

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



School Name: **St Peter's Church of England Primary School**

Policy Date: **1 September 2026**

PSHE Lead: **Ali Tuckett - SENCo**

Review Date: **1 September 2028**

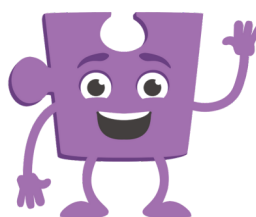
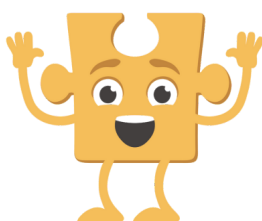
Governor Approval: **6th July 2026**

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10



Context

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

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

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

PSHE

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 Peter's, 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)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via [St Peter's Church of England Primary School - Curriculum](#)

In addition, we use both Project Evolve and Pol-Ed for some topics to run alongside the Jigsaw PSHE curriculum.

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 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, wellbeing questionnaires and school council 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. 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. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- 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.
- Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

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 playground and local outdoor spaces (particularly the beaches during beach school) 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. In addition to the Jigsaw programme, the children have a Project Evolve lesson weekly in which internet safety is explored in more detail.
- 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. In addition to the Jigsaw scheme of work, we also access Pol-Ed (a police created PSHE programme) to explore aspects of the law.

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 Peter's Primary School

At St Peter's CofE Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact Mrs Browne.

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.

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 Primary school, we ensure that PSHE content is consistent with the tenets of the Christian faith, the school's Trust Deed 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
- Regular communication about PSHE curriculum through newsletters, class communications and our website

Viewing PSHE Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Parent/Teacher PSHE curriculum summaries - For each Puzzle (half-term unit), we provide accessible summaries showing the key learning objectives and content from the Jigsaw programme. This information is sent out in a letter at the start of each term. It provides a clear overview of what will be taught in each Puzzle without overwhelming detail.
- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.
- We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact Ali Tuckett

Supporting Parents

We provide information to parents about the PSHE topics being covered each term, with suggestions for how to support learning at home and guidance on managing sensitive conversations.

Responding to Concerns

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should either Ali Tuckett (PSHE lead) or Toni Browne (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 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
- 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 [specify how consultation took place]
- Pupils [specify how pupil voice was gathered]
- 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
- Local authority / MAT guidance and support materials
- 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 Peters, please contact:
Ali Tuckett (PSHE lead) / Toni Browne (Headteacher)

Key documents and resources are available:

- On our school website: [St Peter's Church of England Primary School - Policies and Documents](#)
-

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)
- [A positive force in education | Pol-Ed - A positive force in education](#)
- [ProjectEVOLVE - Education for a Connected World Resources](#)



Policy Approval

This policy was approved by the Governing Body / Board of Trustees on: 6th July 2026

Headteacher: _____ Date: _____

Chair of Governors/Trustees: _____ Date: _____

Next Review Date: July 2028 or when reviewing new guidance

Appendix A: PSHE 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 6. This ensures transparency about what will be taught and when, meeting statutory requirements for curriculum publication.

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

PSHE Knowledge Content Snapshot Overview

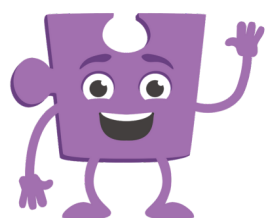
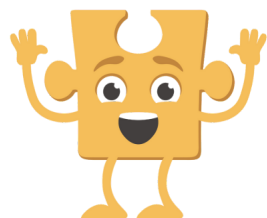
Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education



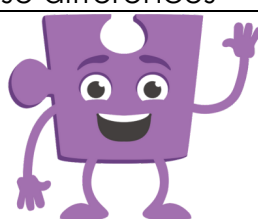
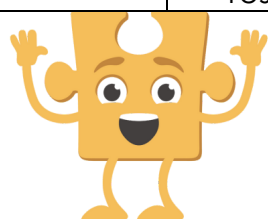
Appendix B

Relationships Education in Primary schools (Appendix) – DfE Guidance 2026

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	- F1: That families are important for children growing up safe and happy because they can provide love, security and stability. - F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. - F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences	F1: Y1 R1, CM2,4 Y2 CD6 HM4,5 R1,5,6 CM2,5 Y3/4 (1) CD1 R1,6 CM1,5,6 Y3/4 (2) HM1,6 R2,6 CM1,4,6 Y5/6 (1) CM4 Y5/6 (2) BM1 HM3,5,6 R3 CM3 F2: Y1 HM4 R1 CM2 Y2 HM4,5 R1,6 CM2 Y3/4 (1) BM2 CD1 R1,6 CM1,5,6 Y3/4 (2) HM5,6 R2,3,6 CM1,4,6 Y5/6 (1) HM6 R1 CM4,6 Y5/6 (2) BM3 HM3,5,6 R2,3,4,5,6 CM5 F3: Y1 R1, 6 Y2 R1 CM2 Y3/4 (1) CD1 R1,5,6 CM1 Y3/4 (2) R6 CM1,3,4



