



## PSHE (Personal, Social, Health Education) including RHSE (Relationships, Health and Sex Education) Policy



Reviewed on:	March 2026
Reviewed:	Annually
Staff Responsibility:	RHSE Lead/Year Leads/ Headteacher

### Context

All schools must provide a curriculum that is broad, balanced and meets the needs of all pupils. In accordance with Section 78 of the Education Act 2002, our PSHE curriculum:

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

### PSHE

At Russell Street School, we teach Personal, Social, Health and Economic Education (PSHE) through a whole-school approach that supports children's holistic development. We believe that nurturing pupils' personal, social, emotional and health awareness strengthens their wellbeing and enhances their capacity to learn.

The Jigsaw Programme offers us a comprehensive, carefully planned Scheme of Work which brings consistency and progression to our children's learning in this curriculum area.

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

[Russell Street School - PSHE RSE](#)

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 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all primary schools to teach Relationships Education and all state-funded schools to teach Health Education. In independent schools, Personal, Social, Health and Economic (PSHE) education remains compulsory, ensuring that all pupils receive a broad and balanced curriculum.

DfE Guidance: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

“In primary schools, we want these subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects provide a vital opportunity to support children’s personal development and wellbeing, equipping them with the knowledge and attributes they need to thrive and make a positive contribution to society.”

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

“Schools are free to determine how they deliver the content set out in the DfE guidance, within a broad and balanced curriculum. Effective teaching requires breaking core knowledge into manageable units and presenting it clearly within a carefully sequenced programme.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at Russell Street School we value PSHE/RHSE 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/RHSE Programme.

To ensure progression, we use Jigsaw, the mindful approach to PSHE/RHSE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 (we use ages 3-7) 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.

### **Our PSHE policy is informed by current Department for Education (DfE) and national guidance, including:**

- Keeping Children Safe in Education (KCSIE) 2025 – statutory guidance
- Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)
- Equality Act 2010: Advice for Schools
- SEND Code of Practice: 0–25 years (2015)
- Alternative Provision: Statutory Guidance
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying (July 2017)
- Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (September 2021)
- Equality and Human Rights Commission: Advice and Guidance
- Promoting Fundamental British Values as Part of SMSC in Schools
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – updated guidance (December 2025, for implementation Sept 2026)
- Working Together to Safeguard Children (2023, current)

## Parent Engagement

*The 2025 guidance specifies strengthened expectations for:*

- Parent consultation
- Transparency
- Making teaching materials available
- The updated RSHE guidance emphasises strong parental engagement in curriculum design and review.

Russell Street School:

- Shares this policy with parents online and reviews it annually
- Provides opportunities for parents to offer feedback
- Makes resources available for parents to view on request, (For example; The Colour Monsters).
- Ensures transparency and partnership between home and school

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

### What do we teach?

#### Whole-school approach

Jigsaw (ages 3-11 below) 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. The puzzle pieces we teach at Russell Street School (ages 3-7) are detailed at the end of this document.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	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.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Russell Street School we allocate 1 hour a week to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way; weekly lessons are delivered to each class.

These explicit lessons are reinforced and enhanced in many ways including: assemblies, and the house point system.

## Relationships Education

*What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?*

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## Health Education

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The puzzle pieces we teach at Russell Street School (ages 3-7) are detailed at the end of this document.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured in every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

## Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools.'

At Russell Street School, we teach the puzzle pieces (ages 3-7) that cover:

- How our bodies change as we grow up.
- Identifying the parts of the body that make girls different to boys and naming them correctly.
- Appreciating that our bodies are private and how to keep ourselves safe.

Parents do not have the right to withdraw their child from Relationships Education or Health Education, both of which are statutory. As Russell Street School does not teach any non-statutory sex education content beyond the required safeguarding-related naming of body parts, the right to withdraw does not apply. We remain committed to working collaboratively with parents to discuss any questions or concerns.

## Monitoring and Review

The Educational Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Educational Excellence Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments.

## Equality

**This policy will inform the school's Equalities Plan.**

At Russell Street School, we promote respect for all and value every individual child. We also recognise and respect the right of our pupils, their families, and our staff to hold a range of beliefs, including religious beliefs. We understand that, at times, these beliefs may differ from or be in tension with aspects of our Relationships, Health and Sex Education curriculum, and we remain committed to delivering this content sensitively, inclusively and in line with statutory guidance.

For further information see the RSS Equality Information & Objectives on our school website:

<https://www.russell-street-school.co.uk/website/policies/222150>



The Jigsaw Puzzles (units)

1. Being Me In My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The image shows several colorful puzzle pieces with faces and arms, representing the units. A blue piece is on the left, a red piece is on the right, a green piece is at the bottom left, and a pink piece is at the bottom right. A purple piece is also visible near the top right. The Jigsaw! logo is at the bottom right.

[PSHE for Ages 3-16 | Jigsaw Education – The Mindful Approach](#)

### Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme. At Russel Street School we teach the puzzle pieces (ages 3-7) as detailed below.

The guidance states that, by the end of Key Stage One:

	<b>Pupils should know...</b>	<b>How Jigsaw provides the solution</b>
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>	

	<ul style="list-style-type: none"> <li>• R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul> <p>New RSHE guidance indicates heightened expectations on challenging misogyny and gender-based disrespect beginning in the primary phase. For our Nursery–Year 2 setting, this will be developmentally appropriate, focusing on respectful interactions.</p> <p>The updated guidance places greater emphasis on preventing misogyny and gender-based disrespect. This is addressed through:</p> <ul style="list-style-type: none"> <li>• Valuing everyone equally</li> <li>• Challenging unkind language</li> <li>• Encouraging inclusive play</li> <li>• Teaching that boys and girls can like the same things and have the same opportunities</li> <li>• Reinforcing that unkind, excluding, or hurtful behaviour is never acceptable</li> <li>• This ensures the foundations of respect are established early, in line with safeguarding expectations.</li> </ul> <p>As well as our scheme, we also embed this knowledge through carefully selected Protected Characteristic books which form part of our PSHE/RSHE learning.</p>	
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

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|  | <ul style="list-style-type: none"><li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• R32 where to get advice e.g. family, school and/or other sources.</li></ul> |  |
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In line with updated statutory guidance, pupils are taught the correct names for all body parts, including genitalia, in a simple and factual way. This helps safeguard children by giving them accurate vocabulary to describe their bodies and report concerns if needed.

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

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 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.</li> <li>• H3 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</li> </ul> <p>The new guidance states that teaching about bereavement and grief is now an explicit requirement within the “General Wellbeing” strand.</p> <p>As required by the updated 2025 guidance, children also learn about feelings associated with change and loss, including that people experience grief in different ways, and that talking to trusted adults helps us feel supported.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet</li> <li>• H24 the characteristics of a poor diet and risks associated with unhealthy eating</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>