



PSHE (Personal, Social, Health Education) Policy

(Including statutory Relationships Education, Health Education and our position on Sex Education)

Date of policy: February 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 must promote pupils' spiritual, moral, cultural, mental and physical development and prepare pupils for the opportunities, responsibilities and experiences of later life.

The policy now reflects the **updated statutory Relationships, Sex and Health Education (RSHE) guidance** published **July 2025**, statutory from **1 September 2026**.

It is shaped by national guidance, safeguarding expectations and our commitment to support every child's wellbeing.

The following documents have informed this policy:

- **RSHE Statutory Guidance (Updated 2025)**
- **RSHE Statutory Guidance (2019)**
- **Keeping Children Safe in Education**
- **Working Together to Safeguard Children**
- **The 2010 Equality Act**
- **The SEND code of practice 0-25 years**

It is also linked to the following LEAP policies:

- Safeguarding & Child Protection
- Relationships, Belonging and Behaviour
- Inclusion
- Equalities
- Mental Health & Wellbeing

PSHE - Jigsaw Programme

At LEAP Federation Schools, we teach PSHE as a whole-school approach to support pupils' personal development, wellbeing and learning capacity. We use the Jigsaw Programme, aligned to the updated 2025 RSHE curriculum requirements, providing a sequenced and inclusive PSHE curriculum.

The overview of the Jigsaw Programme can be found on the LEAP website.

Statutory Relationships and Health Education

The updated guidance makes Relationships Education compulsory for all primary pupils and Health Education compulsory for all state-funded schools. Expectations now emphasise preventing misogyny, addressing toxic online influences, online safety risks including deepfakes, and strengthening mental health and safeguarding content. Schools must deliver this content through an age-appropriate, sequenced curriculum and must publish a written RSHE policy.

What we teach, when, and who teaches it

LEAP Federation Schools value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the Statutory Relationships and Health Education within our whole-school PSHE programme.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

At LEAP Federation Schools we allocate up to 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:

Assemblies, praise and reward systems, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes with the following units covered each term:

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Identity, belonging, community
Autumn 2	Celebrating Difference	Anti-bullying, diversity, online bullying
Spring 1	Dreams and Goals	Aspirations, goal-setting, contribution
Spring 2	Healthy Me	Lifestyle, nutrition, physical/mental health, drugs/alcohol education
Summer 1	Relationships	Families, friendships, communication, bereavement
Summer 2	Changing Me	Puberty, body changes, age-appropriate sex education

Relationships Education

The updated DfE statutory RSHE guidance sets out clearly what all primary-aged pupils must know by the time they leave primary school. The required content remains structured around five key areas:

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

While the **Relationships** Puzzle (unit) in Jigsaw provides the primary coverage of the statutory Relationships Education requirements, additional outcomes are taught across other Puzzles. For example, the *Celebrating Difference* unit helps children understand and respect different family structures-an emphasis reinforced in the 2025 updated guidance, which states that schools must acknowledge and include diverse family forms such as single-parent families, same-sex parents and kinship carers.

The whole-school, spiral approach ensures children revisit key ideas in developmentally appropriate ways, and that themes related to positive relationships, safety, inclusion and respect are reinforced throughout the year and across the curriculum.

Health Education

The Jigsaw PSHE curriculum includes the statutory elements of Physical Health and Mental Wellbeing as set out in the DfE guidance (2025). Pupils are taught the characteristics of good physical health, the links between physical and mental wellbeing, strategies for self-regulation, recognising when and how to seek help, and understanding the changes that occur during puberty.

Health Education includes mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, and puberty. Updated expectations include personal safety in public spaces and understanding harmful online content.

The Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education although 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).

The grid below shows specific learning intentions for each year group in the 'Changing Me' Puzzle. These specific lessons sit within the whole Puzzle (6 lessons) which looks at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina

		Respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	<p>Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private</p> <p>Tell you what I like/don't like about being a boy/girl</p>
3	Piece 1 How Babies Grow	<p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>Express how I feel when I see babies or baby animals</p>
	Piece 2 Babies	<p>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p>Express how I might feel if I had a new baby in my family</p>
	Piece 3 Outside Body Changes	<p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>Identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>Recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	Piece 4 Inside Body Changes	<p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Recognise how I feel about these changes happening to me and how to cope with these feelings</p>
4	Piece 2 Having A Baby	<p>Correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	Piece 3 Girls and Puberty	<p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>

5	Piece 2 Puberty for Girls	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Piece 3 Puberty for Boys	<p>Describe how boys' bodies change during puberty</p> <p>Express how I feel about the changes that will happen to me during puberty</p>
	Piece 4 Conception	<p>Understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby</p> <p>Appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Piece 2 Puberty	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>Express how I feel about the changes that will happen to me during puberty</p>
	Piece 3 Girl Talk/Boy Talk	<p>Ask the questions I need answered about changes during puberty</p> <p>Reflect on how I feel about asking the questions and about the answers I receive</p>
	Piece 4 Babies – Conception to Birth	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>Recognise how I feel when I reflect on the development and birth of a baby</p>
	Piece 5 Attraction	<p>Understand how being physically attracted to someone changes the nature of the relationship</p> <p>Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

Sex Education

Sex Education remains **non-statutory in primary schools**, but the updated guidance strongly encourages age-appropriate Sex Education covering human reproduction. DfE guidance states that 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'.

We define Sex Education as teaching about **human reproduction**, delivered through Jigsaw's "Changing Me" unit.

Sex Education Lessons

- Year 4 - Having a baby - lesson 2
- Year 5 - Conception (including IVF) - lessons 2,3 and 4
- Year 6 - Conception to birth - lesson 4

Parents and Carers have the right to withdraw their child from the above sex education lessons. The school will inform parents of this right by sending a letter to parents each academic year.

Monitoring and Review

The Curriculum Committee reviews this policy annually, considers parental feedback, scrutinises RSHE materials, and ensures compliance with statutory guidance.

Equality

In line with the Equality Act 2010, schools must ensure all pupils' needs are met, including those with protected characteristics.

The updated RSHE guidance (July 2025) requires LGBT content to be integrated across RSHE, not as a stand-alone module.

LEAP Federation Schools promote respect for all and ensure inclusive teaching, while recognising that some families may hold differing beliefs.

Jigsaw's guidance "Including and valuing all children" supports our inclusive approach.

At LEAP Federation Schools 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.

Policy Review

This policy is reviewed annually.