



Winshill Village Primary and Nursery School

**Approach to the teaching of Relationships and
Health Education
(Including Personal, Social, Health and
Economic Education).**



September 2026

Review: September 2027

Winshill Village Primary and Nursery School
Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and
Economic Education).

Contents

Statement of Intent

1. Legal framework
2. Roles and responsibilities
3. Organisation of the curriculum
4. Consultation with parents
5. Delivery of the curriculum
6. Equality and accessibility
7. Curriculum links
8. Withdrawing from the subjects
9. Behaviour
10. Staff training
11. Confidentiality
12. Monitoring quality
13. Monitoring and review

Appendices

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

Winshill Village Primary and Nursery School
Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

Statement Of Intent

At Winshill Village Primary and Nursery School, we recognise the importance of preparing pupils for the opportunities, responsibilities and experiences of adult life. Relationships and health education is a statutory part of this provision for all primary-aged pupils, with schools able to decide whether sex education is included. Relationships education provides pupils with the knowledge and skills to make informed choices about their wellbeing, health and relationships, and to develop confidence in their decision-making. Health education gives pupils the understanding they need to manage their physical and mental health effectively.

PSHE is taught across the school as a consistent approach to support children's personal development and enhance their learning capacity. We follow the Jigsaw Programme, a structured scheme of work that ensures progression and coherence in this area. This supports the "Personal Development" and "Behaviour and Attitudes" of our children. It also contributes to safeguarding and equality duties, promotes British Values, and provides opportunities for SMSC (Spiritual, Moral, Social and Cultural) development.

We are committed to delivering a high-quality, age-appropriate and evidence-based relationships and health curriculum. This procedure sets out the framework for its content, organisation and delivery at Winshill Village Primary and Nursery School.

1. Legal Framework

This policy has been developed in line with the following legislation and statutory guidance:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) Science programmes of study: key stages 1 and 2'
- Ofsted Review of Sexual Abuse in Schools and Colleges 2021

This document works in partnership with the following school procedures:

- Behavior Procedure
- Safeguarding Procedure
- Health Safety & Wellbeing Procedure
- Anti-Bullying Procedure
- Equality Information Procedure
- Special Educational Needs and Disabilities Procedure

2. Roles and Responsibilities

Local Governing Body

- Ensure pupils make progress and the curriculum is well led, managed and planned.
- Monitor quality through self-evaluation.
- Ensure teaching is accessible to all, including SEND pupils.
- Provide parents with curriculum information and withdrawal rights.
- Ensure subjects are resourced, staffed and timetabled appropriately.
- Approve, publish and maintain this procedure.

Headteacher (Mrs Howard)

- Implement this procedure.
- Ensure staff training and inform parents.
- Arrange appropriate alternative provision if required.
- Report effectiveness to governors.
- Review the policy annually.

PSHE / RHE Leader (Mrs Brown)

- Oversee delivery and ensure age-appropriate, inclusive provision.
- Resource and support staff.
- Ensure statutory requirements are met.
- Work with subject leaders for curriculum coherence.
- Monitor, evaluate and report to the Headteacher.

Teachers

- Deliver high-quality, inclusive lessons in line with statutory requirements.
- Use varied methods and resources.
- Maintain neutrality and model positive attitudes.
- Safeguard pupils and follow policy requirements.
- Plan, assess and monitor provision.
- Work with SENDCO and subject leader to meet needs and improve quality.

SENDCO

- Advise staff on identifying and supporting individual needs.
- Guide use of Learning Support Assistants.

Winhill Village Primary and Nursery School
Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

3. Organisation of the curriculum

At Winhill Village Primary and Nursery School, PSHE is taught as a whole-school approach to support children's personal development and learning capacity. We use the Jigsaw Programme, which provides a structured and progressive scheme of work, ensuring consistency across the school. An overview of the programme is available on our website.

Statutory Relationships Education and Health Education are fully embedded within our PSHE programme, in line with the DfE's 2019 guidance. These subjects establish the foundations for healthy, respectful relationships, both on and offline, alongside essential knowledge of how to maintain physical and mental health.

Through PSHE, our aim is to help pupils:

- Understand and respect themselves and others.
- Develop the knowledge and skills to keep safe and healthy.
- Build positive relationships and resilience.
- Prepare for life, learning and active participation in society.

