



Love To Learn



**RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE)
AND
PERSONAL, SOCIAL, HEALTH & ECONOMIC (PSHE) EDUCATION
POLICY**

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Engage & Inspire

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Nurture & Growth

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Pride & Joy

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

We are required by law to teach **Relationships, Sex & Health Education (RSHE)** 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. An overview of what is statutory and non-statutory can be seen in Appendix 1 (Table Re Compulsory And Non-Compulsory Elements Of Sex Education).

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 Malcolm Sargent Primary 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 which:

- 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)

Appendix 2 covers the compulsory elements of RSHE for primary schools (What Do Primary Schools Have To Teach in Primary RSHE?).

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).

A more detailed planning map can be seen in Appendix 3 (PSHE Knowledge Content Snapshot Overview).

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, and [insert other methods your school uses, e.g., "school council discussions, pupil surveys, 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 45 minutes 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. 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 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 and 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 and where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles and 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 and 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 Malcolm Sargent Primary 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 which adolescence brings and understand how human life begins.

At Malcolm Sargent Primary School our approach to sex education is:

Sex Education as part of PSHE (subject to parental withdrawal)

We teach age-appropriate sex education in Years 5 and 6 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
- Year 6: Babies: Conception to Birth

Classes will not be taught in gender-segregated groups but will be given opportunity to spend time in gender-segregated groups to follow up on concepts delivered and allow time for gender specific questions to be raised by pupils, where this is deemed appropriate.

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 deciding to withdraw a child from sex education, we invite parents to discuss their concerns with their child's class teacher in the first instance. 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:

- Arrange 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
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by sending a letter prior to these lessons in Year 5 and Year 6 when we invite parents to attend an information session with the class teacher and view the materials and content of these lessons.

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. Curriculum Enrichment & Events & Visitors

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

A copy of this policy will be given to those external professionals.

The class teacher will remain present throughout the sessions run by the external professionals.

The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate, accessible for the pupils and compatible with this policy.

The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND when it includes non-statutory material.

The expert will share the content with parents prior to the delivery of the sex education lesson.

The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection & Safeguarding Policy.

The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

The areas covered by external professional workshops and talks include:

- [Online Safety workshops for Y2-Y6 pupils.](#)
- [Positive Relationship workshop for Y5 pupils.](#)
- [Respectful Communication lesson for Y4 pupils.](#)
- ["Speak Out, Stay Safe" assemblies and workshops for Y1-Y6 pupils.](#)
- [Substance Misuse 'What's in the Box?' workshop for Y6 pupils.](#)
- [Young People's Gambling Harm Prevention workshop for Y6 pupils.](#)
- [Diversity workshop for Y5-Y6 pupils.](#)
- [Boundaries and Personal Space workshop for Y6 pupils.](#)
- [Dealing with Emotions for Y2 pupils.](#)
- [Fire safety workshops and resources for teachers for Y2 and Y6 pupils.](#)

- [HSBC Money Management workshops for FS-Y6 pupils.](#)
- [Identity Session \(Looking at Positive Characteristics\) workshop for Y6 pupils.](#)
- [Mini First Aid Healthy Minds course for 7 to 11-year-olds.](#)
- [Mini First Aid Training for Kids class for 7 to 11-year-olds.](#)

The areas covered by special assemblies led by groups of the House Council are:

- Primary agenda promoting positive relationships in schools and communities, ages 7 to 11 at <https://www.lincolnshire.gov.uk/directory-record/70477/primary-agenda-free-online-resource-promoting-positive-relationships-in-schools-and-communities-ages-7-to-11>
- Rail Safety resources (Network Rail) at <https://www.lincolnshire.gov.uk/directory-record/1609/rail-safety-resources-for-teachers-network-rail->
- RNLI water safety education resources at <https://rnli.org/youth-education>
- Road safety awareness lessons for students from Lincolnshire County Council's Road Safety Partnership at <https://www.lincolnshire.gov.uk/lincolnshire-road-safety-partnership>
- Vaping class assembly using ASH's downloadable vaping presentations and teacher guidance at <https://ash.org.uk/>
- [Friends Against Scams](https://www.friendsagainstscams.org.uk/article/480/young_friends_against_scams_awareness_session) – Understanding Scams and Fraud at https://www.friendsagainstscams.org.uk/article/480/young_friends_against_scams_awareness_session
- [Alcohol education resources and lesson plans for Y5-6 pupils.](#)
- [Junior Eyes booklet - safety within your community and good citizenship - messages for students' resource.](#)
- [Online Safety - bullying advice and activities.](#)
- [Online safety resources for EYFS to Y2 - The Adventures of Smartie the Penguin](https://www.childnet.com/resources/smartie-the-penguin/) at <https://www.childnet.com/resources/smartie-the-penguin/>
- Online safety assemblies and newsletters from Alan Mackenzie, the school's e-safety adviser at <https://www.esafety-adviser.com/>
- Online safety resources at <https://www.thinkuknow.co.uk/>

8. 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 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions. This is listed as Appendix 4.