	and know that other children's families are also characterised by love and care. - F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. - F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Y5/6 (1) BM2,3,6 CD1,2,5,6 Y5/6 (2) BM2,3 CD2 F4: Y1 R1,6 CM2 Y2 R1,5,6 Y3/4 (1) CD1 R1,6 CM1 Y3/4 (2) HM1 R2,6 CM3,4 Y5/6 (1) HM6 R1 CM4,6 Y5/6 (2) BM3 HM5,6 F5: Y1 CD5 Y2 R1 CM5 Y3/4 (1) CD1 Y3/4 (2) R5 CM4 Y5/6 (1) CM4 Y5/6 (2) CD1 F6: Y1 R3 Y2 R1 CM5 Y3/4 (1) CD1,3 CM5 Y3/4 (2) CM4 Y5/6 (1) R5 Y5/6 (2) R2
Caring friendships	CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	CF1: Y1 CD5 R2,3,6 Y2 BM6 CD6 R3,5,6 Y3/4 (1) BM5,6 CD6 R2,6 Y3/4 (2) BM1 CD3,6 HM1,5 R4,6 Y5/6 (1) CD3 HM4,6 Y5/6 (2) BM3 CD3 HM4 R3 CM4a

	• CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened	CF2: Y1 CD5,6 R2,3,6 Y2 BM2,6 CD5 R3,6 Y3/4 (1) BM5,6,4 CD3,4,5 R2,6 Y3/4 (2) BM1 CD3,6 HM1,5 R4,6 Y5/6 (1) BM6 CD2,6 HM4,6 R2 CM5 Y5/6 (2) CD3 HM4 R1,4 CM4a CF3: Y1 CD5 R2,3 Y2 CD4 Y3/4 (1) BM3,4,6 CD,5 R2,5 Y3/4 (2) HM1 R1,3,4,5 Y5/6 (1) BM6 CD3 R1 Y5/6 (2) BM6 HM4 R1,2,3 CM4a,6 CF4: Y1 CD5,6 R2,3,6 Y2 BM2 CD6 R4,5,6 Y3/4 (1) BM3,4 CD6 R2,6 Y3/4 (2) BM1 CD3,6 HM1,2,4,5,6 R1,4,5,6 Y5/6 (1) BM6 CD2 Y5/6 (2) BM6 HM4 R2,4 CM4a 5 CF5: Y1 CD5 R2,3,5 Y2 CD6 R3 Y3/4 (1) BM4 CD5,6 R2,6 Y3/4 (2) R1,4 Y5/6 (1) HM2 R5 CM5 Y5/6 (2) CM4a
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	- CF 6: How to manage conflict, and that resorting to violence is never right. - CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	CF6: Y1 BM3 CD3,4,6 R3 Y2 R2,3,4 CM5 Y3/4 (1) BM4 CD2,4,5,6 R2 Y3/4 (2) BM5 CD3,4 HM256 CM1,4 Y5/6 (1) BM5 CD1,3,4,6 HM2 R2 Y5/6 (2) CD3,4 HM4 R4 CF7: Y1 CD3,4,6 R2,3 Y2 CD2,3 R2,3,4,5 CM5 Y3 BM4 CD2,4,5,6 R2 Y3/4 (2) CD3,4 HM1,2,4,5,6 R1,4 Y5/6 (1) CD2,3,4 HM2 R2,6 Y5/6 (2) CD3,4 HM3,4 R4,5,6 CM4a
Respectful relationships	- RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. - RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	RKR1: Y1 BM1,3,6 CD3,4,5 DG3 R3,5 Y2 BM1,2,3,4,5,6 CD4,6 DG4,5,6 R1,2,3,5,6 Y3/4 (1) BM1,3,4,5,6 CD6 DG3,4,5,6 R1,2,6 CM5,6 Y3/4 (2) BM1,3,4,5,6 CD1,2,6 DG6 HM2 R1,4,6 CM4 Y5/6 (1) BM2,3,4,5 CD6 DG5,6 HM2 R5 CM5 Y5/6 (2) BM2,4,6 CD3,6 DG3,4,5 R2,4 CM4a RKR2: Y1 BM2,6 R2,3 Y2 BM3,4,5,6 R2,3,4,5,6 C5 Y3/4 (2) BM5,6 CD3 HM2,4,5,6 Y5/6 (1) BM5 HM2,6 R3,4,6 Y5/6 (2) BM4 CD3 HM3,4 R4,5,6 CM4a

	• RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships	RKR3: Y1 BM1,2,5 CD1,2,6 Y2 BM2,3,6 CD4 DG6 R2,3,6 CM5 Y3/4 (2) BM4,5,6 CD2,3 DG2,3,4,5,6 Y5/6 (1) BM4,5 HM3,4 R1,2,4,5 Y5/6 (2) BM6 CD4 DG4,5 HM6 R4,5,6 CM4a RKR4: Y1 BM2 CD3 R3 Y2 BM2,6 CD3,4 R2,4,6 CM5 Y3/4 (2) BM3,5 CD3,4 HM2,4,5,6 R1,4 Y5/6 (1) R1,2,4,6 Y5/6 (2) CD3,4 HM3,4,5 R4,5,6 CM4a RKR5: Y1 BM2,3 CD1,2,3,4,5,6 R2,3 Y2 BM2,3,4,5,6 CD1,2,3,4,5,6 DG4,5,6 R2,3,4,5,6 CM5 Y3/4 (2) BM2,3,4,6 CD2,3,4,5 HM5,6 R1,4,5,6 CM4,6 Y5/6 (1) BM2,3,4,5,6 CD1,2,3,4,6 DG2,4,6 HM2,4 R2,4,5 CM4,5 Y5/6 (2) BM2,3,4,5,6 CD2,3,4,5,6 DG3,4,5,6 HM4 R1,4,5,6 CM4a RKR6: Y1 BM2,3,6 CD3,4,5 DG3 R2,3,5 Y2 BM5,6 CD4,5,6 DG3,4 R2,3 CM5
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	• RKR 7: The conventions of courtesy and manners. • RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive	Y3/4 (2) BM1,5 CD3 DG3 R1,2,4,6 CM4,6 Y5/6 (1) BM4,5,6 DG6 HM4 R2,5 Y5/6 (2) BM4,5 DG4,5 R4 CM4a RKR7: Y1 BM2,3,6, CD1,2 DG3 R3 Y2 BM1,2,4,5,6 CD1,2,4 DG4,5,6 R2,6 Y3/4 (2) BM1,4 CD5, DG5,6 R4 Y5/6 (1) BM2,5,6 CD1,2,4,6 HM2,4 R2 Y5/6 (2) BM1,4 DG6 R4 CM4a RKR8: Y1 BM2,4 CD6 DG1,2,4,5,6 R5 CM5,6 Y2 BM5 CD1,2,5 DG1,2,3,4,6 R2 CM2,3,4,5,6 Y3/4 (2) BM3,4,6 CD2,5,6 DG1,3,4,5,6 HM1,3 CM1 Y5/6 (1) BM1 CD6 DG1,2,3 HM4,6 R1 CM1,5,6 Y5/6 (2) BM1,3 CD1 DG1,2,6 HM5,6 R1,2,4,5,6 CM1,2,4a,5,6 RKR9: Y1 CD3,4,5 Y2 CD3,4,6 R4 Y3/4 (2) CD1,3,4 HM5 Y5/6 (1) CD3,4,6 R2,4 Y5/6 (2) CD3,4 R4 CM4 RKR10: Y2 CD1,2,3,5,6 CM2,4 Y3/4 (2) CD1,2,6
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	or lead to bullying and how to challenge a stereotype. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	Y5/6 (1) BM2,6 CD1,2,4,5,6 DG4,5 Y5/6 (2) BM1,2 CD1,2,5 CM1 RKR11: Y1 CD3,4,5 HM5 R2,3,4, CM4,6 Y2 BM1 CD4,6 HM5 R1,2,3,4,5,6 CM4,5 Y3/4 (2) BM2 CD2,3,4 HM2,3,4,5,6 R1,2 CM3,5,6 Y5/6 (1) CD3,4 HM4 R1,2,4,6 CM5,6 Y5/6 (2) BM6 DG3 HM3,4,5,6 R1,2,3,5,6 CM4a,6
Online relationships	- OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. - OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content	OSA1: Y1 R3 Y2 CD3 R4,5,6 Y3/4 (1) BM4 CD3 R2,3,6 Y3/4 (2) CD3,4 HM6 CM4 Y5/6 (1) CD3,4 HM4 R2,3,4,6 CM1 Y5/6 (2) CD3,4 R4,5,6 CM4 OSA2: Y1 R4 Y2 R5,6 Y3/4 (1) R3,4 Y3/4 (2) CD2,3,4 HM6 CM5 Y5/6 (1) CD3 DG3 HM4,5,6 R2,3,4,6 CM5 Y5/6 (2) R4,5,6 CM5

