



Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy

Name of school	St Barnabas CE First and Middle School
Date of policy	September 2026
Member of staff responsible	Louise Reeder
Review date	September 2027

As a Christian school our vision is that all children will know that everyone is loved by God. We are passionate about ensuring that every pupil has every opportunity to be the best that they can be.

We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. 'Let all that you do be done in love' encourages us to have a lifelong love of learning so we flourish as human beings.

Our Christian Values

Our school values underpin all that we do. These values are found in all our classrooms and in key areas around our school. We celebrate these values in collective worship and they are integral part of our vocabulary.

These values are:

Respect, Love, Generosity, Thankfulness, Honesty and Courage

'Let all that you do be done in love' – 1 Corinthians Ch.16 vs.14

PSHE

At St Barnabas CE First & Middle School, we teach Personal, Social, Health Education (PSHE) to underpin children's development as people and because we believe that this also supports their learning capacity. We 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.

PSHE is the umbrella curriculum through which the school delivers statutory Relationships Education and Health Education, alongside additional personal, social and economic education and, where specified in this policy, Sex Education beyond the National Curriculum for Science.

Our intention is that pupils at St Barnabas can explore a wider range of people of different backgrounds, beliefs and abilities. When children leave St Barnabas, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a responsible global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life.

RSHE

Our Relationships, Sex and Health Education (RSHE) enables our children to learn how to be safe and to understand and develop healthy relationships, both now and in their future lives.

RSHE is an important part of the school's safeguarding and pastoral provision. Through an age-appropriate and carefully sequenced curriculum, pupils are taught how to stay safe, develop healthy and respectful relationships, recognise inappropriate or unsafe behaviours, and seek support when needed. This includes learning about online safety, consent, respectful language, peer-on-peer abuse, bullying, discrimination and emotional wellbeing.

Definition

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Aims of PSHE and RSHE

The aims of PSHE and RSHE at St Barnabas are to:

- promote pupils' wellbeing and safety
- develop respectful and healthy relationships
- support pupils' physical and mental health
- prepare pupils for life in modern Britain
- teach pupils to stay safe online and offline
- promote inclusion, equality and respect
- support pupils to become responsible and active citizens

The aims of relationships and sex education (RSHE) are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- You may also want to outline how RSE relates to your school's ethos and values.

Our PSHE policy is informed by existing DfE guidance:

- DfE RSHE statutory guidance – July 2025, for introduction September 2026
- KCSIE 2026
- Equality Act 2010
- Children and Social Work Act 2017
- Education Act 1996
- SEND Code of Practice
- Working Together to Safeguard Children

Statutory requirements

As a primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are expected to offer all pupils a curriculum in line with the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum. In teaching RSHE, the school is required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996

Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

This policy is based on the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, under sections 34 and 35 of the Children and Social Work Act 2017, and the most recent Department for Education statutory guidance plus 2026 safeguarding-informed RSHE practice.

Policy development

This policy has been developed in consultation with all members of our school community. The consultation and policy development process involved the following steps:

Curriculum

Our RSHE curriculum is set out as stated in the implementation section but we may need to adapt it as and when necessary. Knowledge maps can also be found on our school website.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

The DfE's 2026 guidance specifically states that school should explain:

- how teachers answer questions about sex education that the school **does not teach**
- and how questions are handled for pupils who have been withdrawn

Staff will:

1. acknowledge the question;
2. consider whether it is appropriate to answer within the lesson;
3. give an age-appropriate factual response where appropriate;
4. avoid introducing content beyond the school's planned curriculum;
5. refer questions outside the curriculum to the PSHE/RSHE lead or DSL where appropriate;
6. follow safeguarding procedures if the question raises a concern.

Implementation

St Barnabas uses a scheme called The Jigsaw Programme for PSHE lessons. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

The whole-school approach 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.

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

At St Barnabas, we allocate 30 minutes PSHE each week in EYFS and KS1 and 1 hour in KS2 and KS3, 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 and collective worship, praise and reward system, learning charter, child- to-child, adult-to-child and adult to adult relationships across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

It is important to note that, wherever possible, class teachers deliver weekly PSHE lessons to their own classes. This is to ensure that children are with their most familiar adult when exploring personal lessons.

Online safety

Pupils will also be taught how to stay safe online, including understanding privacy, consent, healthy online relationships, appropriate communication, cyberbullying, misinformation, online exploitation and how to report concerns. These PSHE lessons will support learning in Computing.

The 2026 DfE guidance has expanded coverage and specifically expects primary pupils to understand things such as:

- online gaming risks
- monetisation
- scams and fraud
- gaming addiction
- critically evaluating online information
- social media/apps
- personal data
- privacy and consent
- how information is selected and targeted
- reporting online concerns.

