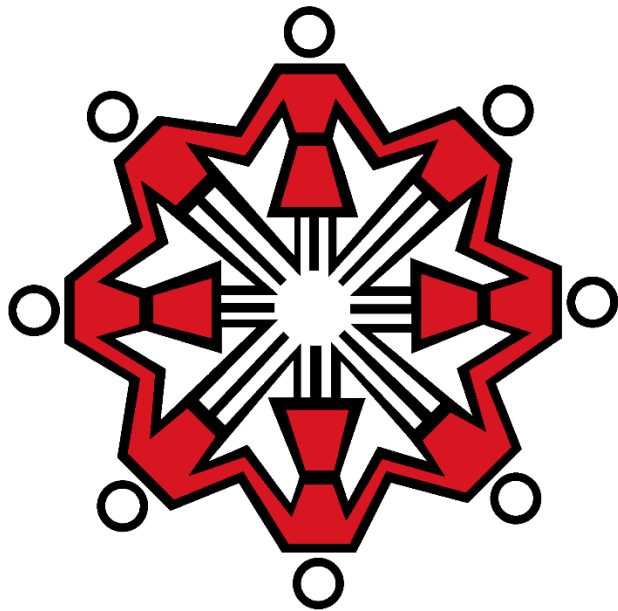


ST BENEDICT'S PRIMARY SCHOOL



Personal, Social and Health and Economic (PSHE) Education Policy (includes RSE)

September 2026

Introduction

St. Benedict's Primary School is a Rights Respecting School and the United Nations Convention on the Rights of the Child is at the heart of everything we do.

“Enjoying our rights and fulfilling our dreams”

We believe that by understanding their own rights, children learn to respect and value the rights of others.

We aim for our children to be:

- Ambitious-To have a strong desire to achieve
- Resilient- To have the ability to withstand and bounce back from difficult life events
- Respectful- To behave in a way that shows you care about your own rights and the rights of others, the local and global community and environment.

The following articles underline our Aims;

Article 3 "The best interests of the child must be a top priority in all our actions."

Article 29 "Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment."

Article 24 "Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy."

Part 1: Intent

What is our vision for PSHE?

Personal, Social, Health and Economic (PSHE) education at St Benedict's Primary School enables children to become healthy, independent and responsible members of society. We encourage pupils to play a positive role within the school and wider community, developing their confidence and sense of self-worth.

As a Rights Respecting School, our approach is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). Children and adults work together to understand and uphold rights within our school, community and the wider world. Through this, pupils learn to respect and value both their own rights and the rights of others.

Our PSHE curriculum aims to support pupils to:

- become respectful, rights-aware citizens
- develop confidence, resilience and self-esteem
- make informed choices about personal and social issues
- understand fairness, equality and the needs of others
- take responsibility within the school community
- build positive and healthy relationships
- express their views, ask questions and engage with issues that affect them

Part 2 Implementation

How do we organise and deliver our PSHE Curriculum?

We use a range of teaching and learning styles:

- We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.
- We encourage the children to take part in a range of practical activities that promote active citizenship, such as fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.
- We run a School Council, Peer mediators and Eco Committee to give pupils a voice and democratic role in how our school operates.
- Teaching staff and children democratically agree on codes of behaviour that they expect for the school environment they work within. The school has a consistent approach through our 'Rights Respecting' programme. At the beginning of the school year, children are involved in developing their classroom charter. Charters are drawn up in consultation between children and adults and identify the rights that are most relevant to that situation together with the ways in which adults and children will act in order to ensure that these rights are respected.

“Creating a charter is a way of making the rights of the child real and meaningful to children. The process of developing the class charter can serve to unite the class. It develops a sense of ownership of the classroom and learning. Once developed the charter becomes a point of reference for the class and once signed by both teacher and students it signifies a shared activity and acts as the ‘social glue’ which binds everyone together.”

- We regularly organise trips and visits to develop pupils' knowledge of the wider world.
- We run a range of after-school and lunchtime clubs to enable children the opportunity to belong to a range of wider social groups. We use after school clubs to meet children's needs and special abilities, their self-esteem and to develop good relationships with others.
- Each week we take part in Picture News where children are able to vote on current topics and learn how to be democratic, respectful and tolerant of others and their opinions.
- We offer children the opportunity to hear visiting speakers (often during Health Week and road safety week) such as health workers, police officers and representatives from the local community. The professionals whom we invite into school talk about their role in society and role model a positive and supportive local community and enhance children's knowledge of the wider community.

What do we teach, when and who teaches it?

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 St Benedict's Primary School, we allocate 30/40 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways: Assemblies, praise, 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.

Relationships Education

In line with DfE statutory guidance, pupils are taught the key elements of Relationships Education by the end of primary school. These include: families and people who care for me, caring friendships, respectful relationships, online relationships, and being safe.

The expected outcomes for each of these areas are detailed elsewhere in this policy. How these requirements are met through our curriculum is clearly set out in the Jigsaw mapping document: Jigsaw 3–11 and Statutory Relationships and Health Education.

While the 'Relationships' unit within the Jigsaw programme delivers a significant proportion of the statutory Relationships Education curriculum, learning is embedded across all units. For example, the 'Celebrating Difference' unit supports pupils in understanding and respecting diversity, including the fact that families may take many forms, all of which provide care and support for children.

This whole-school, spiral approach ensures that key concepts are revisited and deepened over time, allowing pupils to develop a secure understanding of relationships, respect and safety across the curriculum.

