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

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

School Name: Kingswood Parks Primary School
Policy Date: January 2026
PSHE Lead: Samantha Brockwell (PSHE Lead) Nic Loten (Headteacher)
Email: admin@kingswoodparks.het.academy
Website: https://kingswoodparksprimary.org.uk/pshe/
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This policy is published on the school website and is available to parents free of charge to parents and carers on request.

1. Our Vision for PSHE Education

At Kingswood Parks Primary School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.
PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.
We use Jigsaw, the mindful approach to PSHE, to provide an integrated, spiral and progressive scheme of learning that emphasises emotional literacy, mental health and spiritual, moral, social and cultural (SMSC) development. We aim to 'live' what is learnt and apply it both in learning and in social situations across school life.

We are committed to:
Supporting the whole child and recognising that emotional and social development directly impacts learning
Creating a safe, inclusive environment where every child feels valued and able to discuss concerns
Building age-appropriate foundations that prepare children for adolescence and adulthood
Working in partnership with families, recognising parents as children's first educators
Embedding PSHE across school life, not just in timetabled lessons

2. ,Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.
Relationships Education and Health Education are statutory for all primary-aged pupils (Department for Education (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (effective from 1 September 2026)).

We deliver these within our PSHE programme using Jigsaw PSHE 3–11.
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 within Health Education)

Jigsaw is a recognised primary RSHE and PSHE programme. A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available on request and via our school website.

3. The Jigsaw Approach and Our Planning

Jigsaw provides a comprehensive, carefully sequenced scheme that brings consistency and progression. Each lesson develops emotional literacy, includes mindfulness through Calm Me time, and builds social connection through Connect Us activities.

The Six Jigsaw Puzzles (units) are taught across the year:

Autumn 1 – Being Me in My World: Identity; belonging in class/school; rights and responsibilities; democracy; contribution

Autumn 2 – Celebrating Difference: Diversity; challenging stereotypes; anti-bullying (including cyber); empathy and respect

Spring 1 – Dreams and Goals: Aspirations; goal-setting; perseverance; collaboration; recognising achievement

Spring 2 – Healthy Me: Physical and emotional health; sleep, nutrition, exercise and hygiene; medicines and drugs; keeping safe; healthy choices

Summer 1 – Relationships: Families and friendships; communication and conflict resolution; recognising unhealthy relationships; bereavement and loss

Summer 2 – Changing Me: Growth and change; body image; puberty education; changing relationships; human reproduction in UKS2 (see Section 6)

Please note – the curriculum does not include teaching pupils that they can choose their gender. Teaching is focused on respectful relationships, inclusion, equality, kindness and understanding different people and families.

Our Long-, Medium- and Short-Term Planning:

PSHE is taught weekly by class teachers.

Long-term plans: Developed using Jigsaw to ensure full coverage and adapted to reflect the experiences and needs of our children so the curriculum is engaging and well planned.
Medium-term plans: Specify what is taught in each unit, including links to prior learning, learning objectives, substantive knowledge (what pupils need to know and remember), disciplinary knowledge (skills to be developed), and key vocabulary.

Short-term plans: Teacher-crafted lessons using the learning objectives and substantive/disciplinary knowledge. Slide 1 introduces PSHE; Slide 2 links to prior knowledge and the unit journey; Slide 3 hooks interest. Lessons then develop knowledge and skills progressively.

Teaching sequence: Constructed into a series of lessons using the identified substantive and disciplinary knowledge. A Curricular Goal is used at the end of each unit to assess knowledge and skills; this is presented in a green-bordered box and in varied formats.

Our year group sequencing is aligned with recognised primary PHSE programmes and can be found on our website. Detailed curriculum maps are on our website and are available to parents and carers on request.

SEND Adaptations

The school will ensure that Relationships, Sex and Health Education is accessible to all pupils, including those with SEND, through reasonable adaptations an appropriate support.

Educational Visits

Children take part in a variety of educational visits that enrich and contextualise PSHE learning.

Assessment

Assessment is integral to all lessons. Summative assessment occurs at the end of each unit via the Curricular Goal. Children also experience low-stakes quizzes and self-reflection activities to check and secure learning.

3. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time. Learning is reinforced across school life through celebration assemblies, praise and rewards and class Learning Charters.
Beyond lessons, we embed PSHE through assemblies, our behaviour policy, playground support for friendship and conflict resolution, consistent reinforcement of emotional literacy and feelings vocabulary, and recognition systems that celebrate personal qualities such as kindness, perseverance and contribution.

Learning Outdoors

We recognise the wellbeing benefits of time in nature and use our school grounds and local spaces to enhance PSHE learning. Teachers plan opportunities to take PSHE outdoors where appropriate, supporting emotional regulation, creativity and relationship-building.

4. Relationships and Health Education: Statutory Content

Relationships Education (no right of withdrawal) ensures pupils learn about:

Families and people who care for me, including that families come in many forms and provide love, stability and care
Caring friendships and how to make, maintain and restore them
Respectful, kind relationships including boundaries, consent (age-appropriate) and challenging stereotypes
Online safety and awareness, including privacy, personal information and reporting concerns
Being safe, including recognising unsafe situations and how to seek help

Health Education (no right of withdrawal) ensures pupils learn about:

Mental wellbeing, emotions and self-care; how to seek support
Internet safety and harms including balanced screen time and discerning information
Physical health and fitness including benefits of active lifestyles
Healthy eating and planning nutritious meals; oral health
Drugs, alcohol, tobacco and vaping and associated risks (age-appropriate)
Health protection and prevention including sun safety, sleep, hygiene, vaccinations and recognising early signs of illness
Personal safety, risk reduction and when/how to get help in emergencies
Basic first aid including making emergency calls and dealing with common injuries
Developing bodies, puberty and menstrual wellbeing (taught before onset)
Building Foundations for Secondary RSHE

Our age-appropriate primary curriculum builds strong foundations for secondary RSHE by developing emotional literacy, boundaries and privacy, digital resilience, help-seeking, and respectful dialogue from the earliest years.

Challenging Stereotypes and Promoting Respect

We actively challenge harmful stereotypes, including gender stereotypes, that can limit aspirations or contribute to disrespectful behaviour. Pupils encounter protected characteristics in age-appropriate ways and learn why discrimination is unlawful and unkind. Qualities such as kindness, strength, resilience and empathy are human qualities that everyone can demonstrate.

5. Sex Education at Kingswood Parks Primary School

Sex education is not compulsory in primary schools; however, we teach age-appropriate sex education within PSHE to ensure pupils understand the essential facts about human reproduction before leaving primary school. We define sex education as learning about human reproduction, including conception, pregnancy and birth. This is distinct from statutory Health Education content about puberty and Science curriculum content on life cycles and reproduction.

Where Non-Statutory Sex Education Occurs (Jigsaw Changing Me Puzzle)
Year 4: Lesson 2 (Having a baby)
Year 5: Lesson 4 (Conception)
Year 6: Lesson 4 (Conception to birth)

Parents have the right to request withdrawal from sex education taught as part of PSHE (but not from Relationships Education, Health Education including puberty, or Science). The school will inform parents of this right by letter during the first Summer Term before the Changing Me Puzzle is taught.
Requests must be made in writing to the Headteacher. Before a decision, we invite parents to discuss the request with the Headteacher and PSHE Lead, view teaching materials and consider how best to support the child. Where withdrawal is agreed, appropriate alternative education will be provided.

Parents can view curriculum content each half term via jigsawpshe.online/parent using access codes provided on request and may also arrange to view materials in school with a member of staff.

Responding to Children's Questions

Teachers use professional judgement to respond to children's questions sensitively, factually and age-appropriately. If a withdrawn child asks questions about sex education content, teachers will explain that their parents wish to discuss this at home and inform parents.

6. Inclusive Practice and Equality

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring PSHE is accessible and respectful of all children and families and fostering good relations between people with protected characteristics and those without.

Teaching about Families and Relationships

Our curriculum presents families in all their forms (e.g., single-parent, same-sex parent, adoptive, foster, kinship care, blended, extended family). We emphasise that the key characteristic of families is that they provide love, care, stability and security.

Including LGBT Content

We teach that all people deserve respect and kindness regardless of difference. Diverse families are integrated naturally within our curriculum rather than taught as a standalone topic. **Jigsaw PSHE 3–11 does not include content on gender questioning or transgender topics at primary**; our focus is on respect for all and challenging stereotypes.