It also states that children should know the **minimum age for joining social media sites, currently 13.**

Computing also supports online safety.

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.

The 2026 DfE guidance has become considerably more specific.

Pupils should now learn about:

- different family structures
- loneliness
- repairing friendships
- assertiveness versus controlling behaviour
- respecting your own needs as well as others'
- stereotypes and challenging them
- bullying and the role of bystanders
- recognising emotional, physical and sexual abuse
- reporting concerns and continuing to seek help until they are heard
- harmful online contact
- people pretending to be someone else online
- social media age restrictions
- privacy/location settings
- the permanence of online material
- inappropriate online content.

Respectful Behaviour and Relationships

St Barnabas promotes a culture of respect, kindness and inclusion. Through RSHE, pupils are taught the importance of respectful language, positive behaviour and healthy boundaries.

Teaching includes:

- understanding consent and personal space
- recognising inappropriate behaviour
- respectful communication

- challenging stereotypes and prejudice
- understanding the impact of harmful language
- developing empathy and emotional understanding

The school takes all reports of harmful, abusive or discriminatory behaviour seriously and responds in line with safeguarding and behaviour procedures.

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 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.

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 2026 DfE guidance has expanded and clarified the expected content. This is outlined below:

Physical health

- benefits of physical activity
- risks of inactivity
- seeking help about health

Healthy eating

- healthy diet
- calories/nutritional content
- healthy relationship with food
- planning/preparing healthy meals
- poor diet and risks such as tooth decay and obesity.

Drugs, alcohol, tobacco and vaping

- smoking
- vaping

- alcohol
- illegal drugs
- nicotine addiction
- **nicotine pouches.**

Health protection/prevention

- sun safety and skin cancer
- sleep and recommended sleep
- screens in bedrooms
- dental health
- fluoride toothpaste
- cleaning between teeth
- dentist visits
- germs/bacteria/viruses
- handwashing
- vaccination and immunisation.

Personal safety

- hazards/fire
- road safety
- railway safety
- level crossings
- water safety/water safety code.

First aid

- making an effective emergency call
- reporting an incident rather than filming it
- basic first aid
- common injuries and ailments
- **head injuries.**

Developing bodies

- human lifecycle
- puberty
- correct names for body parts

- **penis, vulva, vagina, testicles, scrotum and nipples**
- body privacy
- boundaries
- menstrual cycle
- physical and emotional changes
- understanding that menstruation can begin from around age 8.

Menstruation/period provision

Whilst teaching about puberty and menstruation, sensitive arrangements to help pupils manage menstruation are also included, specifically access to period products.

The school ensures that pupils who menstruate can access appropriate menstrual products and support discreetly and without embarrassment.

Sex Education

The DfE Guidance 2019 (p.23) recommended that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

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 St Barnabas, we believe children should understand the facts about human reproduction before they leave primary school so sex education is taught in the context of healthy relationships, human development and reproduction, in an age-appropriate manner consistent with statutory guidance and the school's Christian ethos.

We intend to teach this as part of the Changing Me Puzzle.

Parents' Access to PSHE materials

Parents/ carers can access PSHE resources used by teachers each year. Access codes are shared with parents/ carers before the end of each academic year so they can look at the resources that will be used in their child's next class year.

The PSHE Lead will survey parents/ carer views regularly. For example, in June 2026, feedback included: 100% parents agree that all areas of the RSE curriculum are important or very important. 100% parents are comfortable with school delivering RSE. 100% parents indicated it is important that RSE reflects the diversity of families and communities. However 36% of parents stated they had not received information about RSE at our school. All parents stated they were most happy with website/ letter/ curriculum documents for sharing information as opposed to face-to-face workshops. This policy, as well as the resources above, have been emailed to all parents/ carers (draft, waiting to be ratified by Governors).

Parents' Right to Request Withdrawal from Sex Education

Parents have the right to request that their child is withdrawn from some or all sex education taught by the school beyond the National Curriculum for Science. The Headteacher will normally discuss the request with parents/carers to clarify the content and purpose of the teaching and to support an informed decision; however, this discussion does not affect the parent's right to withdraw.

Where a pupil is withdrawn, the school will provide appropriate and purposeful education during the period of withdrawal.

Content	Statutory?	Withdrawal?
PSHE/ RSHE - Relationships Education	YES	NO
PSHE/ RSHE - Health Education	YES	NO
Science – reproduction/puberty	YES	NO
PSHE/ RSHE - Sex education beyond Science	School choice	YES

The DfE explicitly says there is no right to withdraw from Relationships or Health Education or science content, including puberty/sexual reproduction.

