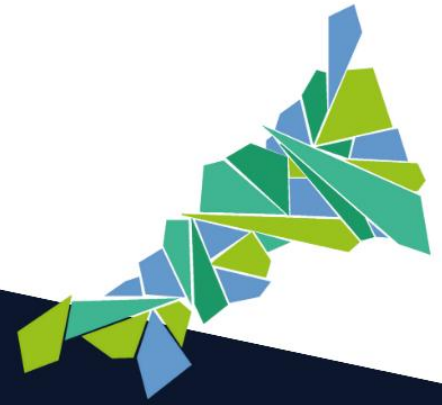




Mabe
Primary School



Personal, Social and Health Education – (Including Relationships and Sex Education) Policy September 2026

Version Number	V1
Date Adopted by Governors	2 nd June 2026
Scheduled Review Date	Summer 2027
Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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1. Policy Context and Statutory Framework

This policy sets out how **Mabe School** delivers high-quality **Personal, Social and Health Education (PSHE)**, including **Relationships Education and Health Education**, in line with statutory requirements.

This policy has been updated to reflect the **Department for Education (DfE) statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education** (July 2025), which becomes **mandatory for all schools from 1 September 2026**.

The school has had full regard to:

- The Education Act 2002 (Section 80A)
- The Education Act 1996 (Section 403)
- *Keeping Children Safe in Education* (September 2025)
- Equality Act 2010
- Ofsted Education Inspection Framework (Personal Development and Safeguarding)

PSHE, including Relationships and Health Education, is a **statutory curriculum area** and plays a central role in:

- safeguarding children
- promoting physical and mental wellbeing
- supporting pupils' personal development
- preparing children for life in modern Britain

2. Definition and Purpose of PSHE and Relationships Education

PSHE is a planned, developmental programme of learning that supports children to acquire:

- the **knowledge** they need to stay safe and healthy
- the **skills** to form positive relationships and make informed decisions
- the **values** of respect, kindness and responsibility

Relationships Education is **mandatory in primary schools** and Health Education is statutory. Sex education remains **non-statutory** in primary schools, apart from content on human growth and reproduction within the science curriculum.

All PSHE is delivered in an **age-appropriate, inclusive** and **developmentally sequenced** way.

3. Guiding Principles for PSHE, Relationships and Health Education

PSHE at Mabe School is underpinned by the following principles:

- Teaching is **age-appropriate** and based on children's developmental readiness
- Learning takes place in **safe, supportive classroom environments**
- Staff use **professional judgement** to meet pupils' needs sensitively
- Lessons promote **respect, empathy, kindness and equality**
- Violence, harassment, bullying and coercion are explicitly taught as unacceptable

- Teaching reflects the **diversity of families and lived experiences**, including:
 - single-parent families
 - same-sex parents
 - kinship, foster and adoptive families
- Parents and carers are partners in learning and are kept informed about curriculum content

4. Curriculum Organisation and Delivery

Mabe School delivers PSHE through the **Jigsaw PSHE Programme**, which provides a whole-school, spiral curriculum structured around six half-termly Puzzles:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Jigsaw is taught across the school in six progressive units (“Puzzles”):

Term	Puzzle	Content
Autumn 1	Being Me in My World	Identity, belonging, responsibilities, Jigsaw Charter
Autumn 2	Celebrating Difference	Diversity, anti-bullying (including cyber and HBT bullying)
Spring 1	Dreams and Goals	Aspirations, goal-setting, resilience
Spring 2	Healthy Me	Physical and mental health, lifestyle choices, safety
Summer 1	Relationships	Friendships, families, communication, conflict resolution, loss
Summer 2	Changing Me	Puberty, body changes, human reproduction (Y4–6), managing change

Each class receives **at least one hour of dedicated RSHE per week**, delivered by the class teacher. Learning is reinforced through assemblies, worship, behaviour systems, and everyday relationships across school life.

5. Statutory Curriculum Content

Physical Health and Mental Wellbeing – 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.