Respecting Religion and Belief

Content is delivered factually and objectively, sensitive to diverse religious perspectives. Where appropriate, different views are acknowledged in ways that promote mutual respect while being clear about the law and children's rights.

7. Safeguarding and Support

PSHE contributes significantly to safeguarding by equipping children to recognise unsafe situations, understand that abuse is never their fault, know trusted adults, develop vocabulary to express concerns, and build confidence to seek help.
Staff respond to disclosures by listening carefully, not promising confidentiality, recording accurately and reporting to the Designated Safeguarding Lead without delay. The Jigsaw Charter clarifies the limits of confidentiality at the start of lessons.
Children are regularly signposted to sources of support within school and externally (e.g., Childline) and are encouraged to talk with their families about worries and concerns.

9. Working in Partnership with Parents and Carers

We engage with parents throughout the year, including during policy development and review, sharing information about curriculum content and responding to questions. Parents may view teaching materials via half-termly access codes, on our school website or in-school viewing by appointment
For more information or to request access codes, please contact Samantha Brockwell (PSHE Lead) or Nic Loten (Headteacher) via admin@kingswoodparks.het.academy.

10. Teacher Support and Professional Development

We support staff with comprehensive Jigsaw resources, regular professional development (including teaching sensitive topics, safeguarding, managing discussions and current issues), collaborative planning, senior leadership support and access to external specialists where appropriate.

11. Assessment, Monitoring and Evaluation

Assessment focuses on knowledge and understanding, development of skills (e.g., communication, decision-making) and application to real situations. Teachers use observation, review of work, pupil self-assessment and brief formative checks, alongside the end-of-unit Curricular Goal.
Progress in PSHE is reported to parents through annual reports/parents' evenings in line with school practice.
The PSHE Lead, Senior Leadership Team and Governors monitor provision through planning reviews, learning walks, lesson observations, work scrutiny, pupil and staff voice, and analysis of behaviour, wellbeing and safeguarding data. The Governing Body monitors this policy annually and considers parent comments; governors scrutinise and ratify materials in line with school ethos.

12. Links to Other Policies and Curriculum Areas

This policy should be read alongside:
Safeguarding and Child Protection Policy
Behaviour Policy
Anti-Bullying Policy
Online Safety / E-Safety Policy
Equality, Diversity and Inclusion Policy
SEND Policy
Health and Safety Policy
Wellbeing Policy
Science Policy (where relevant to RSHE content)

PSHE learning connects with Science (human body, life cycles, health), Computing (online safety and respectful communication), PE (physical health and teamwork), Citizenship (rights, responsibilities and democracy), RE (values, beliefs and diversity) and Literacy (texts exploring relationships, resilience and moral questions).

13. Policy Development, Review and Approval

In accordance with statutory guidance, parents were consulted during the development of this policy. During the 2026 consultation, the majority of respondents supported the proposed policy and curriculum. Feedback received from the consultation informed amendments to the policy. The Governing Body approved the policy following consideration of consultation outcomes.

The policy will be reviewed annually to remain current with statutory guidance, Jigsaw updates, pupil needs and stakeholder feedback.

14. Responsibilities

The PSHE Lead is responsible for coordination, keeping up to date, supporting staff, monitoring quality and impact, leading review and consultation, liaising with parents/external agencies and reporting to SLT and governors.

The Headteacher ensures statutory requirements are met, supports staff, ensures resources and CPD, engages with parents and manages withdrawal requests and connects PSHE with safeguarding and behaviour approaches.

Governors/Trustees ensure statutory duties are met, approve this policy, monitor implementation and impact and engage with parent consultation processes.

All staff deliver high-quality PSHE, reinforce learning throughout school life, respond appropriately to disclosures, model values and behaviour and engage with professional development.

Appendix A: PSHE Curriculum Overview (Reception–Year 6)

A year-by-year overview is published on our website and available on request, showing the specific themes and topics covered within each Puzzle for each year group, including any school adaptations. We may attach the Jigsaw PSHE Snapshot or school mapping documents as website appendices.
Full curriculum mapping and overview can be accessed at: https://kingswoodparksprimary.org.uk/pshe/