

**Personal, Social, Health and Economic  
Education (PSHE) Policy  
including Relationships, Sex and Health  
Education (RSHE)**

School Name: **St Andrew's CE First School**

Policy Date: **September 2026**

PSHE Lead: **Hannah Lewis**

Review Date: **September 2027**

**Personal, Social, Health and Economic Education (PSHE)** is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

## **1. Our Vision for PSHE Education**

At St Andrew's CE First School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

### **We are committed to:**

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

## 2. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

## 3. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

**Emotional literacy at the core** - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

**Mindful practice** - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

**Connection and community** - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

**Developing skills for respectful dialogue** - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

**Age-appropriate spiral curriculum** - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

**Interactive, participative teaching** - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

### The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and

Term	Puzzle	Key Content
		communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6).

### Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, Pupil Parliament and class discussions
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

## 4. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of one session per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

### Beyond the Classroom: Embedding PSHE in School Life

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.

- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties.
- Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.

### **Learning Outdoors: Connecting PSHE to Our Environment**

*“Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.”*

*DfE RSHE Guidance 2025, para 40*

We use our school grounds and local outdoor spaces to enhance PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.

Teachers plan regular opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

## **5. Relationships and Health Education: Statutory Content**

### **Relationships Education**

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

### **Health Education**

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing.

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

### **Building Foundations for Secondary RSHE**

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst

ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

### **Challenging Stereotypes and Promoting Respect**

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

## **6. Sex Education in St Andrew's CE First School**

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At St Andrew's CE First School, our approach to sex education is Sex Education as part of PSHE (subject to parental withdrawal)

We teach age-appropriate sex education in Year 5 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

### **Parent Engagement and the Right to Withdraw from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with the Head Teacher or PSHE lead. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

#### **Where a parent requests withdrawal, we will:**

- Offer a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by sending curriculum information letters at the start of the summer term and making all materials available for viewing on request.

A withdrawal request form is available from the school office.

### **Responding to children's questions**

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

## **7. Inclusive Practice and Equality**

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

### **Meeting the Equality Act 2010**

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

### **Teaching about Families and Relationships**

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

### **Including LGBT Content**

Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

For detailed information about what Jigsaw PSHE 3-11 teaches about LGBT relationships, schools can access our supporting document 'Including and Valuing All Children: What does Jigsaw PSHE 3-11 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions.

### **Supporting Children with SEND**

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

### **Respecting Religion and Belief**

We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights. As a Church of England school, we ensure that PSHE content is consistent with the tenets of the Christian faith and any guidance from our Diocese/religious authority.

## **8. Safeguarding and Support**

PSHE education has a crucial role in our safeguarding provision, equipping children with the knowledge and skills to keep themselves safe and to seek help when needed.

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

### **Managing Disclosures and Concerns**

PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children.

### **Signposting to Support**

We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

## **9. Working in Partnership with Parents and Carers**

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

### **Consultation and Communication**

We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking their views on content, approach and resources. This includes:

- Gathering parent views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials
- Parent information sessions to explain curriculum content and answer questions

### **Viewing PSHE Teaching Materials and Supporting Parents**

We want parents to feel informed about what their children are learning in PSHE. Parents/carers are invited to drop in sessions prior to RSE lessons to explore the content their child will be exposed to. Parents/carers are also given information leaflets which outline the RSE curriculum.

If you have any questions about PSHE content or would like to access any of these materials, please contact the PSHE lead (Hannah Lewis).

### **Responding to Concerns**

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact their child's class teacher or the PSHE lead / headteacher.

We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

## 10. Teacher Support and Professional Development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

### Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
  - Using the Jigsaw programme effectively
  - Teaching sensitive and controversial topics
  - Managing difficult questions and discussions
  - Safeguarding and responding to disclosures
  - Creating safe, inclusive classroom environments
  - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

### Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

## 11. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

- Knowledge and understanding of key concepts

- Development of skills (e.g., communication, conflict resolution, decision-making)
- Ability to apply learning to real situations

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

### **Monitoring Quality and Impact**

The PSHE lead, working with senior leadership and governors, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

### **Evaluating Impact**

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

This evaluation informs ongoing improvement of our PSHE provision and contributes to our annual policy review.

