



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

Bloxham CE Primary School

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

2026-2029

School vision	"Encourage one another and build each other up" - 1 Thessalonians 5:11
School motto	Be. Build. Become.
School values	Inclusive, Caring, Ambitious, Trustworthy, Creative and Honest (iCATCH)
Policy owner	Headteacher and PSHE Subject Leader
Approved by	Governing Body
Review cycle	Every three years, or sooner if guidance, legislation or school context changes

Policy Overview

At Bloxham CE Primary School, Personal, Social, Health and Economic Education (PSHE), including Relationships and Health Education, is a fundamental part of our commitment to developing the whole child.

Rooted in our Christian vision, "Encourage one another and build each other up" (1 Thessalonians 5:11), our curriculum seeks to equip children with the knowledge, skills, understanding and character needed to flourish both now and in the future.

Through our motto, Be. Build. Become., and our iCATCH values of being Inclusive, Caring, Ambitious, Trustworthy, Creative and Honest, we support children to develop healthy relationships, positive wellbeing, resilience, self-awareness and a strong sense of responsibility towards themselves and others.

PSHE is taught through the Jigsaw PSHE programme and enriched through collective worship, Picture News, pupil leadership opportunities, educational visits, community partnerships and contextual safeguarding initiatives. Learning is designed to be progressive, age-appropriate and responsive to the needs of our pupils and community.

The curriculum supports pupils in understanding how to:

- keep themselves physically, emotionally and mentally healthy;
- build positive and respectful relationships;
- stay safe both online and offline;
- recognise and manage risk;

- understand diversity and respect difference;
- contribute positively to their communities;
- become responsible citizens in modern Britain.

As a Church of England school, we seek to ensure that every child feels valued, respected and empowered to fulfil their God-given potential. This policy sets out how we fulfil our statutory responsibilities whilst remaining true to our Christian vision and values.

1. Introduction and Christian Ethos

At Bloxham CE Primary School, our Christian vision, "Encourage one another and build each other up" (1 Thessalonians 5:11), is at the heart of our curriculum, relationships and culture. Through our motto, Be. Build. Become., we seek to create a nurturing, ambitious and inclusive environment in which every child is encouraged to flourish academically, socially, emotionally, physically and spiritually.

Our school values of being Inclusive, Caring, Ambitious, Trustworthy, Creative and Honest (iCATCH) are lived through our relationships, collective worship, curriculum and daily interactions. These values shape the way we teach Personal, Social, Health and Economic Education (PSHE), including Relationships Education and Health Education.

As a Church of England school, we believe every person is of unique worth and should be treated with dignity, compassion and respect. PSHE supports children to understand themselves, build healthy relationships, make informed decisions, manage risk and contribute positively to their communities. It helps pupils to live out our vision by encouraging one another, building one another up and taking responsibility for themselves and others.

This policy sets out how Bloxham CE Primary School fulfils its statutory responsibilities and explains how PSHE is planned, taught, monitored and communicated with parents and carers.

2. Aims

Through PSHE, Relationships Education and Health Education, we aim to enable pupils to:

- develop self-confidence, self-respect, resilience and independence;
- understand and maintain positive physical, emotional and mental health;
- build and sustain healthy, respectful relationships;
- recognise and manage risk in both the real and online world;
- understand how to keep themselves and others safe;
- develop empathy, compassion and respect for others;
- understand the importance of honesty, integrity, kindness and responsibility;
- appreciate diversity and challenge prejudice, discrimination and bullying;
- develop the knowledge and skills required to make informed and ethical decisions;
- understand their rights and responsibilities as members of a school, local, national and global community;
- contribute positively to society and participate in democratic life;

- prepare successfully for the opportunities, responsibilities and experiences of later life.

3. Statutory Framework

This policy is informed by current legislation and guidance, including:

- Education Act 2002;
- Education Act 1996;
- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for introduction from 1 September 2026;
- Equality Act 2010 and the Public Sector Equality Duty;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- Prevent Duty guidance;
- SEND Code of Practice: 0 to 25 years;
- Human Rights Act 1998.