	or harmful contact, and how to report this. - OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. - OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. - OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. - OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	OSA3: Y3/4 (1) R3 Y3/4 (2) HM6 Y5/6 (1) HM4 R2,3,4 Y5/6 (2) HM1 R5,6 OSA4: Y2 R4,5 Y3/4 (1) R3 Y3/4 (2) CD4 HM1 Y5/6 (1) DG2 R2,3,6 Y5/6 (2) R5,6 CM4 OSA5: Y3/4 (1) BM2 Y3/4 (2) CD4 Y5/6 (1) R2,3,6 Y5/6 (2) CD4 R4,5,6 CM4 OSA6: Y3/4 (1) CD4 DG1 R3 Y3/4 (2) CD4 Y5/6 (1) R3,4,6 CM1,5 Y5/6 (2) R4,5,6
Being safe	BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This	BS1: Y1CD3,4 R3 CM4 Y2 BM2 CD3,4,5 R2,3,4,6 CM5

	can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	Y3/4 (1) BM4,6 CD5 HM5 R2,4,6 Y3/4 (2) CD1,4 CM5 Y5/6 (1) BM5 CD1 HM2,4 R2,3,4,6 Y5/6 (2) BM1 CD3 HM4 R4,5,6 CM4
BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		BS2: Y1 R3 CM4 Y2 R2,4,5,6 CM4,5 Y3/4 (1) CD2 R3 CM2,3,4 Y3/4 (2) BM5 CD4 HM1,2,3,4,5,6 R4,5 Y5/6 (1) R2,3,6 Y5/6 (2) HM1,2 CM4
BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.		BS3: Y1 R3 CM4 Y2 R2,6 CM4,5 Y3/4 (1) CM2,3,4 Y3/4 (2) CM2,3 Y5/6 (1) CM4 Y5/6 (2) HM3 R4,5,6
BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.		BS4: Y1 R3 CM4 Y2 R2,4,5 CM5 Y3/4 (1) CD2 R3 Y3/4 (2) CM2,3 Y5/6 (1) R2,3,4,6 Y5/6 (2) BM5 HM3 R4,5,6
BS 5: How to recognise when a relationship is harmful or dangerous, including skills for		BS5: Y1 CD3,4 Y2 R1,2,5,6 CM5

	recognising who to trust and who not to trust.	Y3/4 (1) CD2 HM5 Y3/4 (2) HM4,5,6 Y5/6 (1) R2,3,6 Y5/6 (2) CD3 HM3,4 R4,5,6 CM4
	BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	BS6: Y1 R4 CM4 Y3/4 (1) CD2,3,4,5 HM3 R3,5 CM2,3,4 Y3/4 (2) CD3,4 HM2,5 Y5/6 (1) CD3 R2,3,4,6 Y5/6 (2) BM5 CD4 HM2,3,4 R2,4,5,6 CM4
	BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	BS7: Y1 CD3,4 R3,4 CM4,6 Y2 BM1 CD4 HM4,5 R1,2,3,4,5,6 CM4,5,6 Y3/4 (1) CD2,3,4,5 HM4,5 R1,5 CM2,3,4 Y3/4 (1) CD1,3,4 HM2,3,4,5,6 CN2,3,4,6 Y3/4 (2) CD1,3,4 HM2,3,4,5,6 CM2,3,4,6 Y5/6 (1) CD3 HM2,3 R2,4,6 CM3,4,5 Y5/6 (2) CD4 HM2,3,4,5,6 R1,2,3,4,5,6 CM2,4a,6

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

General Wellbeing	- GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. - GW 2: The importance of promoting general wellbeing and physical health. - GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	GW1: Y1 BM1 DG5 HM1,2,4,6 Y2 DG1,2,3,4,5,6 HM2,4,5,6 Y3/4 (1) CD3 DG3,4,5 HM1,2,5,6 R6 CM4,6 Y3/4 (2) DR6 R4,6 CM1,3 Y5/6 (1) DG5,6 HM6 R1,5 CM1 Y5/6 (2) BM1,3 DG2,3,4,5 HM6 R2 CM2,4a GW2: Y1 DG5 HM1,2,3,4,6 Y2 DG,2,4,5 HM2,4,6 Y3/4 (1) BM1,2,3,5 Y3/4 (2) BM6 DG6 HM4 Y5/6 (1) BM1 HM1,5,6 R1,5 CM1,5 Y5/6 (2) CD6 HM1,2,5,6 R1,2 CM1,2,5,6 GW3: Y1 CD3,4,5 DG1,2,3,4,5,6 HM5,6 R2,5 CM5,6 Y2 BM1 CD3,5,6 DG1,2,3,4,5,6 HM3,4,5 R1,2,3,5,6 CM2,3,5,6 Y3/4 (1) BM1,2,3,4,5,6 CD1,2,3,6 DG1,2,6 HM3,4,5 R1,2,3,6 CM1,2,4,5,6
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	GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	Y3/4 (2) BM1,4 CD1,3,4,6 DG2,3,4,5,6 HM1,2,3,4,5,6 R1,2,3,4,5,6 CM2,3,4,5,6 Y5/6 (1) BM1,2 CD2,3,6 DG1,2 HM2,3,4,5,6 R1,2,4,5,6 CM1,2,3,5,6 Y5/6 (2) BM1,3 CD3,4 DG2,3,4,5,6 HM1,3,4,5,6 R1,2,3,4 CM1,2,3,4a,5,6 GW4: Y1 BM1,4,5 CD3,4,5 DG2,3,4,5,6 HM5,6 R2,3,4,5,6 CM4,5,6 Y2 BM1 CD1,3,5,6 DG1,2,3,6 HM3,4 R3,4,5,6 CM1,2,3, 4,5,6 Y3/4 (1) BM1,2,3,4,5 CD1,3,5,6 DG1,2,5,6 HM3,4,5 R2,3,4,5,6 CM1,2,3,4,5,6 Y3/4 (2) BM1,4 CD1,2,3,4,6 DG1,2,3,4,5,6 HM1,2,3,4,5,6 CM4,5,6 Y5/6 (1) BM 2,3,6 CD1,2,3,6 DG5,6 HM6 R1,5 CM1 Y5/6 (2) BM1 CD2,3,4,5,6 DG1,2,3,4,5,6 R1,2,3,4,5,6 HM1,3,4,5,6 R1,2,3,4 CM1,2,3,4a,5,6
	GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	GW5: Y1 BM4 CD4,5 DG1,5,6 HM4,5 R2,3,4 CM4,5,6 Y2 CD3,4 DG2,5,6 HM3,4,5 R2,3,4,6 CM1,2,3,4,5,6 Y3/4 (1) BM1,4 CD2,3,4,5,6 DG1,2,6 HM3,4,5 R2,4 CM2,5 Y3/4 (2) BM4 CD1,2,3,4,5 DG2,4,5,6 HM1,2,3,4,5,6 R1,3,4,5 CM4,5,6

	- GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. - GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. - GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	Y5/6 (1) CD1,2,3,4,5 HM2,3,4,5,6 R1,2,4,5,6 CM1,2,3,5,6 Y5/6 (2) CD1,3,4 DG3,4,5 HM1,3,5,6 R1,2,3,4,5,6 CM1,4a,5,6 GW6: Y1 CD3,4,5 DG6 R2 Y2 CD4 Y3/4 (1) BM4,5 CD1,2,5 R2,5 Y3/4 (2) CD6 DG1,6 R1 Y5/6 (1) BM2,6 CD3,6 HM6 R1,4 Y5/6 (2) HM4,5,6 R1,2 CM4a,6 GW7: Y1 CD3,4,6 Y2 CD3,4,6 Y3/4 (1) CD1,3,4,5 Y3/4 (2) CD1,3,4,6 HM5,6 Y5/6 (1) D3,4,6 HM4 R2,3 Y5/6 (2) CD3,4 R4,5,6 CM4 GW8: Y1 CM1,3,5,6 Y2 BM1 CM1,2,3,6 Y3/4 (1) CM2,3,6 Y3/4 (2) CD6 DG2 R1,2,3 CM3,4,5,6 Y5/6 (1) BM6 CM2,3,6 Y5/6 (2) DG3 R2,3 CM2,4a6
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	- GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). - GW 10: That it is common to experience mental health problems, and early support can help.	GW9: Y1 CD3,4,5,6 HM5 R3,4 CM6 Y2 BM1 CD4,6 R1,3,6 CM5,6 Y3/4 (1) BM2,3 CD2,3,4,5,6 HM3,4,6 R3,5 CM3,4,5,6 Y3/4 (2) BM2 CD1,4 DG1,2 HM1,2,5,6 R1,2,4 CM2,3,4,5,6 Y5/6 (1) CD3,4,6 DG2 HM6 R1,3,4,5 CM1,2,3,5 CM1,2,3,5,6 Y5/6 (2) CD3,4 DG3 HM1,2,3,4,5,6 R2,3,4,5,6 CM1,2,4a,5,6 GW10: Y1 R5 Y2 BM1 Y3/4 (2) HM4 Y5/6 (1) HM5,6 R1,5 CM1 Y5/6 (2) HM1,5,6 R1,2,3 CM1,5
Wellbeing Online	- WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. - WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships,	WO1: Y3/4 (1) CD2 R3,6 Y3/4 (2) CD2,3,4 DG2 Y5/6 (1) DG5,6 HM6 R1,5 CM1 Y5/6 (2) CD2,3 R5,6 CM4,5 WO2: Y2 CD4 Y3/4 (1) CD3 R3,6 Y3/4 (2) CD3 HM6 R1.4 Y5/6 (1) HM4,6 R2,3,4,5,6 Y5/6 (2) CD4 R2,5,6 CM4a

