



PSHE (Personal, Social, Health Education) Policy for Richmond Hill Primary School

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Name of school:
Richmond Hill Primary School

Date of policy:
November 2025

Member of staff responsible:
Mrs C Bonnar

Review date:
November 2026

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.

PSHE

At Richmond Hill 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.

Our school's PSHE curriculum draws on resources from both the Pol-Ed and Jigsaw schemes. The move to intergrate more resources from the Pol-Ed programme of study has been motivated by a desire to make sure our curriculum content keeps up with a fast changing world. The lessons, which are reviewed every three months, ensure our curriculum is keeping pace with any changes in legislation and research.

Pol-Ed is a range of resources that have been designed to be aligned with the PSHE Association Programs of Study. The materials consist of:

- Lessons created by subject matter experts who specialise in Citizenship teaching and PSHE.

- Assemblies created by subject matter experts.
- CPD videos for professionals to support the teaching of difficult topic areas.

The PSHE Association Programs of Study is a recommended programme of study for schools to follow when creating PSHE lessons for their settings. Pol-Ed's resources are all aligned to this programme of study. The full list of objectives can be found on the PSHE Association's website, here: <https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning>

We continue to use Jigsaw to support our teaching of the 'Celebrating Difference' and 'Changing Me' units. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

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, 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

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the 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 represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

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

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

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

DfE Guidance p.11

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [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).

What do we teach when and who teaches it?

Whole-school approach

The table below gives the learning theme of each of the six thematic units we teach to each year group; the learning deepens and broadens every year.

Term	Theme	Content
Autumn 1:	Relationships	Includes understanding of what constitutes a healthy friendship, relationships within families, peer-pressure, grooming and discrimination
Autumn 2:	Understanding the Law	Includes rules and consequences, the role of the police, children's rights and responsibilities and what different types of crime there are
Spring 1:	Well-being	Includes sharing feelings, what it means to be healthy, what is good mental health, healthy food habits and how drink and drugs can make people feel

Spring 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Summer 1:	Keeping safe	Includes understanding how to use 999, knowing who our trusted adults are, keeping safe online, keeping safe in our local area and using phones sensibly
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Richmond Hill Primary School we allocate 1 hour 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 through:

Assemblies and collective worship, our praise and reward system, our School Council, through relationships child to child, adult to child and adult to adult across the school. As a school we also look for opportunities in the academic year to broaden our pupils' spiritual, moral, cultural, mental and physical development. For example each year in November we celebrate UK Parliament Week to help promote British Values. We make good use of the Phunky Foods Programme as a way of helping to promote healthy lifestyles for our children. In the February of each year we focus on Children's Mental Health Week which helps to underpin the year round work we do as a school to develop positive mental health in our pupils. Our Year 5 pupils have the opportunity to participate in the mini-police programme as a way of helping to foster respect for our local community. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their class.

How does our PSHE curriculum meet the needs of SENDS pupils?

The Pol-Ed PSHE Programme of Study is designed to be flexible, inclusive, and adaptive—allowing teachers to tailor it to the diverse needs of learners, including those with Special Educational Needs and Disabilities (SEND). Here's how it meets the needs of SEND pupils in particular:

1. Inclusive and Differentiated Approach

- **Adaptable lesson plans:** Pol-Ed materials are written so that teachers can easily differentiate by simplifying language, adjusting pacing, or using alternative activities.
- **Multiple access points:** Activities are designed with a range of abilities in mind, so all pupils can participate meaningfully—whether through discussion, visual prompts, role-play, or written work.
- **Scaffolded learning:** Key concepts are introduced progressively, allowing pupils to revisit and consolidate understanding over time.

2. Accessible Language and Visual Support

- **Clear, plain language** ensures that pupils with communication or processing difficulties can understand key PSHE concepts.
- **Visual aids** (e.g. infographics, picture cards, scenario illustrations) help pupils with autism, dyslexia, or speech and language needs engage with abstract ideas such as emotions, consent, or citizenship.
- **Social stories and role-play** can be incorporated to help SEND pupils understand social interactions and decision-making in a safe, structured way.

How do we assess pupils in PSHE?

At the beginning of each half-termly unit, teachers decide on a core question which umbrellas some of the key themes of the unit. Children record their initial ideas about the question in their PSHE book. They then revisit this question at various points in the teaching of the unit to add new learning and concepts. Pupils are encouraged to demonstrate an understanding of new vocabulary they have learnt. This ‘exploded question’ is used by teachers to show progression. Regular opportunities for discussion in lessons are also used as a more informal way to gauge pupils’ understanding of the content covered.

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

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

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 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 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.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

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'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Richmond Hill Primary School, we believe children should understand the facts about human reproduction from both a scientific perspective and from an emotional perspective before they leave primary school. We intend to teach this through both our coverage of the statutory science curriculum on 'Life Cycles' and through our delivery of the PSHE curriculum during the 'Changing Me' Puzzle. The PSHE coverage will focus on the emotional aspects of human reproduction.

At Richmond Hill Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

The school will inform parents of this right by curriculum newsletter, Spring Term before the Changing Me unit is taught.

Monitoring and Review

The Curriculum 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 Curriculum Committee 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 Equalities Plan.

The DfE Guidance 2019 (p. 15) 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 characteristics..."

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".

At Richmond Hill 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?'

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		