Mental Wellbeing

(Please see table of below)

Additional statutory clarification (NEW):

Mental wellbeing education also includes explicit teaching about:

- change, loss and bereavement

- loneliness and isolation
- recognising when to seek adult support

Internet Safety and Harms

(Please see table below)

Expanded statutory coverage:

In line with updated guidance, online safety education also includes:

- online financial harms (scams, fraud, gaming monetisation)
- age restrictions and their purpose
- privacy, consent and personal data
- risks linked to AI-generated content and manipulated images
- harmful online influences and misogynistic narratives

6. Personal Safety Education

From September 2026, Health Education includes explicit teaching about **Personal Safety**.

Pupils will be taught how to:

- recognise risk
- keep themselves safe
- seek help from trusted adults

This includes learning about:

- road safety
- rail safety, including level crossings
- water safety
- safety in public places and the local community

This content is delivered primarily through **Healthy Me** and **Relationships** units and is contextualised to children's real-life experiences.

7. Safeguarding and PSHE

PSHE, Relationships and Health Education are integral to the school's **safeguarding culture**.

All teaching:

- supports pupils to understand **boundaries, consent and bodily autonomy**
- helps pupils recognise unsafe situations
- encourages children to speak to a trusted adult

Any disclosures or concerns raised during PSHE lessons are managed in accordance with the school's:

- Child Protection Policy
- Safeguarding Procedures

All staff follow *Keeping Children Safe in Education* (2025) requirements.

8. Working with Parents and Carers

The school values open communication with parents and carers and recognises the importance of working in partnership to support pupils' personal, social and health education.

Curriculum content for PSHE/RSE is shared with parents and carers through a range of channels,

including the school website, curriculum overviews, and information meetings where appropriate. This ensures that parents are aware of what is being taught and when. Parents are also encouraged to discuss PSHE topics at home to reinforce learning and support their child's understanding.

In line with statutory guidance:

- There is no right to withdraw pupils from Relationships Education or Health Education.
- Parents may request withdrawal from non-statutory sex education content.
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The school ensures that parents and carers are clearly informed in advance when non-statutory sex education content is due to be taught. This communication is provided through whole-school and class-based channels such as ClassDojo messages, newsletters, curriculum overviews, and, where appropriate, specific letters or emails outlining the content and its purpose. This advance notice allows parents to make informed decisions and to engage in discussion with the school if they wish.

Any requests for withdrawal will be considered on an individual basis and in partnership with the headteacher, who will discuss the request with the parent or carer to ensure they are fully informed about the curriculum and the implications of withdrawal. The school will also outline the arrangements for pupils who are withdrawn from these sessions.

9. Equality and Inclusion

All PSHE teaching complies with the **Equality Act 2010**.

Teaching:

- does not discriminate against any protected characteristics
- promotes respect for difference
- supports all pupils to feel safe, valued and included

10. Monitoring, Review and Governance

The governing body is responsible for ensuring:

- this policy reflects statutory requirements
- PSHE teaching is well-resourced and monitored

The policy will be reviewed:

- at least every **three years**
- or sooner if statutory guidance change

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...	How Jigsaw provides the solution
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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the Puzzles</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. • 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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • 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 in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Internet safety and harm	<p><i>In line with updated guidance, online safety education also includes:</i></p> <ul style="list-style-type: none"> • online financial harms (scams, fraud, gaming monetisation) • age restrictions and their purpose • privacy, consent and personal data • risks linked to AI-generated content and manipulated images • harmful online influences and misogynistic narratives 	

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
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 do, the problems can be resolved if the right support is made available, especially if accessed early enough. • change, loss and bereavement • loneliness and isolation • recognising when to seek adult support 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference
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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • 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. 	
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 in lessons within the Puzzles</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 in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<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 in lessons within the Puzzles</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 in lessons within the Puzzles</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 in lessons within the Puzzles</p>

		<ul style="list-style-type: none">• Changing Me• Healthy Me
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Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education