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.

9. 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.

10. 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

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

- Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. We provide secure access codes on a Puzzle-by-Puzzle basis (each half term) for parents who specifically ask to see these materials. These show the published Jigsaw content, and we can explain any adaptations we have made for our classes. To request access, parents should contact their child's class teacher, who will provide a unique access code and link. These codes expire at the end of each half term, and parents can request a new code for the next Puzzle if they wish.
- 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.
- Parent Information Leaflets - We also provide specific information leaflets on topics that parents commonly have questions about, which are available on request or via our website.

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 the child's class teacher.

Responding to Concerns

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact their child's class teacher in the first instance.

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.

11. 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.

12. 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

Progress in PSHE is reported to parents as part of their annual report and within parent consultations.

Monitoring Quality and Impact

The PSHE lead, working with senior leadership and Trustees 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.

13. 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 & Child Protection Policy
- Behaviour Management & Exclusions Policy
- Anti-Bullying Policy
- E-Safety Policy
- Equality, Equity, Inclusion & Diversity Policy
- SEND Policy
- Health & Safety Policy
- Teaching & Learning Policy

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.

14. 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
- 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 2025
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Local authority / MAT guidance and support materials

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

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

Policy Approval

This policy has been approved by the Board of Trustees via the National College Policy Compliance programme.

Appendix 1

Table Re Compulsory And Non-Compulsory Elements Of Sex Education

Year Group	Compulsory Science Curriculum Sex Education Elements Taught By The School	Non-Compulsory PSHE Sex Education Elements Taught By The School*
FS		Jigsaw: Changing Me – Summer 2
1		Jigsaw: Changing Me – Summer 2
2		Jigsaw: Changing Me – Summer 2
3		Jigsaw: Changing Me – Summer 2
4		Jigsaw: Changing Me – Summer 2 Discussion about periods, with the opportunity for girls and boys to discuss any questions further**
5	Topic 3: Circle of Life – Summer 1 Topic 5: Growing Up & Growing Old – Summer 2	Jigsaw: Changing Me – Summer 2: One lesson on 'Conception' Discussion about periods, with the opportunity for girls and boys to discuss any questions further**
6		Jigsaw: Changing Me – Summer 2: One lesson on Babies – Conception To Birth Discussion about periods, with the opportunity for girls and boys to discuss any questions further** Outside provider 'Sex Education' delivery**

**Each year group will deliver these non-compulsory areas of our curriculum to your child unless they are told by parents that they would like their child withdrawn from these lessons.*

*** In advance of the sessions to the children, parents will be given an opportunity to see/review the materials before presentation in lessons.*

Should parents wish to view the curriculum being delivered, resources shared or the individual planning for each lesson, please speak to your child's class teacher.

Appendix 2

What Do Primary Schools Have To Teach in Primary RSHE?

See attached.

Appendix 3

PSHE Knowledge Content Snapshot Overview

See attached.

Appendix 4

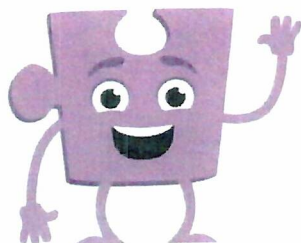
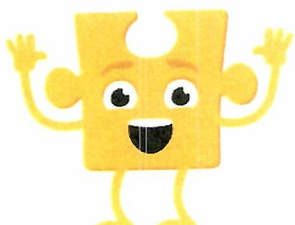
LGBTQ+ Leaflet

Due to copyright restrictions, this information cannot be published here but individual hard copies can be handed out on request from the school office.

WHAT DO PRIMARY SCHOOLS HAVE TO TEACH IN PRIMARY RSHE?

A guide for parents

January 2026



Relationships, Sex and Health Education in Primary Schools:

Understanding what your child will learn and why

As parents and carers, you are the most important people in your child's life. You know them best, and the conversations you have at home about relationships, growing up, and staying healthy are important and invaluable for their understanding of themselves and the world around them.

At school, we support this learning through PSHE (Personal, Social and Health Education), through which we deliver the DfE's statutory Relationships, Sex and Health Education (RSHE) as well as wider curriculum content related to citizenship, financial literacy and other learning about themselves and the wider world. This isn't a new subject – schools have always helped children learn how to stay safe, be kind, and look after themselves. What has changed is that since 2020, Relationships Education and Health Education have become a required part of every primary school's curriculum.

This guide explains what your child will learn, when they'll learn it, and how you can support their learning at home. It also explains your rights as a parent.

Why do children need this education?