Inclusive Practice and SEND

St Barnabas is committed to ensuring that PSHE and RSHE are accessible to all pupils, including those with SEND and additional vulnerabilities.

Teaching will be adapted appropriately to meet pupils' age, developmental stage, communication needs and learning profile. Staff will use a range of strategies including visual supports, repetition, scaffolding, pre-teaching of vocabulary and differentiated activities to ensure all pupils can access learning safely and meaningfully.

Some pupils may require additional support to understand:

- personal boundaries
- consent
- online safety
- friendships and relationships
- emotional regulation
- appropriate and inappropriate behaviours

All teachers have also received targeted training on how to support neurodiverse children when learning about RSE.

The school recognises that pupils with SEND may be more vulnerable to bullying, exploitation and abuse and therefore RSHE forms an important part of safeguarding provision.

Pastoral and Trauma-Informed Approach

The school recognises that pupils may have different life experiences and varying levels of emotional understanding. RSE will therefore be delivered in a supportive, sensitive and developmentally appropriate manner.

Staff will create safe learning environments where pupils feel respected, listened to and able to ask questions appropriately. Teaching will be mindful of pupils who may have experienced adversity, trauma, bereavement or family change.

Safeguarding and Confidentiality

Teachers cannot offer complete confidentiality to pupils. Any disclosures or concerns relating to safeguarding, abuse, exploitation or harm will be managed in accordance with the school's safeguarding and child protection procedures.

Staff delivering PSHE/RSE receive appropriate safeguarding training and understand their responsibilities in responding to disclosures or concerns raised during lessons.

Staff Training and Safeguarding Responsibilities

Staff delivering RSHE receive appropriate training and support to ensure teaching is accurate, age-appropriate, inclusive and sensitive to the needs of pupils.

All staff understand their safeguarding responsibilities and are aware that disclosures or concerns may arise during RSHE lessons. Any safeguarding concerns will be managed in accordance with the school's Child Protection and Safeguarding Policy.

Equality, Inclusion and Respect

At St Barnabas, we are committed to promoting equality, inclusion and respect for all members of our school community. In line with our Christian vision and values, we aim to create a safe, welcoming and inclusive environment in which every child is valued and encouraged to flourish.

We recognise and celebrate diversity and are committed to ensuring equality of opportunity for all, regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership. We do not tolerate discrimination, bullying, prejudice or harassment of any kind and will respond appropriately to any incidents in accordance with our Behaviour, Anti-Bullying and Safeguarding policies.

In accordance with the Equality Act 2010 and current Department for Education statutory guidance, teaching within PSHE and RSHE will promote respect, kindness, dignity and understanding. Pupils will learn about different families, friendships, relationships and communities in an age-appropriate and inclusive way. This teaching is integrated throughout the curriculum and reflects the diverse society in which we live.

The school recognises that children and families may hold a range of religious and personal beliefs and values. We are committed to working in partnership with parents and carers and to delivering

RSHE sensitively, respectfully and in a manner that reflects both the school's Christian ethos and statutory responsibilities.

Teaching and resources will be age-appropriate, carefully selected and adapted to meet the needs of all pupils, including those with SEND and additional vulnerabilities. Staff will ensure that all pupils feel safe, respected and able to participate in learning.

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.

When teaching their pupils about LGBT, 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."

Further information about how LGBT+ relationships and families are included within the Jigsaw PSHE Programme can be found in the documents listed below. These can be found on our school website.

This policy will inform the school's Equalities Plan.

The 2026 DfE guidance now contains more detailed requirements concerning:

- biological sex
- gender reassignment
- the Equality Act
- respectful treatment
- avoiding stereotypes
- not presenting contested views as established fact.

Monitoring and Review

The LAB monitors this policy on an annual basis. The PSHE lead monitors the implementation of PSHE through quality assurance activities. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. Monitoring can also include:

Curriculum coverage

The PSHE lead will annually audit the curriculum against the DfE statutory content.

Pupil outcomes

Assessment will consider pupils' acquisition of knowledge, vocabulary and practical skills rather than simply completion of lessons.

Impact

The school will use pupil voice, safeguarding information and behaviour/wellbeing trends to identify areas requiring additional curriculum emphasis.

Monitoring may include learning walks, planning scrutiny, staff feedback and review of safeguarding trends or emerging local/national issues.

Jigsaw PSHE Supplementary Documents

The following documents are available to view on our school website:

- Jigsaw PSHE 3-11 Knowledge and Skills Progression Map
- Jigsaw PSHE 3-11 PSHE RSHE Map
- PSHE Knowledge Content Snapshot Overview