We use Jigsaw's sequenced and mindful approach to ensure progression, inclusivity and alignment with statutory requirements.

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

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

Winshill Village Primary and Nursery School
Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

		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

Copyright © 2020 Jigsaw PSHE Ltd

At Winshill Village Primary and Nursery School, we allocate at least 30 minutes each week to the direct teaching of PSHE, ensuring that knowledge and skills are taught in a developmental and age-appropriate way. These lessons are reinforced and embedded across school life through assemblies, praise and reward systems, class Learning Charters, and the positive relationships between pupils and staff. Our aim is to ensure that what is taught in PSHE is actively lived and applied in everyday situations within the school community. Weekly PSHE lessons are delivered by class teachers to their own classes.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Workshops
- Newsletters

4. Consultation with parents

At Winshill Village Primary and Nursery School, we recognise the vital role parents play in supporting their children's understanding of relationships and health, and we value their views in shaping the curriculum. We work in partnership with parents through open communication and consultation. Parents are provided with clear information about:

- The content of the relationships and health curriculum.
- How and when it is delivered in each year group.
- The legal right to withdraw their child from specific elements.
- The resources used to support teaching and learning.

We aim to build strong, positive relationships with parents by offering opportunities to discuss the curriculum, raise concerns, and seek guidance on managing conversations at home. Parents are also consulted during curriculum reviews and are welcome to share their views at any time.

5. Delivery of the curriculum

At Winshill Village Primary and Nursery School, Relationships and Health Education is delivered as part of the PSHE curriculum through the Jigsaw Programme. Lessons are carefully sequenced and age-appropriate, following a consistent structure:

- **Connect Us** – develops social skills, collaboration and positive relationships.
- **Calm Me** – supports emotional regulation and readiness to learn through relaxation techniques.
- **Tell Me / Show Me** – introduces new knowledge, skills or concepts.
- **Let Me Learn** – applies and records learning through varied activities.
- **Help Me Reflect** – encourages reflection on progress, recorded in Jigsaw Journals.

Learning is reinforced through active methods such as circle time, role play, discussion, problem-solving and real-life experiences (e.g. charity fundraising, visitors to school).

In the Early Years Foundation Stage, PSHE links directly to Personal, Social and Emotional Development as a prime area of learning. Jigsaw supports this with structured lessons and ideas for extending learning at school and home.

Teaching reflects statutory requirements, including the Equality Act 2010, and ensures materials are suitable for age, developmental stage, cultural background and SEND needs. Lessons are differentiated appropriately and, where necessary, may be delivered in single-gender groups. Resources (books, videos, games, discussions) are selected with sensitivity and relevance. Teachers create safe, respectful environments where pupils are encouraged to ask questions, share views and engage in open discussion. Sensitive topics are approached with honesty and age-appropriate language, with a focus on reducing stigma and fostering respect for diversity.

Pupil progress is assessed informally through written work, group tasks, discussions and presentations.

6. Equality and accessibility

At Winshill Village Primary and Nursery School we:

- Comply with the Equality Act 2010, ensuring no pupil is discriminated against because of: age, sex, sexual orientation, race, disability, religion/belief, gender reassignment, pregnancy/maternity, or marriage/civil partnership.
- Make reasonable adjustments to ensure the curriculum is accessible and inclusive.
- Ensure pupils with SEND or additional needs fully access relationships and health education, with teaching adapted as necessary.
- Support teachers to adjust planning, resources and delivery to meet individual needs.
- Take proportionate positive action where evidence shows disadvantage linked to a protected characteristic.

7. Curriculum links

At Winshill Village Primary and Nursery School, we seek opportunities to link relationships and health education with other subjects to enhance learning. Key links include:

- **Science** – body parts, human development, and changes through puberty.

Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

- **Computing** – online safety, privacy, responsible use of technology, and where to seek support.
- **PE** – physical activity, sport, and understanding the benefits of exercise for a healthy lifestyle.
- **Citizenship** – the law, responsibilities, and consequences of actions.
- **British Values** – mutual respect, recognising similarities and differences, challenging stereotypes and promoting inclusivity from EYFS onwards.
- **PSHE** – respect, diversity, values and individual characteristics.

