



PSHE (Personal, Social and Health Education) Policy



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Contents:

[Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibility](#)
3. [PHSE content](#)
4. [Relationship education](#)
5. [Health Education](#)
6. [Sex Education](#)
7. [Parents rights to excuse their child from sex education](#)
8. [Monitor and review](#)
9. [Equality and accessibility](#)
10. [Safeguarding](#)
11. [Equality](#)



Statement of intent

Dovecote School believes that a strong PSHE education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community.

The vision for students, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'
- DfE (2022) 'Personal, social, health and economic (PSHE) education'
- DfE (2021) DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2025) 'Keeping children safe in education 2025' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The CEO 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:

- The headteacher is responsible for:
- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.



- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

The PSHE coordinator is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

3. PSHE Content

At Dovecote 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.

Aims and structure of the PSHE curriculum

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Sex and relationship education (SRE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key



stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

- Primary Relationships and Health Education Policy.
- Secondary Relationships, Sex and Health Education (RSHE) Policy.

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, Life skills, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

Curriculum organisation

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and services
- School ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks
- Residential trips



The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

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. The overview of the programme can be seen on the school website.

Through these subjects, we want to support all young people to be happy, healthy and safe. We want to equip them for adult life and to make a positive contribution to society.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

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
Autumn 1:	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.



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 Sex Education in the context of coping positively with change

At Dovecote School we allocate a formal timetabled PSHE session and 5 well-being sessions each week 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, social interaction opportunities, external trips, Learning Charter, 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.

4. 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



integrated approach ensures the learning is reinforced through the year and across the curriculum.

5. 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 using 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.

6. 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) but it is however up to the school to determine what is meant by 'Sex Education' and is usually agreed to mean 'human reproduction'. Relationship education is introduced at primary school to put in place the building blocks needed for positive and safe relationships of all kinds.

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 Dovecote School, we believe children should understand the facts about human reproduction when students are emotionally ready and will be delivered accordingly.



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

From September 2020, Relationship and Health education is compulsory in all primary schools. Relationships and Sex Education (RSE) is also compulsory for all students receiving secondary 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

At Dovecote 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 3 (Conception, birth)

“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. However, there is no right to withdraw from Relationship education at primary and secondary level.

At Dovecote School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit), and we conclude from the DfE (Department for Education) Guidance that sex education refers to Human Reproduction. To teach this in a scientific context and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our science curriculum and be supported within PSHE as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact the head of curriculum for your child.

For the upper school we have a combined programme from PSHE Association and Unifrog. They are both linked, and they also link with Careers (Unifrog). Please see Association Programme of study and education planning framework. For SEND.

8. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.



The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

9. Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

10 Monitoring and Review

The Curriculum team, SLG and Headteacher monitor this policy on an annual basis.

Policy Review



This policy is reviewed annually.

Jigsaw PSHE supplementary documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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"> • R1 that families are important for children growing up because they can give love, security, and stability. • R2 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. • R3 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. • R4 that stable, caring relationships, which may be of several types, are at the heart of happy families, and are important for children's security as they grow up. • R5 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). 	<p>All 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

	<ul style="list-style-type: none"> • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have difficulties, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are quite different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about several types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	

	<ul style="list-style-type: none"> • R18 what a stereotype is, and how stereotypes can be unfair, negative, or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers, and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content, and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g., family, school and/or other sources. 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • 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. 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"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is especially important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • H9 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). • H10 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. 	
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 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. • H13 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. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. 	<p>All these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • H19 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. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 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 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"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient decent quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All 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"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first aid, for example dealing with common injuries, including head injuries. 	<p>All 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"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

End of Guidance Appendix