

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

September 2026

Lyndhurst Primary School Personal, Social, Health and Economic Education (PSHE) including Relationships, Sex and Health Education (RSE) Policy			
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Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of economic education, preparing children to understand spending, saving and the world of work, and citizenship education including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

1. Our Vision for PSHE Education

At Lyndhurst 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.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

We are committed to:

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

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
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements. **See details in Appendix A.**

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on our <https://www.lyndhurstprimaryschool.com/>

3. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw as our curriculum framework because it provides a comprehensive, progressive and age-appropriate programme that supports children's personal development, wellbeing and relationships education. In Reception, PSHE learning is delivered through the Personal, Social and Emotional Development (PSED) area of learning and through the Jigsaw programme. The programme is aligned with statutory requirements and provides a progressive, spiral curriculum that develops emotional literacy, wellbeing, respectful relationships and communication skills through active, age-appropriate learning.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and, in upper Key Stage 2, age-appropriate learning about human reproduction, including how a baby develops from conception to birth.

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, considering:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, and pupil surveys.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of up to 45 minutes per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

Beyond the Classroom: Embedding PSHE in School Life

We recognise that PSHE is most effective when reinforced through the wider life of the school. Children are supported to apply their learning in a range of contexts through:

- Assemblies and collective worship, which explore themes such as wellbeing, relationships, respect, safety and personal development.

- Our behaviour and relationships approach, which promotes kindness, respect, responsibility and positive conflict resolution, with adults modelling these values consistently.
- The Jigsaw Learning Charter, which helps children establish and maintain safe, respectful classroom environments.
- Playtimes and social situations, where pupils practise friendship, communication and conflict-resolution skills with support from staff.
- A whole-school focus on emotional literacy supports children to recognise, express and manage emotions, develop positive relationships, and seek help when needed.
- Recognition and reward systems, which celebrate positive personal qualities such as kindness, perseverance, respect and contribution to the school community.
- A supportive learning environment, including displays and resources that reinforce wellbeing, emotional vocabulary, safeguarding messages and strategies for self-regulation.

This whole-school approach helps children develop the knowledge, skills and confidence to build healthy relationships, support their wellbeing, stay safe and know how to seek help when they need it.

Learning Outdoors: Connecting PSHE to Our Environment

“Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.”

DfE RSHE Guidance 2025, para 40

We recognise the benefits of time spent outdoors for children’s mental and physical health. We explicitly plan for, and use outdoor learning opportunities to promote wellbeing, physical activity, environmental awareness and positive relationships.

5. Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults. See details in Appendix A.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing. See details in Appendix A.

Building Foundations for Secondary RSHE

Our PSHE curriculum is designed to meet children's current developmental needs while preparing them for future learning. Through a progressive programme, pupils develop the knowledge, skills and confidence needed to navigate relationships, health and wellbeing safely and respectfully.

Children learn to:

- Develop emotional literacy, resilience and self-care strategies, helping them manage emotions, support positive mental health and wellbeing, and build positive relationships.
- Recognise healthy relationships and personal safety, including understanding boundaries, privacy, consent and how to identify unsafe situations and seek help when needed.
- Navigate the wider world safely and responsibly, including developing online safety, digital literacy and respectful behaviours both online and offline.

This progressive approach ensures learning remains age-appropriate and relevant while providing strong foundations for the relationships, health and safeguarding education pupils will encounter during secondary school.

Challenging Stereotypes and Promoting Respect

Through our PSHE curriculum, children learn to value diversity, challenge stereotypes and treat others with dignity and respect. In an age-appropriate way, pupils develop an understanding of protected characteristics and the importance of equality under UK law.

Children learn to:

- Recognise and challenge stereotypes and prejudice, including those related to gender, and understand how these can lead to unfair treatment, discrimination or limited aspirations.
- Value diversity and inclusion, understanding that people may have different backgrounds, beliefs, characteristics and family structures, and that everyone deserves respect.
- Promote positive relationships and respectful behaviour, recognising the impact of bullying, discriminatory language and prejudice, and understanding their responsibility to treat others with kindness and consideration.