Relationships Education and Health Education are statutory for all pupils receiving primary education. These are taught as part of our wider PSHE curriculum. Where the school teaches non-statutory sex education, parents have the right to request that their child is withdrawn from that specific content. Parents do not have the right to withdraw children from Relationships Education, Health Education, National Curriculum Science or puberty education.

4. Christian Distinctiveness, SMSC and British Values

PSHE at Bloxham CE Primary School is rooted in our Christian vision and values and contributes strongly to pupils spiritual, moral, social and cultural development.

Spiritual development

Children are encouraged to reflect on their own beliefs, values and experiences, to develop self-worth and to recognise the dignity and value of every person.

Moral development

Children learn to distinguish right from wrong, consider consequences, act with honesty and integrity, and understand why kindness, fairness and responsibility matter.

Social development

Children develop the skills needed to cooperate, communicate, resolve conflict, show empathy and build healthy relationships.

Cultural development

Children learn to understand and respect the diverse communities of modern Britain and the wider world.

The curriculum also supports pupils understanding of Fundamental British Values: democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These are reinforced through PSHE lessons, Collective Worship, Picture News, Pupil Parliament, school leadership opportunities and wider curriculum experiences.

5. Curriculum Design and Delivery

PSHE is delivered primarily through the current Jigsaw PSHE programme. The school maintains an active subscription to Jigsaw and uses the most up-to-date materials available through the programme. Jigsaw provides a carefully sequenced, age-appropriate framework for PSHE, Relationships Education and Health Education.

Jigsaw is used as the core structure, but it does not replace professional judgement. The Headteacher, PSHE Subject Leader and class teachers review and adapt learning to ensure it reflects the needs of our pupils, our Christian ethos, statutory expectations and local contextual safeguarding priorities.

The six Jigsaw themes are taught progressively across the school:

- Being Me in My World - identity, belonging, rights, responsibilities and school community;
- Celebrating Difference - respect, diversity, inclusion, anti-bullying and challenging stereotypes;
- Dreams and Goals - aspiration, perseverance, resilience and achievement;
- Healthy Me - physical health, mental wellbeing, healthy lifestyles and risk awareness;
- Relationships - families, friendships, communication, conflict resolution, loss, online relationships and support networks;
- Changing Me - personal growth, change, puberty and, in Upper Key Stage 2, age-appropriate human reproduction.

PSHE is taught through dedicated curriculum time and is reinforced throughout school life, including through adult modelling, classroom routines, behaviour expectations, restorative conversations, worship, enrichment and safeguarding practice.

6. Wider Curriculum and Local Context

At Bloxham CE Primary School, PSHE is not limited to a weekly lesson. Children are supported to apply their learning through meaningful experiences across school life, including:

- Collective Worship and reflection;
- Picture News and discussion of current affairs through a values-led lens;
- Pupil Parliament and pupil leadership opportunities;
- educational visits, visitors and residential experiences;
- Junior Citizens;
- NSPCC programmes and safeguarding resources;
- Thames Valley Police initiatives and locally relevant safety education;
- SCIB workshops and local contextual safeguarding resources;
- online safety events and Safer Internet Day;
- anti-bullying initiatives;

- charity, community and courageous advocacy projects;
- OPAL play, outdoor learning and opportunities to develop cooperation, independence and resilience;
- partnerships with local organisations and the wider community.

These opportunities help pupils make connections between taught curriculum content and real-life situations. They support character development, responsible citizenship, service, compassion and respect for others.

7. Relationships Education

Relationships Education is statutory for all primary-aged pupils and parents do not have the right to withdraw children from it. It teaches the fundamental building blocks of positive, safe and respectful relationships.

Children learn about:

- families and people who care for them, including that families may look different but should provide love, care, security and stability;
- caring friendships, including kindness, trust, honesty, loyalty, mutual respect and how to manage friendship difficulties;
- respectful relationships, including personal boundaries, consent in an age-appropriate sense, privacy, self-respect and respect for others;
- online relationships, including safe, respectful online behaviour, privacy, reporting concerns and understanding that online relationships may not always be reliable or safe;
- being safe, including recognising unsafe or uncomfortable situations, identifying trusted adults and knowing how to seek help.

Teaching is delivered sensitively and in an age-appropriate way. It promotes kindness, empathy, trust, honesty and mutual respect, and supports children to recognise bullying, prejudice and harmful behaviour.