8. Withdrawing from the subjects

In line with DfE Guidance (2019, p.17), parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory Relationships and Sex Education (RSE). At Winshill Village Primary and Nursery School, puberty is taught as part of statutory Health Education and covered within the Jigsaw PSHE Programme (*Changing Me* unit) and relevant Science topics. Parents cannot withdraw their child from these statutory lessons.

Parents may, however, request withdrawal from the following sex education lessons in the Jigsaw *Changing Me* unit, which cover human reproduction:

- Year 4: Lesson 2 – *Having a Baby*
- Year 5: Lesson 4 – *Conception, including IVF*
- Year 6: Lesson 3 – *Conception, Birth*

Parents will be reminded of this right annually before the *Changing Me* unit is taught. Should you wish to access the content of these three lessons, please make a specific request to the school office, Mrs Howard or Mrs Brown. Due to STRICT copywriting laws, any resources shared on request MUST NOT be shared externally.

9. Behaviour

At Winshill Village Primary and Nursery School, we have a zero-tolerance approach to bullying and actively promote a culture of mutual respect and understanding.

- Any bullying linked to relationships and health education will be treated with the same seriousness as all other incidents of bullying.
- Incidents must be reported to a member of staff and will be addressed in line with the school's Behaviour Procedure and Anti-Bullying Procedure.
- The Headteacher will determine whether external agencies, such as the police or the local authority's anti-social behaviour coordinator, should be informed.

10. Staff training

All staff at Winshill Village Primary and Nursery School are trained to deliver the Jigsaw PSHE Curriculum, including Relationships and Health Education, effectively and with confidence. Training ensures that teachers understand the structure and progression of the programme, are familiar with the resources, and can create safe, inclusive learning environments. Staff are supported to approach sensitive topics appropriately, respond to pupils' questions with accuracy and sensitivity, and adapt lessons to meet the needs of all learners, including those with SEND.

Winshill Village Primary and Nursery School
Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and
Economic Education).

11. Confidentiality

Confidentiality is an important part of Relationships and Health Education. Teachers at Winshill Village Primary and Nursery School respect pupils' privacy as far as possible but must report any concerns about inappropriate behaviour or potential abuse in line with our school Safeguarding Procedure. Pupils are made aware of the school's safeguarding responsibilities and understand that disclosures may be shared with the Designated Safeguarding Lead (DSL). Any concerns raised during lessons, or as a result of curriculum content, will be referred to the DSL and managed according to safeguarding procedures.

12. Monitoring quality

The PSHE and Relationships, Sex and Health Education (RSHE) Leader (Mrs Brown) is responsible for monitoring the quality of teaching and learning. This includes regular assessments such as lesson observations, work scrutiny, pupil voice and learning walks.

The PSHE and RSHE Leader (Mrs Brown) provides annual reports to the Headteacher and Local Governing Body and works closely with the Headteacher and link governor through review meetings to evaluate effectiveness and implement improvements.

13. Monitoring and Review

The senior leadership team will review this policy annually alongside the Governing Body, to ensure that all relevant policies and practices are up-to-date and compliant with statutory requirements. Any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area may lead to changes in this procedure. In this instance, all staff, and the governing body will be notified of any changes.

Winshill Village Primary and Nursery School
Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

Appendix A: 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	• 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	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World

Winshill Village Primary and Nursery School

Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

Caring friendships	• 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	
Respectful relationships	• 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	
Online relationships	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships

Winshill Village Primary and Nursery School

Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

	• 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.	• Changing Me • Celebrating Difference
Being safe	• 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.	All of these aspects are covered in lessons within the Puzzles • 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	• 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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

Winshill Village Primary and Nursery School

Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

	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	- 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.	All of these aspects are covered in lessons within the Puzzles - Relationships - Healthy Me
Physical health and fitness	- 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.	All of these aspects are covered in lessons within the Puzzles Healthy Me
Healthy eating	H22 what constitutes a healthy diet (including understanding calories and other nutritional content).	All of these aspects are covered in lessons within the Puzzles

Winshill Village Primary and Nursery School

Approach to the teaching of Relationships and Health Education (Including Personal, Social, Health and Economic Education).

	• 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).	• Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	
Health and prevention	• 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	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• 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.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me