This approach supports safeguarding, promotes equality and positive relationships, and helps ensure all children feel valued, included and respected within our school community.

6. Sex Education in Lyndhurst Primary School

Sex education is not compulsory in primary schools. However, the Department for Education recommends that schools provide age-appropriate sex education so that children are prepared for the changes of adolescence and understand how human life begins.

At Lyndhurst, age-appropriate sex education is taught in Years 5 and 6 through the Jigsaw *Changing Me* unit. This learning goes beyond the statutory teaching about puberty and includes factual information about human reproduction, including conception, pregnancy and birth. We believe this prepares pupils for secondary education and helps ensure children receive accurate information in a safe and supportive environment.

We define sex education as learning about human reproduction, including how babies are conceived, develop during pregnancy and are born. Children also learn about the emotional aspects of welcoming a new baby into a family. Sex education is not about exploring different types of sexual activity, but about developing an age-appropriate understanding of reproduction and family life.

This is distinct from statutory Relationships Education, Health Education and National Curriculum Science, from which pupils cannot be withdrawn.

The non-statutory sex education content taught through Jigsaw is:

- **Year 5:** Conception
- **Year 6:** Babies: Conception to Birth

Parent Engagement and the Right to Withdraw from non-statutory Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before deciding to withdraw a child from sex education, we invite parents to discuss their concerns with Mr Turnham, the headteacher and Janine Sawh the PSHE Lead. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by: making materials available for viewing on request.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

7. Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families

- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content

Throughout PSHE education, children learn that all people deserve to be treated with kindness, dignity and respect. In teaching about families and relationships, we include same-sex parents alongside other family structures. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Pupils learn that discrimination, bullying and prejudicial behaviour are unacceptable, and that everyone should be treated fairly and with respect. They also learn how to seek support if they experience or witness such behaviour.

Our focus in primary school is on promoting respect, challenging stereotypes and helping children understand that people may have different backgrounds, experiences and family structures. Jigsaw PSHE 3–11 does not include content on gender questioning or transgender topics. We are committed to ensuring that all children feel safe, valued and included within our school community.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

8. Safeguarding and Support

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed. Through our PSHE curriculum, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault

- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children. External agencies and visitors may enrich learning but do not replace the responsibility of class teachers for planning, delivery, safeguarding and assessment.

Signposting to Support

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- **Basic first aid knowledge and understanding of when and how to seek medical help**
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Consultation and Communication

engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, approach and resources. This includes:

- Opportunities to view teaching materials to explain curriculum content and answer questions
- Communications on our website

Viewing PSHE Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact Janine Sawh via the school office.

Supporting Parents

We provide information to parents about the PSHE topics being covered each term, with suggestions for how to support learning at home and guidance on managing sensitive conversations.

Responding to Concerns

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact their child's class teacher in the first instance, or the PSHE lead Janine Sawh before the headteacher.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

10. Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

We support staff delivering PSHE through:

- Comprehensive resources, including the Jigsaw programme, which provides lesson plans, teaching materials, assessment tools and guidance to support consistent, high-quality teaching.
- Regular professional development, ensuring staff can teach sensitive topics confidently, respond appropriately to safeguarding concerns and create safe, inclusive learning environments.
- Collaborative planning and professional dialogue, enabling staff to share effective practice, discuss challenges and maintain consistency across the school.
- Leadership and specialist support, including guidance from the PSHE Lead and senior leaders, with access to external professionals where appropriate to enhance staff knowledge and practice.

We recognise that effective PSHE teaching requires staff to facilitate sensitive discussions, use age-appropriate teaching strategies, respond appropriately to questions and disclosures, and support children who may find certain topics challenging. Ongoing professional development helps staff develop and refine these skills, ensuring PSHE is taught safely, confidently and effectively across the school.

11. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it meets pupils' needs, is delivered consistently across the school and has a positive impact on wellbeing, relationships and personal development. Assessment in PSHE focuses on pupils' knowledge and understanding, the development of key life skills, and their ability to apply learning in real-life situations. The Jigsaw programme supports assessment through regular opportunities for reflection, discussion and review of learning.