8. Health Education

Health Education is statutory for all primary-aged pupils and parents do not have the right to withdraw children from it. It supports pupils to understand how to maintain physical health, mental wellbeing and personal safety.

Children learn about:

- mental wellbeing, including recognising feelings, managing emotions, resilience, self-esteem and seeking support;
- physical health and fitness, including the benefits of active lifestyles, rest and sleep;
- healthy eating and making informed choices;
- health and prevention, including hygiene, dental health, sun safety and basic health protection;
- medicines and age-appropriate education about drugs, alcohol, tobacco, vaping and nicotine products;
- basic first aid and knowing how to seek emergency help;

- puberty and the changing adolescent body, including menstruation and emotional changes;
- personal safety, including road, water, rail and community safety.

Online safety and harms are taught progressively. This includes learning about digital footprints, privacy, cyberbullying, age restrictions, misinformation, online influencers, AI-generated content, algorithms, harmful content, reporting concerns and seeking adult help. Teaching is adapted to local needs and emerging risks.

9. Sex Education

The Department for Education recommends that primary schools teach age-appropriate sex education to help children prepare for adolescence and understand how human life begins. At Bloxham CE Primary School, sex education is defined as learning about human reproduction.

Puberty education forms part of statutory Health Education and is taught to all pupils. This includes age-appropriate learning about the physical and emotional changes of puberty, including menstruation.

Additional non-statutory learning about human reproduction is delivered through the Upper Key Stage 2 Changing Me unit. This is taught in a factual, age-appropriate and sensitive manner and is reviewed annually as part of the school curriculum review process. The school no longer identifies Year 4 Jigsaw content as non-statutory sex education; non-statutory human reproduction content is focused in Upper Key Stage 2. This ensures the policy reflects current practice, parental communication and age-appropriate progression.

Parents have the right to request that their child is withdrawn from non-statutory sex education. Parents do not have the right to withdraw children from Relationships Education, Health Education, National Curriculum Science or puberty education.

Where a parent requests withdrawal, the Headteacher will discuss the request with the parent or carer to clarify the content, consider the benefits of the teaching and discuss any possible impact of withdrawal. If withdrawal is agreed, the school will provide appropriate, purposeful education during the period of withdrawal and will keep a written record of the process.

10. Equality, Diversity and Protected Characteristics

Bloxham CE Primary School is committed to equality of opportunity and to creating an inclusive environment where every child is valued and respected. Teaching reflects the Equality Act 2010 and the Public Sector Equality Duty.

Pupils are taught, in an age-appropriate way, that all people should be treated with dignity, kindness and respect. They learn that discrimination, prejudice, bullying and harassment are unacceptable. Teaching about difference is integrated through the curriculum and linked to our Christian vision and values.

The protected characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. In primary school, teaching focuses on respect, kindness, different families, challenging stereotypes and recognising that everyone has the right to be treated fairly and safely. Content is delivered in a way that is appropriate to pupils age, stage and understanding.

As a Church of England school, we recognise that families may hold a range of religious and personal beliefs. The curriculum promotes respectful discussion, compassion and understanding, and is clear when teaching reflects the school Christian foundation.

11. SEND, Vulnerability and Accessibility

PSHE, Relationships Education and Health Education must be accessible for all pupils, including those with special educational needs and disabilities. Teachers adapt teaching so that pupils can access key learning in ways that are appropriate to their needs, communication, cognition and developmental stage.

The school recognises that some pupils, including pupils with SEND, may be more vulnerable to abuse, exploitation, bullying, coercion or misunderstanding social situations. PSHE is therefore an important part of helping pupils understand boundaries, recognise risk, develop self-advocacy and know how to seek help.

Where necessary, content may be adapted through additional scaffolding, visual support, small group teaching, pre-teaching, revisiting key concepts or individual support. Adaptations will preserve the integrity of statutory content while enabling pupils to access learning safely and meaningfully.

12. Safeguarding and Preventative Education

PSHE is a core part of the school safeguarding curriculum. It supports children to recognise risk, seek help and understand healthy and unhealthy relationships.