Children today are growing up in a complex world. They need age-appropriate knowledge and skills to:

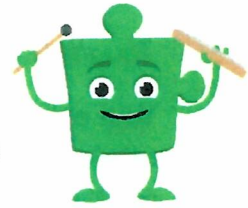
- **Stay safe** – recognising unsafe situations, knowing who to tell, understanding their bodies belong to them
- **Build healthy friendships** – being kind, resolving disagreements, knowing what makes a good friend
- **Look after their physical health** – healthy eating, exercise, sleep, hygiene, and understanding how their bodies change as they grow
- **Look after their mental health** – understanding feelings, building resilience, knowing when and how to ask for help
- **Navigate the online world** – staying safe online, understanding that not everything online is true or kind
- **Understand families** – appreciating that families come in many forms and all are equally valid

This learning helps children thrive now and prepares them for adolescence and adulthood.



What will my child learn?

Our school uses Jigsaw, the mindful approach to PSHE, which also includes all the statutory RSHE and supports us to teach this through six themed units (called "Puzzles") across the year. Here's what your child will learn:



Being Me In My World

Taught at the start of each school year

Your child will learn about rights and responsibilities, classroom rules, and being part of a community. They'll explore what makes them feel safe and special, learn about making good choices, and identify trusted adults they can turn to for help. As children get older, this extends to thinking about citizenship and their place in the wider world.

Celebrating Difference

Taught in the autumn term

Your child will learn that everyone is unique and that differences should be respected and celebrated. This includes learning about different types of families, understanding what bullying is and how to prevent it, and developing empathy for others. Children learn that all families – including those with single parents, same-sex parents, step-parents, grandparents as carers, and many other arrangements – deserve respect.

Dreams and Goals

Taught in the spring term

Your child will learn about setting goals, working hard, and coping when things don't go to plan. They'll develop resilience and learn that success looks different for everyone. This unit also covers how healthy lifestyle choices support this, about teamwork, and in older year groups, topics like managing money safely and understanding that what we see online isn't always reliable.

Healthy Me

Taught in the spring term

Your child will learn how to look after their physical and mental health. This includes healthy eating, exercise, sleep, and hygiene. They'll also learn about staying safe, including road, rail, water and fire safety, and, as they get older, about the effects of smoking, vaping, and alcohol. Mental health and emotional wellbeing are woven throughout.

Relationships

Taught in the summer term

Your child will learn about building positive relationships with family, friends, and others. This includes understanding feelings, recognising healthy and unhealthy relationships, respecting personal boundaries, and as children get older, with a growing focus on considering media messages and staying safe online. The focus is always on kindness, respect, and knowing how to get help if needed.

Changing Me

Taught in the summer term

Your child will learn about how bodies change as we grow, including puberty. This is taught in an age-appropriate way, building year on year. Younger children learn about life cycles and the correct names for body parts. Older children learn about the physical and emotional changes of puberty, including menstruation. Other aspects of change are also taught in this Puzzle, such as changing relationships and changes in families, changing classes and changes related to moving school or house and the vocabulary and strategies that can help us to manage and cope with change.

A note about puberty

Many parents wonder when and how puberty is taught. Our PSHE policy will tell you more about how you can see and discuss the teaching and materials used, but to summarise:

- **It is taught gradually.** Children don't suddenly receive all the information in one lesson. Learning builds year on year, starting with simple concepts about growth and change.
- **Boys and girls learn together.** Everyone benefits from understanding the changes that happen to all bodies. This builds empathy and reduces embarrassment.
- **We use correct terminology.** Using proper names for body parts helps keep children safe and ensures they can communicate clearly if they ever need to report something concerning.
- **It is taught before children need to know.** Puberty starts for most children whilst they are in primary school, and whilst the average age for periods to start is 12, they can begin as early as 8. Children need to understand what's happening to their bodies before it happens, so they feel prepared rather than frightened, and this applies to learning about puberty for boys and girls.



- **Puberty is Health Education, not Sex Education.** This means it is a required part of the curriculum and parents cannot withdraw their children from it.

What about Sex Education?

Sex Education – meaning teaching about how babies are conceived – is **not compulsory** in primary schools. However, the government recommends that primary schools include some age-appropriate content in Years 5 and 6.

If your school chooses to teach Sex Education, **you have the right to withdraw your child** from these specific lessons. The school will inform you before this content is taught and explain how to request withdrawal if you wish.

Important: You cannot withdraw your child from:

- Relationships Education (learning about friendships, families, kindness, staying safe)
- Health Education (learning about physical and mental health, including puberty)
- Science curriculum content about reproduction in plants and animals (which in some schools will include humans).