Health Education

In line with DfE statutory guidance, pupils are taught about the key areas of Health Education by the end of primary school, including: 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 areas are detailed elsewhere in this policy. The way in which these requirements are met through our curriculum is set out in the Jigsaw mapping document: Jigsaw 3–11 and Statutory Relationships and Health Education.

While the 'Healthy Me' unit within the Jigsaw programme delivers a significant proportion of the statutory Health Education curriculum, learning is embedded across all units. For example:

- emotional wellbeing is supported in every lesson through Calm Me time
- social and communication skills are developed through Connect Us activities
- respect and shared values are reinforced through the Jigsaw Charter

This whole-school approach ensures that learning is revisited and developed over time.

Teaching about puberty is a statutory requirement within the Changing Adolescent Body strand of Health Education. Within the Jigsaw programme, this is delivered through the 'Changing Me' unit, ensuring that pupils are prepared for the physical and emotional changes they will experience.

The Jigsaw mapping document demonstrates how this progressive, spiral curriculum meets all statutory requirements.

Sex Education

Sex education is not compulsory in primary schools. However, the Department for Education recommends that schools provide a sex education programme tailored to the age and maturity of pupils, particularly in Years 5 and 6.

The National Curriculum for Science includes content related to:

- the main external body parts
- changes as the human body grows from birth to old age (including puberty)
- reproduction in some plants and animals

Schools may also teach aspects of human reproduction through the Science curriculum.

At St Benedict's Primary School:

- Puberty is taught as a statutory requirement of Health Education, delivered through the Jigsaw PSHE Programme within the 'Changing Me' unit
- Human reproduction is taught through the Science curriculum, to ensure it is presented in a clear, factual and scientific context

In line with DfE guidance, sex education beyond the statutory requirements is not taught as part of the PSHE curriculum.

Therefore, the following Jigsaw lessons are not delivered:

- Age 8–9: Piece 2 – "Having a Baby" (an alternative lesson is used)
- Age 9–10: Piece 4 – "Conception"
- Age 10–11: Piece 3 – "Babies: Conception to Birth"

We will consult with parents regarding the content of any non-statutory elements of sex education.

Parents have the right to request that their child be withdrawn from non-statutory sex education. Requests should be discussed with the Headteacher.

Equality and Inclusion

The PSHE curriculum promotes respect for all and reflects the principles of the Equality Act 2010.

In line with the statutory Relationships and Health Education guidance (2026), pupils are taught to understand and respect differences, recognise and challenge discrimination, and develop inclusive attitudes. Teaching reflects the Equality Act 2010 and is embedded across the PSHE curriculum and wider school life, ensuring that equality and respect are understood, promoted and lived by all members of the school community.

As a Gold Rights Respecting School, the principles of equality, participation, dignity and respect underpin all aspects of school life. These values are not only taught explicitly through the PSHE curriculum, but are embedded and lived across the school.

Pupils learn about equality, rights and respect through:

- weekly assemblies, including safeguarding and news assemblies
- explicit teaching within PSHE lessons
- daily interactions and the wider school ethos

The Equality Act and the protected characteristics are reinforced through regular discussion, reflection and opportunities for pupil voice. Pupils are supported to understand diversity, challenge discrimination and develop as respectful, informed members of society.

Managing Questions and Confidentiality

Pupils are encouraged to engage in discussion in a safe and respectful environment. Discussions are handled sensitively and appropriately, taking account of pupils' age, development and individual needs.

Clear expectations are established through the Jigsaw Charter and code of conduct, which promote respectful listening, participation and mutual understanding.

Pupils are made aware that information cannot always be kept confidential and that safeguarding concerns must be shared with the Designated Safeguarding Lead (DSL), in line with the school's safeguarding procedures.`

Part 3: Impact

How do we know that our PSHE Curriculum is successful?

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The impact of the PSHE curriculum is measured through a range of monitoring and evaluation activities, ensuring that it is effectively supporting pupils' personal development, wellbeing and readiness for the next stage of education.

Evidence is gathered through:

- pupil voice and discussions
- staff feedback
- monitoring activities, including learning walks and book scrutiny
- observations of pupils' behaviour, attitudes and relationships
- safeguarding awareness and understanding

Through this, we ensure that pupils are developing:

- confidence and self-awareness
- respect for themselves and others
- the ability to build and maintain positive relationships
- the knowledge and skills to stay safe and healthy

Monitoring

The PSHE subject leader is responsible for:

- Monitoring the standard of the children's work and the quality of teaching and learning in PSHE
- Reviewing and contributing to teacher's planning to ensure full coverage of the National Curriculum through the topic units taught.
- Supporting colleagues in the planning, teaching and assessment of PSHE
- Informing colleagues about current developments in the subject, providing advice and maintaining the availability of resources

Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan.

Monitoring of the subject will take part termly and will involve:

- Planning and book scrutiny
- Interviews with pupils
- Conversations with staff
- Learning walks

Roles and Responsibilities

Governors approve the policy, ensure statutory requirements are met, and hold leaders to account.

The Headteacher and senior leaders ensure PSHE is delivered effectively, meets statutory guidance, and is embedded across the school.

The PSHE Lead oversees the curriculum, monitors its effectiveness, and supports staff with planning and resources.

Staff deliver PSHE sensitively, model respectful behaviour, and respond appropriately to pupils' needs and safeguarding concerns.

Pupils engage in learning, follow the Jigsaw Charter, and respect others to contribute to a safe and inclusive school.

Reviewed annually