Through the curriculum, pupils learn to:

- recognise unsafe or uncomfortable situations;
- identify trusted adults and sources of help;
- understand that abuse is never the fault of the child;
- understand personal boundaries and privacy;
- recognise bullying, prejudice and harmful behaviour;
- stay safe online and offline;
- report concerns confidently;
- develop positive, respectful relationships.

Teaching is responsive to emerging safeguarding themes and local contextual risks. This may include age-appropriate learning about online harm, misinformation, image-sharing pressures, harmful online influencers, misogyny, vaping, substance misuse, extremism, exploitation and community safety.

External visitors and providers may support the curriculum, but school staff remain responsible for the curriculum, safeguarding, classroom climate and follow-up. External materials are checked in advance to ensure they are appropriate, accurate, values-led and consistent with this policy.

13. Working with Parents and Carers

Parents and carers are the primary educators of their children and the school values partnership with families. The school is committed to transparency about PSHE, Relationships Education, Health Education and non-statutory sex education.

The school will:

- publish this policy on the school website and provide a copy free of charge on request;
- inform parents about curriculum content, particularly before the Relationships and Changing Me units;
- make curriculum materials available for parents to view on request, subject to copyright and safeguarding considerations;
- ensure parents have access to the termly Knowledge Organisers
- consult parents when the policy is reviewed or where significant changes are proposed;
- listen to parent, pupil and staff feedback as part of curriculum review;
- support parents in understanding how to talk to their children about growing up, relationships, safety and wellbeing.

Where the school needs to respond to emerging issues or local safeguarding concerns by adapting content beyond the published curriculum, parents will be informed in advance where appropriate and relevant materials will be made available on request. Please also see the parental overview document Appendix J

14. Managing Questions

Children may ask questions during PSHE lessons. Teachers will respond in a way that is factual, age-appropriate and consistent with this policy. Questions will be handled sensitively and may be answered individually rather than in front of the whole class where this is more appropriate.

If a question goes beyond the planned curriculum or is not appropriate to answer in class, staff may acknowledge the question and suggest that the child speaks with a parent, carer or trusted adult. Staff will follow safeguarding procedures if a question or disclosure raises concern about a child welfare or safety.

Teachers are not expected to provide detailed teaching on content outside the primary curriculum. They will use professional judgement and seek advice from the PSHE Subject Leader, Inclusion Manager or Designated Safeguarding Lead where needed.

15. Roles and Responsibilities

The Governing Body

The Governing Body approves the policy, ensures statutory duties are met and monitors the effectiveness of provision through appropriate governor oversight.

The Headteacher

The Headteacher is responsible for ensuring that the policy is implemented, that statutory requirements are met, that parents are consulted appropriately and that staff are supported to deliver the curriculum safely and effectively.

The PSHE Subject Leader

The PSHE Subject Leader supports curriculum planning, reviews Jigsaw updates, monitors provision, supports staff and works with senior leaders to ensure curriculum content remains age-appropriate, relevant and compliant. Ensures staff are kept informed of changes to the curriculum and receive appropriate training.

Class Teachers

Class teachers deliver PSHE in accordance with this policy, adapt learning to meet pupils needs, create a safe classroom climate and follow safeguarding procedures where concerns arise.

Parents and Carers

Parents and carers are encouraged to engage with school information, discuss any concerns with staff and support children to apply learning at home.

16. Monitoring and Review

The implementation and effectiveness of this policy will be monitored by the Headteacher, PSHE Subject Leader and Governing Body. Monitoring may include curriculum review, pupil voice, staff feedback, parent feedback, lesson visits, review of resources, safeguarding review and governor monitoring.

The policy will be reviewed every three years, or sooner if legislation, statutory guidance, Jigsaw materials or local circumstances change. The school will continue to use current Jigsaw subscription materials and will review any updates before teaching.

17. Linked Policies and Documents

This policy should be read alongside the following school policies and documents:

- Safeguarding and Child Protection Policy;
- Behaviour and Relationships Policy;
- Online Safety Policy;
- Anti-Bullying Policy;
- Equality Information and Objectives;
- SEND Information Report and SEND Policy;
- Collective Worship Policy;

- RE Policy;
- Pupil Premium Strategy;
- Attendance Policy.