	looking at the pros and cons of different ways of using online connection. • WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.	WO3: Y3/4 (2) CD4 DG2 Y5/6 (1) HM4,6 R2,3,4,5,6 CM1 Y5/6 (2) HM1 R2,5,6 CM5 WO4: Y2 CD4 Y3/4 (1) BM4 Y3/4 (2) CD1,4 HM6 Y5/6 (1) CD3 HM4 R2,3,4 Y5/6 (2) CD3,4 R5,6 CM4,5 WO5: Y3/4 (1) R3 Y5/6 (1) CD5 DG2,3,4 HM4,6 R2,3,4,5,6 CM5 Y5/6 (2) R4,5,6 CM4a WO6: Y3/4 (1) R3 Y3/4 (2) CD4 R4 Y5/6 (1) DG2 R4,5 Y5/6 (2) HM1 WO7: Y2 CD3,4 R4,5,6 Y3/4 (1) R3,4 Y3/4 (2) CD2,4 HM3 R1 CM5,6 Y5/6 (1) DG2,3 HM1,4,5,6 R2,3,4,6 CM1,5 Y5/6 (2) R4,5,6 CM1,4a,5
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	• WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. • WO10: That they have rights in relation to sharing personal data, privacy and consent. • WO 11: Where and how to report concerns and get support with issues online.	WO8: Y3/4 (1) CD3 R3 Y3/4 (2) CD3.4 HM6 Y5/6 (1) CD3 HM4 R2,3,4,6 Y5/6 (2) CD3,4 R5 CM4 WO9: Y2 R4 Y3/4 (1) R3,4 Y3/4 (2) HM9 Y5/6 (1) HM5 R3,4,6 CM5 Y5/6 (2) BM5 R4,5,6 CM1,4a,5 WO10: Y2 R5 Y3/4 (1) R3 Y3/4 (2) CD4 HM1 Y5/6 (1) DG2 R2,3,4,6 Y5/6 (2) R5,6 CM4 WO11: Y2 CD4 R5 Y3/4 (1) HM5 R3 Y3/4 (2) CD 3,11 HM6 Y5/6 (1) R2,3,4,6 CM1 Y5/6 (2) CD4 R2,4,5,6 CM4
Physical Health and Fitness	• PHF 1: The characteristics and mental and physical benefits of an active lifestyle. • PHF 2: The importance of building regular physical	PHF1: Y1 DG5 HM1,2,6 Y2 DG5 HM4 Y3/4 (1) HM1,2,4,6 Y5/6 (1) HM6 R5 Y5/6 (2) DG2 HM1,6 PHF2: Y1 DG5 HM1,2,6

	activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • PHF 3: The risks associated with an inactive lifestyle, including obesity. • PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health.	Y2 DG5 Y3/4 (1) DG4,5 HM1,2,6 Y5/6 (1) HM6 Y5/6 (2) HM1,6 PHF3: Y1 HM1,2 Y2 DG4,5 Y3/4 (1) HM1,2,6 Y5/6 (1) HM6 Y5/6 (2) HM1 PHF4: Y1 HM4 Y2 HM5 R4 Y3/4 (1) HM2,4 Y3/4 (2) HM4,5 Y5/6 (1) R5 Y5/6 (2) HM1,6 R2
Healthy Eating	• HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content). • HE 2: Understanding the importance of a healthy relationship with food. • HE 3: The principles of planning and preparing a range of healthy meals. • HE 4: The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	HE1: Y1 HM1,2,6 Y2 DG2,5 HM1,2,6 Y3/4 (1) HM1,2,4,6 Y5/6 (1) HM5 Y5/6 (2) HM1 R2 HE2: Y1 HM2 Y2 DG2,5 HM1,2 Y3/4 (1) HM2,4,6 Y5/6 (1) HM5 Y5/6 (2) HM1

		HE3: Y2 DG2 HM1,2 Y3/4 (1) HM1,2,4,6 Y5/6 (1) HM5 Y5/6 (2) BM3 HM1 HE4: Y1 HM1 Y2 HM1,2 Y3/4 (1) HM1,2,4,6 Y5/6 (1) HM5 Y5/6 (2) HM1
Drugs, Alcohol, Tobacco and Vaping	DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	DATV1: Y1 HM3,4 Y2 HM5 Y3/4 (1) HM3,6 Y3/4 (2) HM3,4,5,6 Y5/6 (1) HM1,2 Y5/6 (2) HM1,2,3,4,6
Health and Prevention	- HP 1: How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. - HP 2: About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - HP 3: The importance of sufficient good quality sleep	HP1: Y2 HM5 Y3/4 (1) HM2 Y5/6 (1) HM5,6 R5 Y5/6 (2) HM1,5,6 R1,2 HP2: Y1 HM2,6 Y2 HM5 R4 Y5/6 (2) HM1 HP3: Y1 DG5 HM1,2,6

	for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. - HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. - HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing - HP 6: The facts and scientific evidence relating to vaccination and immunisation	Y5/6 (1) R5 Y5/6 (2) BM3 HM1,5 R1 HP4: Y1 HM1,2,3,6 Y2 DG2,5 Y3/4 (1) HM2 CM4 Y5/6 (2) HM1 HP5: Y1 HM1,2,4,6 Y1 DG1 HM1 Y3/4 (1) CM4,6 Y5/6 (2) CM2 HP6: Y5/6 (2) HM1
Personal Safety	- PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. - PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	PS1: Y1 HM4,5 R4 Y2 HM3,4,5,6 Y3/4 (1) DG5 HM3,4,5,6 Y3/4 (2) HM2 Y5/6 (1) HM2,3 Y5/6 (2) BM5 HM2,4 PS2: Y1 HM5 R5 Y2 BM4 HM4 Y3/4 (1) DG5 HM4,5,6 Y3/4 (2) HM2,4,5,6

