

The Wainfleet Magdalen Church of England / Methodist Primary School



PSHE, Relationships, Sex & Health Education

Subject Policy

September 2026

Subject Rationale

At **Magdalen CoE/Methodist Primary**, our PSHE curriculum (including statutory Relationships Education and Health Education) equips children with the knowledge, skills and attributes they need to thrive—now and in the future. We use **Jigsaw PSHE 3–11** as our coherent, whole-school programme: a spiral, progressive scheme that integrates emotional literacy, social skills, mindfulness and clear mapping to statutory RSHE outcomes. All year groups learn the same broad theme (“Puzzle”) at the same time, building a shared language and ethos across school.

We believe every pupil should **enjoy PSHE** and feel safe to explore identity, relationships, health and change. Through carefully structured lessons, reflective journaling, and inclusive discussion norms (our **Jigsaw Charter**), children develop confidence, empathy, resilience and respect for others—anchored in statutory RSHE requirements and our safeguarding duties.

As a Church of England and Methodist school, we recognise that PSHE contributes significantly to **pupils' spiritual development**. Through opportunities for reflection, discussion, mindfulness, exploration of values, and consideration of life's big questions, pupils develop a deeper understanding of themselves, their relationships with others, and their place in the wider world. We encourage children to develop awe and wonder, empathy, gratitude, hope and respect for diversity, enabling them to flourish as confident, compassionate and responsible citizens.

To broaden horizons and deepen cultural capital, we enhance Jigsaw with **Lyfta's immersive storyworlds**—360° real-world environments and short documentaries that nurture empathy, global citizenship and oracy. Lyfta's ready-made lessons and assemblies support personal development across PSHE while strengthening understanding of diversity, equity, inclusion and sustainability.

Implementation: How we teach PSHE/RSHE

Our core programme: Jigsaw (the mindful approach to PSHE)

- **Six Puzzles** taught across the year: *Being Me in My World*; *Celebrating Difference*; *Dreams and Goals*; *Healthy Me*; *Relationships*; *Changing Me* (RSE taught age-appropriately within *Changing Me*).
- **Spiral progression**: Key themes revisit and deepen each year; content explicitly maps to the DfE's statutory RSHE outcomes for primary.

- **Mindfulness integrated:** Every lesson includes *Connect Us* (social skills), *Calm Me* (self-regulation), *Open My Mind*, *Tell Me/Show Me*, *Let Me Learn*, *Help Me Reflect* and *Closure/Celebrate Success*.

Lesson structure and pedagogy

- **Safe, inclusive dialogue** via the Jigsaw Charter (turn-taking, right to pass, positive language), and use of a 'talking object' to scaffold respectful listening.
 - **Jigsaw Journals** capture learning, reflection and personal targets; teachers use them to assess knowledge, skills and attitudes over time.
 - **Concrete experiences** through Lyfta: pupils explore authentic 360° spaces (e.g., the *Awra Amba* community in Ethiopia; diverse family "Dinnertime 360"; "Secrets of the Opera"), connecting PSHE themes (identity, diversity, aspirations, rights and responsibilities) with lived human stories.
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Using Lyfta to strengthen PSHE/RSHE

We weave Lyfta units to **enrich each Jigsaw Puzzle**—for instance:

- *Being Me in My World:* explore communities and children's rights via storyworlds that showcase democracy and equality, then reflect in class on rights/responsibilities.
- *Celebrating Difference:* compare cultures and family structures; practise empathy and challenge stereotypes through documentary storytelling and discussion.
- *Dreams and Goals:* use aspirational storyworlds to spark purposeful goal-setting and perseverance activities.

Lyfta's pedagogy (critical thinking, global citizenship, resilience and empathy) dovetails with Jigsaw's intent and our PSHE aims.

2026 RSHE updates: What this means for our curriculum

The Department for Education published revised statutory **RSHE guidance** (July 15, 2025), which becomes effective **1 September 2026**. Schools **must have regard** to this guidance and should review curriculum, policy and parent consultation accordingly.

Key shifts and how we respond:

1. **Age-appropriate judgement retained; no fixed age limits**

The proposed age caps from earlier drafts were removed. Schools use professional judgement to teach content preventatively and responsively, ensuring age and stage appropriateness. We will continue to sequence our PSHE/RSE through Jigsaw with targeted adaptations where local need requires.

2. **Stronger focus on online safety, AI and digital harms**

Guidance now highlights deepfakes, AI chatbots (including risks of “fake intimacy”), exposure to pornography/misogyny, and online scams. We will explicitly teach safe digital behaviours and critical evaluation of media, and use Lyfta’s oracy/debate routines to challenge harmful online narratives.

****This also includes personal safety education including learning about risks associated with roads, railways, water, public spaces and online environments.**

3. **Addressing sexual harassment and violence; broader sexual ethics**

Pupils will be taught age-appropriate knowledge and understanding about personal safety, respectful relationships, boundaries and recognising inappropriate behaviour. Our *Relationships* Puzzle will explicitly include these elements through age-appropriate scenarios and class charters.

4. **LGBT+ inclusion maintained and clarified**

Primary schools are *strongly encouraged* to include same-sex parents when discussing families; secondary RSHE should integrate content across programmes rather than one-off lessons. Teaching should cover **facts and law** around biological sex and gender reassignment—and avoid presenting contested views as fact. We will ensure inclusive representation within *Celebrating Difference* and *Relationships*, aligned to Equality Act duties.

