health Education themes are woven throughout the entire Jigsaw programme. Children's emotional wellbeing is supported through regular reflection and self-regulation activities, resilience is developed through problem-solving and goal-setting opportunities, and positive attitudes towards physical and mental health are reinforced across all year groups. This spiral approach enables children to revisit and build upon previous learning as they mature and develop.

The curriculum helps children to understand:

- how to recognise and manage a range of emotions
- the importance of positive mental wellbeing
- how to maintain healthy lifestyles through physical activity, sleep, nutrition and self-care
- how to reduce risks to health and keep themselves safe
- how and when to seek help for physical, emotional or mental health concerns
- basic first aid and emergency response procedures
- how their bodies grow and change as they move towards adolescence

Teaching about puberty forms part of the statutory Health Education curriculum within the 'Changing Adolescent Body' strand. Through the Jigsaw Changing Me Puzzle, pupils are taught about growth, development, puberty and reproduction in an age-appropriate and sensitive manner, ensuring they are prepared for the physical and emotional changes they may experience.

The Health Education curriculum also supports safeguarding by helping children develop the knowledge and confidence to recognise unsafe situations, identify trusted adults, understand how to access support services and seek help whenever they feel worried, unsafe or concerned about themselves or others.

The school is committed to working in partnership with parents and carers and recognises the important role families play in promoting children's health and wellbeing. Parents are encouraged to engage with Health Education and may request further information about curriculum content and the resources used to support learning.

Sex Education

At St Luke's CE Primary School, Relationships Education and Health Education are taught as statutory subjects through the Jigsaw PSHE programme. The school also provides age-appropriate Sex Education to prepare pupils for the physical and

emotional changes of adolescence and to support their understanding of human reproduction before they transfer to secondary school. This provision reflects the expectations set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2026).

Although Relationships Education and Health Education are statutory in primary schools, Sex Education beyond the National Curriculum for Science is not compulsory. Primary schools may determine the content of their Sex Education programme to meet the needs of their pupils and school community. The statutory guidance recommends that schools provide age-appropriate Sex Education to ensure children are suitably prepared for puberty, adolescence and future learning in secondary education.

At St Luke's CE Primary School, Sex Education is delivered in a sensitive, age-appropriate and inclusive manner through the Jigsaw Changing Me Puzzle. Learning builds progressively as pupils move through the school, ensuring that content is matched to pupils' age, developmental stage and emotional maturity. The programme complements the statutory Science curriculum and helps children develop an understanding of human growth, reproduction and family life within a framework of respect, responsibility and care. The school's curriculum is aligned with the updated Jigsaw 3-11 RSHE 2026 programme and the statutory RSHE guidance effective from September 2026.

By the time pupils leave primary school, they will have been taught:

- the physical and emotional changes associated with puberty
- the process of human reproduction in an age-appropriate way
- how babies develop and are born
- the importance of healthy relationships, respect and responsibility
- how to access help, support and reliable information as they move towards adolescence

Teaching is delivered using accurate, medically and anatomically correct vocabulary and within a safe and supportive learning environment. Pupils are encouraged to ask questions and develop an understanding of human development that supports both their wellbeing and safeguarding.

As a Church of England school, we teach Sex Education within the context of Christian values, recognising the importance of dignity, respect, compassion and responsibility. Teaching reflects the school's commitment to inclusion and its duties under the Equality Act 2010, ensuring that all pupils feel valued and respected.

Parents' Right to Request Withdrawal from Sex Education

Parents have the right to request that their child be withdrawn from some or all non-statutory Sex Education delivered in primary school. However, parents do not have the right to withdraw their child from:

- Relationships Education
- Health Education
- The National Curriculum Science programme of study

- Teaching about puberty delivered as part of statutory Health Education

These elements are compulsory for all pupils.

At St Luke's CE Primary School, non-statutory Sex Education refers to teaching about human conception and reproduction that goes beyond the statutory requirements of the National Curriculum for Science and Health Education.

Parents may request that their child is withdrawn from the non-statutory Sex Education elements delivered through the Jigsaw Changing Me Puzzle that teach human conception and reproduction beyond statutory requirements.

Specific lesson titles, lesson numbers and content sequencing may change slightly as the Jigsaw programme is updated. The school will therefore inform parents in advance of any lessons that contain non-statutory Sex Education content and provide information about what will be taught.

The school will notify parents before any non-statutory Sex Education content is taught and will provide information about the content being covered.

Parents wishing to request withdrawal should contact the Headteacher to discuss the arrangements and any questions they may have.

The school is committed to openness and transparency and will make curriculum information available to parents on request. Parents are encouraged to engage with the school's RSHE curriculum and to work in partnership with the school to support their child's personal, social, emotional and physical development.

Monitoring and Review

The headteacher in consultation with the governing body monitors this policy on an annual basis. The head teacher and governing body 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.

Equality

This policy will inform the school's Equality and Diversity Policy.

The DfE Guidance 2026 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 characteristic...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

At St Luke's CE 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.

For further explanation, as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?