## **12. Links to Other Policies and Curriculum Areas**

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum. This PSHE policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy

- Health and Safety Policy
- Science Policy [where relevant to RSHE content]

### **Links Across the Curriculum**

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

### **13. Policy Development, Review and Approval**

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers via Survey Monkey
- Governors / Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Evidence from educational research and best practice

### **Review and Update**

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

### **Responsibilities**

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers

- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

### **Further Information and Resources**

For more information about PSHE at St Andrew's CE First School please contact:

Hannah Lewis (PSHE lead)

Joel Turvey (Head Teacher)

### **Key documents and resources are available:**

- On our school website
- From the school office

### **External resources and guidance:**

- Jigsaw PSHE mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)

**Policy Approval**

This policy was approved by the Governing Body on:

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Governors/Trustees: \_\_\_\_\_ Date: \_\_\_\_\_

Next Review Date:

## Appendix A: Health, Relationship and Sex Education Curriculum Overview

This appendix provides a year-by-year overview of the PSHE curriculum, showing the specific themes and topics covered within each Puzzle for each year group from Reception to Year 5. This ensures transparency about what will be taught and when, meeting statutory requirements for curriculum publication.

### St Andrew's CE First School Relationships, Sex and Health Education (RSHE) Curriculum Overview

Year Group	Healthy Me	Relationships	Changing Me (including Sex Education)
Nursery	<ul style="list-style-type: none"> <li>To know the names for some parts of my body and am starting to understand that I need to be active to be healthy</li> <li>To tell you some of the things I need to do to be healthy</li> <li>To know what the word 'healthy' means and that some foods are healthier than others</li> <li>To know how to help myself go to sleep and that sleep is good for me</li> <li>To wash my hands and know it is important to do this before I eat and after I go to the toilet</li> <li>To know who my safe adults are and how to stay safe if they are not close by me</li> </ul>	<ul style="list-style-type: none"> <li>To tell you about my family</li> <li>understand how to make friends if I feel lonely</li> <li>To tell you some of the things I like about my friends</li> <li>To know what to say and do if somebody is mean to me</li> <li>To use Calm Me time to manage my feelings</li> <li>To work together and enjoy being with my friends</li> </ul>	<ul style="list-style-type: none"> <li>To name parts of my body and show respect for myself</li> <li>To tell you some things I can do and some food I can eat to be healthy</li> <li>To understand that we all start as babies and grow into children and then adults</li> <li>To know that I grow and change</li> <li>To talk about how I feel moving to School from Nursery</li> <li>To remember some fun things about Nursery this year</li> </ul>
Reception	<ul style="list-style-type: none"> <li>To understand that I need to exercise to keep my body healthy</li> <li>To understand how moving and resting are good for my body</li> <li>To know which foods are healthy and not so healthy and can make healthy eating choices</li> </ul>	<ul style="list-style-type: none"> <li>To identify some of the jobs I do in my family and how I feel like I belong</li> <li>To know how to make friends to stop myself from feeling lonely <ul style="list-style-type: none"> <li>To think of ways to solve problems and stay friends</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To name parts of the body</li> <li>To tell you some things I can do and foods I can eat to be healthy</li> <li>To understand that we all grow from babies to adults</li> <li>To express how I feel about moving to Year 1</li> </ul>

	<ul style="list-style-type: none"> <li>• To know how to help myself go to sleep and understand why sleep is good for me</li> <li>• To wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</li> <li>• To know what a stranger is and how to stay safe if a stranger approaches me</li> </ul>	<ul style="list-style-type: none"> <li>• To start to understand the impact of unkind words</li> <li>• To use Calm Me time to manage my feelings</li> <li>• To know how to be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• To talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>• To share my memories of the best bits of this year in Reception</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• To understand the difference between being healthy and less healthy, and know some ways to keep myself healthy</li> <li>• To know how to make healthy lifestyle choices</li> <li>• To know how to keep myself clean and healthy, and understand how germs cause disease/illness</li> <li>• To know that all household products including medicines can be harmful if not used properly</li> <li>• To understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>• To know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>• To can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the members of my family and understand that there are lots of different types of families</li> <li>• To identify what being a good friend means to me</li> <li>• To know appropriate ways of physical contact to greet my friends and know which ways I prefer</li> <li>• To know who can help me in my school community</li> <li>• To recognise my qualities as person and a friend</li> <li>• To tell you why I appreciate someone who is special to me</li> </ul>	<ul style="list-style-type: none"> <li>• To start to understand the life cycles of animals and humans</li> <li>• To tell you some things about me that have changed and some things about me that have stayed the same</li> <li>• To tell you how my body has changed since I was a baby</li> <li>• To identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</li> <li>• To understand that every time I learn something new I change a little bit</li> <li>• To tell you about changes that have happened in my life</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise cycles of life in nature</li> <li>• To tell you about the natural process of growing from young to old and understand that this is not in my control</li> </ul>