5. **Suicide prevention (secondary) and mental wellbeing updates (primary & secondary)**

The guidance expects a safe plan for addressing suicide prevention with appropriate staff training (secondary) and clarifies approaches to mental wellbeing (e.g., normalising feelings, building emotional regulation/resilience). We will strengthen progression in *Healthy Me* and *Being Me in My World*, and ensure staff CPD aligns with these expectations.

6. **Openness with parents and materials**

Schools must engage and consult parents and provide access to RSHE materials; contracts with external providers cannot restrict sharing with parents. We will update our RSHE policy, publish representative materials, and hold parent information sessions before teaching sensitive content.

7. Parents' Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSHE. Requests should be made in writing to the Headteacher. Parents cannot withdraw children from statutory Relationships Education, Health Education or National Curriculum Science content.

Learning Overview

Early Years Foundation Stage (EYFS)

Children develop self-regulation, managing self and positive relationships (PSED ELGs). Jigsaw introduces *Being Me in My World* (belonging, rules, rights) and *Celebrating Difference* (similarities/differences), with short mindfulness routines to build focus and self-calming.

Key Stage 1

By the end of KS1, pupils understand families and people who care for them; caring friendships; respectful relationships; online relationships and being safe—plus mental wellbeing, healthy eating, hygiene/health prevention and basic first aid. Jigsaw's *Relationships* and *Healthy Me* Puzzles explicitly map to these outcomes, with age-appropriate vocabulary and reflection.

**Appropriate and accurate anatomical terminology will be used throughout teaching to support safeguarding, health literacy and effective communication.

Key Stage 2

By the end of KS2, pupils deepen knowledge of consent and respectful relationships; staying safe online (including how to report concerns); and physical/mental health. They learn about puberty and the changing adolescent body via *Changing Me* in a factual, sensitive way and know how to seek help. Lyfta storyworlds extend global perspectives and challenge harmful online attitudes through critical discussion.

** Appropriate and accurate anatomical terminology will be used throughout teaching to support safeguarding, health literacy and effective communication.

Inclusion and SEND

Teaching is adapted appropriately to ensure accessibility for pupils with SEND. Learning is carefully sequenced and personalised where necessary whilst maintaining entitlement to the statutory curriculum.

Assessment, Impact & Monitoring

- **Formative assessment** within each lesson (discussion, mini-tasks) and **Jigsaw Journals** (self/teacher reflection) track progress in knowledge, skills and dispositions.
- Whole-school assemblies and weekly celebrations reinforce the puzzle focus, promoting transfer into behaviour and attitudes.
- Subject leader monitoring samples journals, observes lessons and reviews parent feedback to ensure curriculum quality, inclusion and statutory compliance.
- PSHE supports pupils' spiritual, moral, social and cultural (SMSC) development by providing opportunities for reflection, self-awareness, empathy, responsibility and appreciation of different beliefs and worldviews.

Roles and Responsibilities for PSHE

Governors

- approving policy
- monitoring compliance

Headteacher – Mrs Page

- ensuring implementation

PSHE Lead – Mrs Orriss

- curriculum leadership
- staff support

Teachers

- delivery of weekly lessons

Parents

- partnership role

Confidentiality

Teachers cannot offer unconditional confidentiality. Any safeguarding concern disclosed during PSHE or RSHE lessons will be managed in accordance with the school's safeguarding procedures.

Policy Links

- Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- SEND Policy

Long-Term Plan

Our overarching plan follows Jigsaw's six Puzzles from September to July, with mapped Lyfta storyworlds, assemblies, and RSHE milestones (e.g., *Changing Me* delivery in Years 5–6 with parent engagement). See the '**PSHE Long Term Plan**' document for sequencing and resources

PSHE/ RSHE Teaching Toolkit				
Connect	Build	Guide	Adapt	Assess
- Retrieval of prior PSHE learning through <i>Connect Us</i> and recap questions. - Linking to real-world contexts via Lyfta storyworlds and current events. - Cross-curricular links (e.g., RE, Science, Computing for online safety)	- Choral repetition of key vocabulary (e.g., respect, consent, empathy). - Explicit teaching of statutory RSHE knowledge. - Mindfulness routines (<i>Calm Me</i>) to build emotional regulation. - Scaffolded discussion using Jigsaw Charter.	- Teacher modelling of respectful dialogue and problem-solving. - Guided practice through role-play, scenarios, and Lyfta debates. - Use of visual prompts (storyworld images, concept maps). - Structured sequence: <i>I do, we do, you do</i> for sensitive topics.	- Adapted content for SEND and EAL learners (visuals, simplified language). - Additional adult support for vulnerable pupils. - Challenge through extended reflection tasks and global citizenship debates. - Flexible use of Lyfta to deepen or simplify concepts	- Live feedback during discussions and journaling. - Jigsaw Journals for self-reflection and teacher notes. - Low-stakes quizzes on statutory knowledge. - Termly summative review of RSHE coverage. - Spaced retrieval through recap in assemblies and next Puzzle.
Teachers' discretion will determine which elements are present in which lessons.				

 Connect	 Build	 Guide	 Adapt	 Assess
-Introduce the bigger picture -Activate prior learning -Retrieval opportunities threaded through learning -Links to other subjects	-Explicitly teach the substantive knowledge for each lesson -Clearly outline the disciplinary knowledge -Essential Vocabulary is demarcated and taught to be remembered	-Guided Practice Model is in place (I do, We do, You Do...) -Modelling in every lesson -Independent Practice is available -Misconceptions are addressed	-Challenge for ALL -Scaffolds, models and prompts have been planned for (and removed when necessary). -Schemes are adapted to suit the needs of learners	-Live feedback -Range of retrieval strategies-what has been remembered? -What are outcomes in books telling you pupils need next? -What is summative data telling you?