



Meadows First School

PSHE (Personal, Social, Health Education) Policy including Relationships and Health Education

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Vision Statement

At Meadows First School we work in partnership with parents to ensure each child plays their full part in the school community. We are committed to the arts as we believe that it enhances and enriches all areas of learning, it embeds within our 5 principles of the Meadows curriculum.

Introduction

Personal, social, health and economic education promotes pupil's personal, social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy, engaged and independent lives. Our curriculum starts with the holistic child, acknowledging their unique needs, and aims to inspire a love of learning, as well as equip children with the skills and knowledge necessary for the next stage of their learning journey. We want our children to have no ceiling in their aspirations and empower them to take ownership of their own learning (Meadows Mouse). As a Rights Respecting School, we want pupils to be fully prepared as global citizens for life in the modern world, and feel empowered to make a difference as to the world in which they live. Our curriculum embeds the values of our Wellbeing Wheel so that children are supported to become resilient, confident and respectful; we firmly believe that a healthy mind and body coupled with strong positive relationships will impact on learning. We also acknowledge that the environment in which children learn has the potential to transform the way pupils learn; at the same time giving powerful messages about school's high expectations, values and beliefs. At Meadows, we strive for very high standards ensuring pupils achieve the best possible outcomes. Our school motto is "Caring, sharing, preparing for life". The teaching of PSHE supports many of these principles in addition to those of Safeguarding. (See Safeguarding Policy.)

Intent

With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – children will learn.

The governing body and Head Teacher have consulted with parents/carers, staff, pupils and members of the wider community in order to develop this policy which has the following aims:

- develop confidences and responsibilities and make the most of their abilities.
- prepare to play a positive and active role as citizens.
- develop a healthy, safe lifestyle with the ability to make appropriate risk assessments.
- develop good relationships and respect and celebrate the differences between people.
- understand some basic principles of finances.
- make a positive contribution to the life of the school

RSE:

- To provide the knowledge and information to which all pupils are entitled
- To raise pupils' self esteem and confidence, especially in their relationships with others
- To help pupils to develop skills (language, decision making, risk assessment, assertiveness) and to make the most of their abilities
- To develop pupils' understanding of the importance of a healthier, safer lifestyle
- To develop pupils' understanding of pressure from peers and the media, and their ability to resist these
- To provide a description of how Relationships Education is delivered, monitored and evaluated in the school

- To help pupils learn to respect and care for their bodies
- To help pupils learn how to gain access to information and support

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

At Meadows we teach PSHE and RSE through our adapted PSHE curriculum incorporating elements of the jigsaw programme. We have adapted this programme to ensure it meets the needs of our learners and matches our ethos. It also links closely with our wellbeing wheel with each topic based around one of the areas of the wheel. This adapted 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. Our programme has also been adapted to ensure it meets the updated statutory guidance for relationships, sex and health education guidance September 2026. This includes a stronger focus on online safety, wellbeing, accurate terminology of body parts and ad introduce of personal safety around water, roads and railways. There's also greater emphasis on helping children understand change and loss, including bereavement, and on developing communication skills, assertiveness, and the confidence to express personal needs and boundaries.

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.

Statutory Relationships and Health Education (Updated 2026)

Here, at Meadows First School 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.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we have adapted the Jigsaw programme to ensure it matches our meadows ethos. The mapping document statutory Relationships and Health Education, shows exactly how we as a school meet the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

What do we teach when and who teaches it?

Whole-school approach

Our PSHE curriculum for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Unique Me	Includes understanding my own identity and how I fit well in the class, school and global community. Class charters
Autumn 2:	Unique Me	Celebrating differences and what makes use all unique. Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Clever Me	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:	Active me and safe me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Friendly Me	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Unique Me	Includes Relationships and Sex Education in the context of coping positively with change, safety



These aspects link to our wellbeing wheel:

Class teachers deliver the weekly lessons to their own classes.

We have adapted some of the units to include other aspects that are important to cover. These include: money, being safe in the sun, NSPCC PANTS, water safety and first aid.

In addition, teachers will aim to set aside time in class to discuss matters arising from School, Eco Council, Safe me crew, Active me crew meetings, and also to feedback from Digital Leaders when necessary. Each week assemblies are also planned that link to key issues arising and also link to the Rights Respecting.

Citizenship is an important part of PSHE. The jigsaw scheme includes elements such as rights and responsibilities, gender diversity, stereotypes about gender, different types of families, celebrating differences in everyone, being a school citizen.