		Y5/6 (1) HM3
Basic First Aid	- BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. - BFA 2: Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	BFA1: Y3/4 (1) HM3,4,5,6 Y3/4 (2) HM2 Y5/6 (1) HM2,3 BFA2: Y2 HM3 Y3/4 (1) CM1,2,3,4,6 Y5/6 (1) HM3
Developing Bodies	- DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. - DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. - DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls'	DB1: Y1 CM1,2,3,4,5,6 Y2 CM1,2,3,6 Y3/4 (1) CM1,2,3,4,6 Y3/4 (2) HM5 CM1,2,3,6 Y5/6 (1) CM2,3,4,5,6 Y5/6 (2) CM1,2,3 DB2: Y1 CM4 Y2 CM1,2,4 (5 skills) Y3/4 (1) CM2,3,4 Y3/4 (2) CM2 Y5/6 (1) CM2,3,4 Y5/6 (2) CM2,3 DB3: Y3/4 (1) CM4 Y3/4 (2) CM2,3 Y5/6 (1) CM2

	periods start will help them understand what to expect and avoid distress.	
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End of Guidance Appendix B

Appendix C

Jigsaw, the mindful approach to PSHE (Personal, Social, Health Education) is a teaching and learning programme which includes the statutory RSHE (Relationships Education, Sex Education and Health Education) and has a strong focus on emotional and mental health and wellbeing.

Jigsaw believes that this work is vital to support children's development and to underpin their learning capacity, and that it is most effective when parents and carers work in partnership with the school.

We, like schools and parents, want children to be safe, healthy and happy.

Schools will be respectful of the faith, beliefs and contexts of children's families, engaging with parents and carers. Children's safety and wellbeing is paramount and schools must fulfil their statutory duties.

What are the aims of Relationships Education, Sex Education and Health Education in the primary school?

The opening paragraph of the Department for Education guidance states:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

(DfE, 2019, Relationships Education, Relationships and Sex Education and Health Education)





What must primary schools teach in Relationships Education, Health Education and Sex Education?

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019)

This DfE guidance clearly states the statutory requirements, i.e. what children **MUST** be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

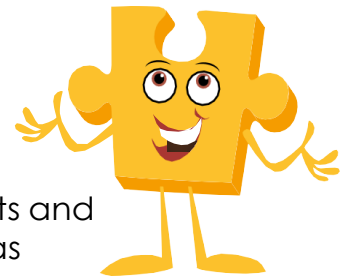
The **National Curriculum for Science** (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings). So, Relationships Education, Health Education and Science are compulsory subjects and parents/carers do NOT have the right to withdraw their children from these subjects.

The DfE recommends, 'that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils.'

The Jigsaw PSHE Programme includes lessons on ALL aspects of compulsory Relationships and Health Education, designed in a sensitive, spiral, age-appropriate curriculum.

If you have any questions...

- Talk to your child's teacher, Mrs Browne (the head teacher), or Ms Tuckett (the teacher in charge of PSHE). Often, when parents and carers find out what is in the curriculum, their fears are allayed as they can appreciate it is in the best interests of their child's lifelong learning and safeguarding.



What about LGBT+ issues?

There has been much mis-information in the media about how LGBT+ issues are taught within the Relationships, Health and Sex Education curriculum in primary schools. Jigsaw has produced a separate leaflet explaining its approach to this. Your child's school can make this available to you on request. Jigsaw firmly stands by its position that EVERY child is valued and special.



More about Jigsaw, the mindful approach to PSHE?

Jigsaw PSHE is a comprehensive and completely original Scheme of Work (lesson plans) for the whole primary school. The Jigsaw teaching materials integrate Personal, Social, Health Education (PSHE), emotional literacy, social skills, mindfulness, and spiritual development in a whole-school approach. The expectations of the DfE Relationships and Health Education guidance are woven throughout Jigsaw but specifically covered in the Relationships and Healthy Me Puzzles (units), with puberty and human reproduction being taught in the Changing Me Puzzle.

The Jigsaw PSHE lessons aim to give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner and helps children to cope with change, including puberty, and to learn about healthy relationships.