	<ul style="list-style-type: none"> <li>• To make some healthy snacks and explain why they are good for my body</li> <li>• To recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe</li> <li>• To recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me</li> <li>• To understand how medicines work in my body and how important it is to use them safely</li> <li>• To explain how to keep my body healthy and safe at home and when I'm out</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</li> <li>• To identify some of the things that cause conflict with my friends</li> <li>• To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>• To recognise and appreciate people who can help me in my family, my school and my community</li> <li>• To express my appreciation for the people in my special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>• To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</li> <li>• To understand there are different types of touch and can tell you which ones I like and don't like</li> <li>• To identify what I am looking forward to when I move to my next class</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• To understand how exercise affects my body and know why my heart and lungs are such important organs</li> <li>• I know that the amount of calories, fat and sugar I put into my body will affect my health</li> <li>• To tell you my knowledge and attitude towards drugs</li> <li>• To identify things, people and places that I need to keep safe from</li> <li>• To know some strategies for keeping myself safe, who to go to for help and how to call emergency services</li> <li>• To identify when something feels safe or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</li> <li>• To identify and put into practice some of the skills of friendship eg. taking turns, being a good listener</li> <li>• To understand how people around the world help and influence my life and that media doesn't always show complete information</li> <li>• To understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby</li> <li>• To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</li> <li>• To identify how boys' and girls' bodies change on the outside during this growing up process</li> <li>• To identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> </ul>

	<ul style="list-style-type: none"> <li>To understand how complex my body is and how important it is to take care of it</li> </ul>	<ul style="list-style-type: none"> <li>To know how to express my appreciation to my friends and family</li> </ul>	<ul style="list-style-type: none"> <li>To understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy</li> <li>To know some simple ways of keeping clean which can keep me healthy and protect me from some infections <ul style="list-style-type: none"> <li>To start to recognise stereotypical ideas I might have about parenting and family roles</li> </ul> </li> <li>To identify what I am looking forward to when I move to my next class</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>To recognise how different friendship groups are formed, how I fit into them and the friends I value the most</li> <li>To understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help</li> <li>To know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape</li> <li>To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</li> <li>To recognise when people are putting me under pressure and can explain ways to resist this when I want</li> </ul>	<ul style="list-style-type: none"> <li>To recognise situations which can cause jealousy in relationships</li> <li>To identify someone I love and can express why they are special to me</li> <li>To tell you about someone I know that I no longer see</li> <li>To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</li> <li>To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</li> <li>To know how to show love and appreciation to the people and animals who are special to me</li> </ul>	<ul style="list-style-type: none"> <li>To understand that lots of things make up a person's identity and this what makes them unique</li> <li>To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>To know there are many types of family and that often our family members form part of our inner circle</li> <li>To know there are trusted people I can turn to if I need help and support as I grow up and go through puberty</li> <li>To know how the circle of change works and can apply it to changes I want to make in my life</li> </ul>

	<ul style="list-style-type: none"> <li>To know myself well enough to have a clear picture of what I believe is right and wrong</li> </ul>		<ul style="list-style-type: none"> <li>To identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li>To identify what I am looking forward to when I move to a new class</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>To know there are health risks with smoking and vaping and can tell some of the ways that they are harmful to the body</li> <li>To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> <li>To know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</li> <li>To understand how the media, social media and celebrity culture promotes certain body types</li> <li>To describe the different attitudes people have to food and how these can be affected by external influences</li> <li>To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</li> </ul>	<ul style="list-style-type: none"> <li>To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</li> <li>To understand that belonging to an online community can have positive and negative consequences</li> <li>To understand there are rights and responsibilities in an online community or social network</li> <li>To know there are rights and responsibilities when playing a game online <ul style="list-style-type: none"> <li>To recognise when I am spending too much time using devices (screen time)</li> </ul> </li> <li>To explain how to stay safe when using technology to communicate with my friends</li> <li>To understand I have rights about my personal data</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of my own self-image and how my body image fits into that</li> <li>To explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>To describe how boys' and girls' bodies change during puberty</li> <li>To understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>I understand that sometimes people need help from doctors to have a baby</li> <li>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</li> <li>To identify what I am looking forward to when I move to middle school</li> </ul>