There are wider Opportunities for personal and social development at school. These include:-

- The development of each child's ability to work as part of a team, become active within the school community and recognise the qualities of good citizenship.
- Consideration of the needs of every child with regard to their race, culture, language and faith.
- Planning class visits and trips which widen children's experiences beyond the immediate local environment.
- Coming together as a school, during assemblies, to celebrate academic and personal achievements.
- Planning events which encourage the school to work together for example: Christmas performances, Buddy Reading, Summer Fair

We seek to promote a healthy lifestyle and self confidence for our community by:

- The provision of a range of after school clubs eg football, choir, lego, dance, ICT, Art and homework which help foster a healthy lifestyle and encourage children to explore individual talents.
- Providing opportunities in school for children to learn a musical instrument.
- Promoting walking to school.
- Virtual sports challenges eg skipping challenges
- Healthy eating promotions during the year and posters encouraging a healthy diet in the school hall.
- Attention to the needs of SEND/EAL children.
- Flat Stanley – day focused on teaching the children key first aid skills.

We seek the involvement of the whole school community through:-

- Encouraging parents/ carers to support trips or whole school events.
- Weekly newsletters sent to parents/ carers.
- Half termly class newsletters
- Website regularly updated
- Parent information sessions eg autism awareness training
- The Home/ School agreement.
- The Friends of Meadows group.

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 teaching of RSHE is preventative education.

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', '

It is important to explain that whilst the Active me and safe me unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the programme e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson too in a connect us activity.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance. This is taught at the feeder middle school in year 5 and 6. At Meadows we focus on relationships.

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. We believe that an 'uninformed child is a vulnerable child'.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Implementation

Pupils should be taught about the nature and importance of positive relationships as part of family life when bringing up children. As part of their education about human rights, pupils will be taught to recognise their own rights using the UNICEF Rights of the Child. They will be taught to respect and uphold the rights of others.

Relationships Education is taught within the PSHE programme at Key Stages 1 and 2. We use the jigsaw scheme which covers relationships education. Some biological aspects of RSE are taught within the science curriculum and some moral aspects are taught within RE. The progression of skills has been carefully developed in liaison with Middle School colleagues and therefore some aspects of the relationship education have been adapted slightly. For example, at Meadows first school we focus on relationships and the middle school then teach the sexual education aspect. We have also added in our own lessons such as the PANTS NSPCC topic.

The teaching of RSE will encourage students to:

- Value and respect themselves
- Value and respect others
- Value healthy relationships
- Value and respect differences in people
- Value stable and loving relationships

The personal beliefs and attitudes of teachers will not influence the teaching of RSE in this school.

Withdrawal of Students from RSE and Complaints Procedure

The school includes information on RSE on the School website and full details are available on request.

Parents have a legal right to withdraw their child from RSE. Any parent wishing to withdraw their child is encouraged to make an appointment with the class teacher or the Head Teacher to discuss

the matter. Students cannot be withdrawn from any part of RSE which falls within the statutory National Curriculum Science orders.

Any complaints about the content or delivery of RSE should be addressed to the Head Teacher.

Monitoring and Review

The Coordinator will carry out a programme of monitoring PSHE across the school

Equality

This policy will inform the school's Equalities Plan.

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..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), 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".

PSHE follows the Equal Opportunities Policy of Meadows First School. Facilities are in place via SEND team to provide additional support to children who need it. In addition, some pupils are supported by The Hive and, where appropriate, follow related units of work in a smaller group setting.

At Meadows we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Assessment and Record Keeping

Classes keep a sample of work from each topic. This could be a written piece or a digital photo to provide ongoing records of achievement and provide standard files.

Teachers assess children by making informal judgements as they observe them during lessons.

Displaying children's work well also plays a positive part in the appraisal of the PSHE work in the school; this gives it value and reminds the children what has been achieved and enables them to share and talk about their work with others. As a form of real assessment, this gives the class teacher opportunities to focus on the different ways the children may have responded to the theme or starting point. Thus, the public display of PSHE including Rights Respecting Schools activities and British Values in each year group is much more than just a way of making the school look attractive; it also demonstrates and enhances the ethos and core values throughout the school.

Responsibilities

The PSHE Co-ordinator is responsible for:

- Monitoring the teaching and learning of PSHE and RSE.

- Overseeing and implementing the policy.
- Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- Attending INSET and providing staff with appropriate feedback.
- Keeping up to date with government guidance.

This policy links to the following policies:

- E-safety
- Drugs Education Policy
- Anti bullying
- Equal Opportunities
- Mental Health and Wellbeing
- Positive behaviour
- RSE policy

Policy Review

This policy is reviewed annually.



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 particular 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 different 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). • 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 	<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

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 ups and downs, 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Relationships
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very 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 different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • 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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
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. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships

	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 of 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 very 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. • 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). 	<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

	<ul style="list-style-type: none"> • 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 of 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. • 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. 	<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"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • 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). 	<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 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
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 good 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 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"> • 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 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"> • 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>These are taught at the feeder middle school.</p>

End of Guidance Appendix