There are six Puzzles (units):

Being me in My World

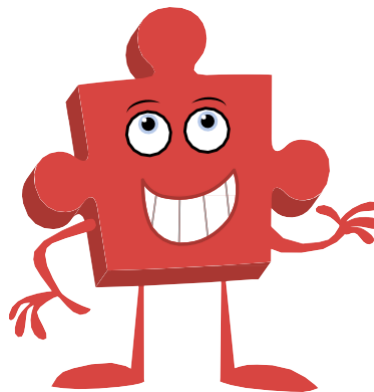
Celebrating Difference

Dreams and Goals

Healthy Me

Relationships

Changing Me, each with six lessons.



These are sequenced from the beginning to the end of the school year. The Relationships and Changing Me Puzzles are taught in the Summer Term.

Jigsaw's 'Changing Me' unit is taught over a period of 6 weeks, usually in the second half of the summer term. Each year group will be taught appropriate to their age and developmental stage, building on the previous years' learning. Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer (for example, because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home. The question will not be answered to the child or class if it is outside the remit of that year group's agreed programme.

The Changing Me Puzzle is all about coping positively with change and includes: **Ages 3-5** Growing up: how we have changed since we were babies.

Ages 5-6 Boys' and girls' bodies; correct names for body parts.



Ages 6-7 Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Ages 7-8 How babies grow and how boys' and girls' bodies change as they grow older. Brief introduction to puberty and menstruation.

Ages 8-9 Internal and external reproductive body parts. Recap about puberty and menstruation is revisited with more detail.

Ages 9-10 Puberty for boys and girls in more detail including the social and emotional aspects of becoming an adolescent.

Ages 10-11 Puberty for boys and girls revisited. Becoming a teenager.

All lessons are taught using correct terminology, child-friendly language and diagrams. Each school will carefully check the content each year and make any adaptations they feel are appropriate in line with their policy.

How can I talk to my child about relationships, puberty and human reproduction?

What children learn at school is only part of the curriculum, and children can continue to learn from you at home. For some parents/carers, it can feel totally natural to discuss relationships, puberty and human reproduction with their child, while for others it can seem uncomfortable. Either way, it is important to remember these key points:

- We all want children to be safe, healthy and happy.
- We need to consider their needs and the world they inhabit.
- We need to normalise talking about relationships, puberty and human reproduction to ensure children feel they can talk to parents/carers about any concerns or worries they may have.
- We may need to challenge our own ways of thinking about how we feel about relationships and sex education.
- We have choices. We can avoid talking about relationships and puberty or we can communicate openly and honestly with children.

Here are some tips for talking to your child:

- Be honest. If you don't know the answer to a question, be honest and say so. Tell your child that you will need to find out and that you will get back to them with more soon.
- Remember that children are curious and want to know and understand. We tend to place our adult perspective on children's questions and comments, when actually a child just wants (and needs) a very simple, age-appropriate, matter-of-fact answer. This answer will not involve an 'adult' understanding of



a topic – it needs to be at a child's level, with opportunity given for the child to be able to ask further questions if needed. Give yourself time to respond by asking something like, "What do you think that means?" or "Why do you ask?"

- Keep lines of communication open. Having an open and honest relationship with your child can really help make conversations easier, so make sure that you are always willing to talk when your child needs you; if you can't, explain why and find another time when it is more mutually convenient.
- Use correct terminology. It helps that children aren't confused by hints, euphemisms and innuendo; use correct terminology whenever you can, especially for body parts. This is hugely important for safeguarding too.
- Respond to what children say they need. Bear in mind that children's lives today are very different from even five years ago. Therefore, the education they receive needs to reflect this. Research shows us that children want and need to understand relationships, puberty and human reproduction, and want to be able to talk with parents/carers about this when they have had lessons at school. We may feel that they know too much, when actually ignorance is the enemy of innocence.
- Answer questions and don't be afraid to say, 'I really don't know – let's work it out or look it up together'. Have a phrase for awkward moments, such as, 'That's a good question, and let's talk about it once we get home'.
- Always respond. If you don't, they may think it is wrong to talk to you about relationships, puberty or human reproduction and as a result you may find your child clams up when you want to raise the subject, now or in the future.
- If it all feels too personal, try talking about people in books, films and favourite television programmes.
- Enjoy it. Laugh with each other!
- Work in partnership with the school.

Appendix D

Content and vocabulary adaptations

At St Peter's Primary, we will not use the following elements of the Jigsaw planning:

Year One (Ages 5-6) – Changing Me - do not use the word 'vulva'

Year Two (Ages 6-7) – Changing Me - do not use the word 'vulva'

Years Three and Four Cycle A (Ages 7 – 8) – Changing Me – Use animations without subtitles so that the teacher can explain in line with the policy

Years Five and Six Cycle A (Ages 9 – 10) – Changing Me – Lesson 4 Conception do not teach slide 17