Policy Approval

Approved by	
Committee / Governing Body	
Date approved	
Review date	
Headteacher	Mrs Sarah Marshall
Chair of Governors	

Reference Sources Used for Policy Review

- Department for Education. Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers. July 2025, for introduction from 1 September 2026.
- Department for Education. Keeping Children Safe in Education, current statutory guidance.
- Equality Act 2010 and Public Sector Equality Duty.
- SEND Code of Practice: 0 to 25 years.
- Current Jigsaw PSHE materials accessed through the school subscription, to be reviewed annually by school leaders before teaching.
- Bloxham CE Primary School existing PSHE and RSE policy and summer term parent communication.

Appendix A – Statutory Relationships Education Coverage

Families and People Who Care for Me

- Families are important because they provide love, security and stability.
- Families may look different from one another.
- Stable and caring relationships are important.
- Children know where to seek help if family relationships cause concern.

Caring Friendships

- Characteristics of healthy friendships.
- Trust, loyalty, honesty and kindness.
- Conflict resolution and seeking help.

Respectful Relationships

- Respect for self and others.

- Challenging prejudice and discrimination.
- Resolving conflict appropriately.

Online Relationships

- Safe online behaviour.
- Privacy and personal information.
- Reporting concerns.

Being Safe

- Personal boundaries.
- Trusted adults.
- Recognising unsafe situations.

Appendix B – Statutory Health Education Coverage

Mental Wellbeing, Internet Safety and Harms, Physical Health and Fitness, Healthy Eating, Drugs Alcohol Tobacco and Vaping, Health and Prevention, Basic First Aid and Changing Adolescent Body.

Appendix C – Christian Distinctiveness

Our Christian vision 'Encourage one another and build each other up' underpins all PSHE provision. The curriculum contributes to Spiritual, Moral, Social and Cultural development and promotes the iCATCH values: Inclusive, Caring, Ambitious, Trustworthy, Creative and Honest.

Appendix D – Fundamental British Values

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Different Faiths and Beliefs are taught through PSHE, Collective Worship, Picture News and Pupil Parliament.

Appendix E – Local Context and Safeguarding

Provision is supplemented through Thames Valley Police, NSPCC, SCIB, Junior Citizens, Picture News, Prevent education and online safety initiatives.

Appendix F – SEND and Inclusion

Teaching is adapted through scaffolding, visual supports, vocabulary pre-teaching, adapted questioning and adult support where appropriate.

Appendix G – Parent Information Summary

Parents may withdraw children from non-statutory sex education only. Relationships Education, Health Education, Science and Puberty Education remain statutory.

Appendix H – Withdrawal Request Form

Child Name:

Class:

Parent Name:

I request withdrawal from non-statutory sex education.

Parent Signature:

Date:

Appendix I – Summary of Changes

Christian vision embedded, AI and misinformation added, safeguarding strengthened, British Values mapped, SEND appendix added, Upper KS2 focus for non-statutory sex education.

Appendix J - Parent/Carer Overview

At Bloxham CE Primary School, PSHE helps children develop the knowledge, skills and understanding needed to stay safe, stay healthy, build positive relationships and become responsible citizens.

Rooted in our Christian vision, "Encourage one another and build each other up" (1 Thessalonians 5:11), PSHE supports children to flourish academically, socially, emotionally, physically and spiritually. Through our iCATCH values of being Inclusive, Caring, Ambitious, Trustworthy, Creative and Honest, and a wide range of learning experiences, we prepare pupils for life in modern Britain whilst nurturing kindness, respect, resilience and responsibility.

How We Teach PSHE

We teach PSHE through:

- The Jigsaw PSHE Programme
- Weekly PSHE lessons
- Collective Worship
- Picture News
- Pupil Parliament
- Educational visits and visitors
- NSPCC programmes

- Thames Valley Police initiatives
- SCIB workshops
- Junior Citizens
- Online safety events
- Charity and courageous advocacy projects

What Children Learn

- Relationships and friendships
- Physical and mental wellbeing
- Keeping safe online and offline
- Healthy lifestyles
- Respect and diversity
- British Values and citizenship
- Personal responsibility
- Preparing for life beyond primary school

Parental Rights

Parents may request withdrawal from non-statutory sex education.

Relationships Education, Health Education, National Curriculum Science and Puberty Education remain statutory and cannot be withdrawn from.