Understanding your rights

What your child learns	Required by law?	Can I withdraw my child?
Relationships Education	Yes	No
Health Education (including puberty)	Yes	No
Sex Education (conception and birth)	Recommended but not required	Yes
Science (life cycles, reproduction)	Yes	No

Common questions from parents

"Isn't my child too young for this?"

All content is age appropriate. A five-year-old learning about families and friendships is very different from an eleven-year-old learning about puberty. The curriculum is carefully designed to give children the right information at the right time – not too early, not too late.

"Will you teach my child about LGBT+ relationships?"

Children will learn that families come in many forms, including those with same-sex parents. This is presented simply as one of many types of loving family. In Year 3 and above, children learn that some adults are attracted to people of the same sex and some to the opposite sex, in the context of who adults choose to spend their lives with. This is not about sexual activity – it's about helping all children feel their family is valued and ensuring children know why it is not okay to use terms like "gay" as an insult.

"Will you teach my child about being transgender?"

The Jigsaw programme does not explicitly teach about gender identity in primary school but does teach children to question gender stereotypes in line with the DfE Guidance. The focus is on celebrating every child as a unique individual and challenging stereotypes (for example, that only boys can like football or only girls can like pink). If questions arise, teachers will answer sensitively and in line with school policy.

"What if my child asks questions you can't answer?"

Teachers are trained to handle questions sensitively. If a child asks something beyond the lesson content, the teacher may say, "That's a great question to ask your grown-ups at home." We will always let you know if your child has asked something you might want to follow up on.

"What if my child has additional needs?"

The curriculum is adapted to meet the needs of all learners. If your child has SEND, their teacher will ensure content is accessible and appropriate. Please speak to your child's teacher if you have specific concerns.

"What if this conflicts with our family's beliefs?"

We respect that families have different values and beliefs. The curriculum focuses on facts, safety, and respect for others. It does not tell children what to believe about relationships or family life. We encourage you to share your family's values at home, and we're always happy to discuss any concerns.





How can I support my child's learning at home?

The most important thing you can do is **keep talking**. Children who can talk openly with their parents about bodies, feelings, and relationships are safer and make better choices.

Here are some tips:

- **Use everyday moments.** A TV programme, a news story, or something that happens at school can be a natural starting point for conversation.
- **Answer questions honestly.** If your child asks something, give a simple, truthful answer. If you don't know, it's fine to say, "Let me think about that" or "Let's find out together."
- **Use the correct words.** Using proper names for body parts helps children communicate clearly and reduces shame or embarrassment.
- **Listen more than you talk.** Sometimes children just need to process their thoughts. Ask open questions like, "What do you think about that?"
- **Reassure them.** Let your child know they can always come to you with questions, and that no question is silly or wrong.
- **Don't panic.** If your child says something surprising, stay calm. An open, relaxed response encourages them to keep talking to you.

What if I want to know more?

We want to work in partnership with you. You are always welcome to:

- **View the curriculum materials.** Ask the school office to arrange this.
- **Speak to your child's teacher.** They can explain what's being taught and when.
- **Attend parent information sessions.** We hold these before teaching sensitive content.
- **Talk to the PSHE lead.** They can answer questions about the whole programme.





Key messages to remember

- ✓ Relationships Education and Health Education are required by law – they help keep your child safe and healthy.
- ✓ Sex Education (conception and birth) is recommended but not required – you can withdraw your child from these lessons if you wish.
- ✓ Puberty is part of Health Education, not Sex Education – it is compulsory and taught before children need to know.
- ✓ All content is age-appropriate – what a Reception child learns is very different from what a Year 6 child learns.
- ✓ All families are respected – children learn that families come in many forms and all are equally valid.
- ✓ You are your child's first teacher – the conversations you have at home matter most of all.

Further information

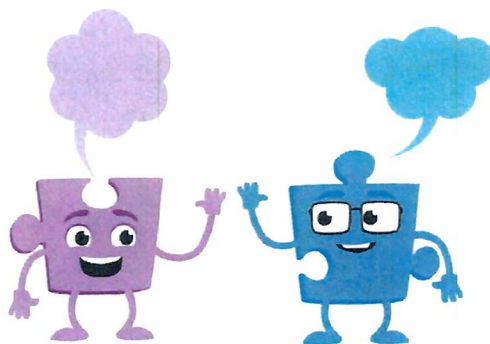
If you have any questions about RSHE at our school, please contact:

[School contact details to be inserted]

For more information about the Jigsaw programme, visit: [Jigsaw - Leading provider of PSHE & RE education](#)

For the government's guidance for parents, visit: [New RSHE guidance: what parents need to know - The Education Hub](#)

This guide is based on the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025).





December 2025

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	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions 	<ul style="list-style-type: none"> Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes 	<ul style="list-style-type: none"> Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength 	<ul style="list-style-type: none"> Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals 	<ul style="list-style-type: none"> Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	<ul style="list-style-type: none"> Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Smoking including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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