Teachers assess learning through:

- Observation of discussions, collaborative activities and role play.
- Review of pupils' work, self-assessments and reflections.
- Ongoing formative assessment to check understanding and identify any additional support needs.

Monitoring Quality and Impact

The PSHE Lead, working with senior leaders and governors, monitors PSHE provision to ensure the curriculum is delivered consistently, meets pupils' needs and has a positive impact on wellbeing, relationships and personal development.

Monitoring activities include:

- Review of curriculum implementation, including planning, teaching, pupils' work and assessment information.
- Gathering stakeholder feedback, through pupil voice, staff feedback and parent consultation.
- Evaluation of impact, including analysis of behaviour, wellbeing and safeguarding information, alongside learning walks and other monitoring activities.

Monitoring enables us to celebrate effective practice, identify areas for development and ensure high-quality PSHE provision across the school.

Evaluating Impact

We evaluate the impact of PSHE education through pupils' knowledge, skills and confidence, alongside evidence of positive relationships, behaviour, wellbeing and safeguarding outcomes. We also consider pupils' confidence in seeking help, reporting concerns and their preparedness for transition to secondary school.

Evidence is gathered through assessment information, pupil voice, behaviour and wellbeing data, safeguarding records and stakeholder feedback. This evaluation informs ongoing improvement of our PSHE provision and contributes to the review of the policy and curriculum.

12. Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy
- Science Policy [where relevant to RSHE content]

Links Across the Curriculum

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

13. Policy Development, Review and Approval

Publication

This policy and the PSHE/RSHE curriculum overview are published on the school website in accordance with statutory requirements.

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers – policy updates were communicated via the parent communications, with opportunities for feedback and questions.
- Pupils – feedback was gathered through pupil voice activities and surveys.
- Governors / Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Education Act 2002
- Academies Act 2010
- Equality Act 2010
- *Keeping Children Safe in Education* (current statutory guidance)
- SEND Code of Practice: 0-25
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Preventing and Tackling Bullying (DfE guidance)
- Behaviour in Schools (DfE Guidance)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE guidance)
- Equality and Tackling Bullying (DfE guidance)

- Working Together to Safeguard Children (current guidance)
- Equality and Human Rights Commission guidance for schools
- Jigsaw PSHE programme of study and supporting documentation
- Local authority / MAT guidance and support materials
- Evidence from educational research and best practice

Review and Update

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

Responsibilities

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

Further Information and Resources

For more information about PSHE at Lyndhurst, please contact:
Janine Sawh PSHE lead and Tom Turnham headteacher

Key documents and resources are available:

- On our school website: <https://www.lyndhurstprimaryschool.com>

Appendix A: PSHE Curriculum Overview

Relationships Education in Primary Schools– DfE Guidance 2025

Theme	The DfE states that pupils should know.....	Jigsaw units
Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as 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 the families of other children, 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 are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• Relationships • Celebrating Difference • Being Me in My World • Changing Me
Caring Friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed	• Relationships • Celebrating Difference • Healthy Me • Being Me in My World
Online Safety and awareness	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including	- Relationships • Healthy Me • Celebrating Difference • Being Me in My World

	pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which • protects children from inappropriate content or unsafe contact with older social • media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	
Being Safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	• Relationships • Changing Me • Healthy Me • Being Me in My World • Celebrating Difference

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

The focus in primary schools 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 life, in the same way as physical health.

By the end of primary school:

	The DfE states that pupils should know.....	Jigsaw units
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 wellbeing 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 wellbeing - 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 wellbeing 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	- Healthy Me - Relationships - Being Me in My World - Dreams and Goals
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 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 know how 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	- Relationships - Healthy Me - Celebrating Difference - Being Me in My World

	• 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	
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	• Healthy Me • Dreams and Goals
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)	• Healthy Me • Being Me in My World
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	• Healthy Me • Being Me in My World
Health and prevention	• 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 • 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 allergies, immunisation and vaccination	• Healthy Me • Changing Me
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	• Health Me • Being Me in My World
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle.	• Changing Me • Healthy Me • Relationships