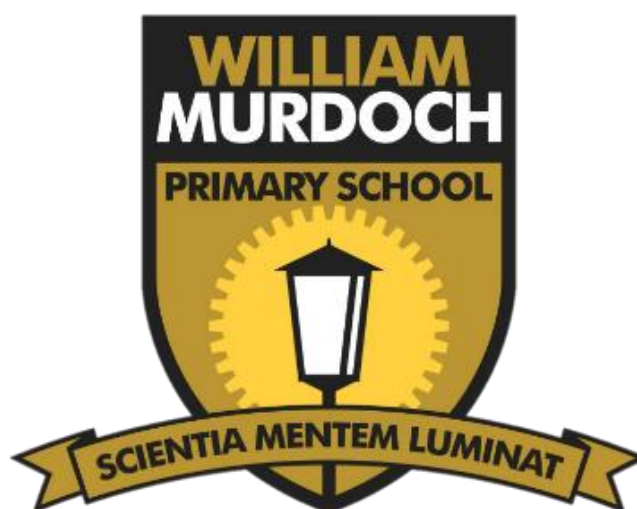


William Murdoch Primary School

PSHE (Personal, Social, Health Education) Policy

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



Approved by:	Curriculum Standards Committee	Date: 22 January 2025
Last reviewed on:	7 February 2025	
Next review due by:	22 January 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
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

This policy also has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education.'
- DfE (2024) 'Keeping children safe in education 2024' (KCSIE)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- School Complaints Policy

Roles and Responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Reviewing the PSHE Policy annually
- Handling complaints regarding this policy
- Facilitating the day-to-day implementation and management of the PSHE Policy

PSHE

At William Murdoch Primary School, we teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin children's development as people. We do this as we believe that this supports their learning capacity.

To ensure progression and a spiral curriculum, we use Jigsaw (the mindful approach). The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. This scheme of work is aligned to the PSHE Association Programmes of Study.

The PSHE lessons delivered in school support the 'personal development' and 'behaviour and attitude' aspects of the curriculum which is required under the Ofsted inspection framework. PSHE also significantly contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided to 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, 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 2019 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

At William Murdoch Primary School, we value PSHE as it is a way to support children's development as human beings. It enables them to understand and respect who they are, empowers them with a voice and equips them for life and learning.

The statutory Relationships and Health Education is incorporated in our whole-school PSHE Programme.

Whole-School Approach

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

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	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
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Health Education in the context of coping positively with change

At William Murdoch Primary School, we allocate the first day of every half term to PSHE. Class teachers deliver all PSHE lessons to ensure that pupils learn PSHE knowledge and skills in a developmental and age-appropriate way. In addition to our PSHE days, we deliver sessions to celebrate other important themes throughout the academic year such as: Anti-Bullying Week, Parliament Week, Children's Mental Health Week and My Money Week.

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 cover a number of significant topics: 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 in the Appendix. The mapping document explains where the Jigsaw Programme covers the vital aspects of the PSHE and RSE curriculum.

It is important to note that the Relationships Education objectives are also taught in other units. This holistic approach ensures the learning is reinforced throughout 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 cover many important topics: mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

The expected outcomes for each of these elements can be found in the Appendix. The mapping document explains where the Jigsaw Programme covers the vital aspects of the PSHE and RSE curriculum.

It is important to note that the various Health Education objectives are taught in other units. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Sex Education

The DfE Guidance 2019 (p.23) states, *'it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should 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)**.

The guidance explains that individual schools determine the content of Sex Education at primary school. It 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' (p.23)*.

At William Murdoch Primary School, we will not be teaching any form of Sex Education as it is not compulsory. However, as part of the Science curriculum, Year 5 pupils will be taught the 'changing adolescent body' topic (also known as puberty) which is also a statutory requirement of Health Education. At our school, this topic is covered in Year 5. Our school organises a day where a health educational specialist comes into school to deliver a number of sessions regarding this topic. The 'Time for Change' day takes place in the second half of Summer Term and solely focuses on the changing adolescent body and understanding the menstrual cycle.

Monitoring and Review

William Murdoch Primary School and the governing body monitors this policy on an annual basis. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos, and modifications are made to the policy where necessary. Our school and governing body give serious consideration to any comments from parents about our school's PSHE and RSE Programme, and makes a record of such comments.

Policy Review

This policy is reviewed annually or as and when required.

Appendix

Relationships Education in Primary schools – 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 guidance states that, by the end of primary school:

	Pupils should know...	Where Jigsaw covers this topic
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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. • 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. • that marriage represents 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. 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Relationships • Being Me in My World • Changing Me • Celebrating Difference

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. It 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	Where Jigsaw covers this topic
Mental wellbeing	<ul style="list-style-type: none"> • 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 well-being 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 well-being. • 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). • it is common for people to experience mental ill health. For many people who 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	<ul style="list-style-type: none"> • 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 knowhow 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. • 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. 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Healthy Me

Healthy eating	<ul style="list-style-type: none"> • 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). 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Healthy Me
Health and prevention	<ul style="list-style-type: none"> • 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 immunisation and vaccination 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • 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. 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • 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 	<p>All of these aspects are covered during lessons in the following units:</p> <ul style="list-style-type: none"> • Changing Me