

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

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**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 Heatherlands Primary School, our approach to Personal, Social, Health and Economic (PSHE) education reflects our wider school vision: that all children should feel **safe**, experience **high-quality teaching and learning**, and be offered **exciting, meaningful experiences** that help them to engage, achieve and remember their primary journey.

PSHE education plays a vital role in ensuring children feel **confident, supported and prepared for the wider world**. It is not an add-on to our curriculum, but a fundamental part of how we nurture well-rounded individuals who are able to manage their wellbeing, build positive relationships and contribute responsibly to their community.

Our PSHE curriculum is **developmental and progressive**, supporting children from the moment they join our school. Pupils begin by developing emotional literacy—learning to recognise, name and express their

feelings—before building the skills needed to manage emotions, demonstrate **resilience**, and make informed decisions that support both their own wellbeing and that of others.

In line with our commitment to strong, trusting partnerships with families, we recognise that parents and carers are children’s first educators in many aspects of relationships and health. Through open communication, consistency and mutual respect, we work alongside families to ensure PSHE learning is supportive, inclusive and appropriate for all children.

Our vision for PSHE is underpinned by **the Heatherlands Way**, built around our core values of **Respect, Resilience, Aspiration, Motivation and Independence**. These values shape the way PSHE is taught and experienced—not only through discrete lessons, but through behaviour expectations, relationships, assemblies and everyday interactions across school life.

With passionate staff committed to making a difference, PSHE at Heatherlands supports a school community where children feel safe, valued and included, and where families have confidence that their children are cared for, challenged and celebrated as they grow into capable, responsible and respectful young people.

## 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.

In addition, our PSHE curriculum supports our safeguarding responsibilities as set out in **Keeping Children Safe in Education** and the **Prevent Duty**. Through PSHE, children develop resilience, critical thinking skills and an understanding of risk, helping them to recognise concerns, stay safe online and offline, and seek help when needed. This contributes to protecting children from harm, including the risk of radicalisation and exploitation, in an age-appropriate and proportionate way.

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 our school website: <https://www.heatherlands.poole.sch.uk/>

### 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, considering:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice is gathered through feedback within PSHE lessons, informal discussions with children, class discussions, pupil surveys, and through the Heatherlands Voice (our School Council). In addition, a PSHE Curriculum Ambassador in Key Stage 2 supports pupil voice by sharing feedback on PSHE learning and helping to represent pupils' views when reviewing and developing the curriculum.
- 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 discrete curriculum lessons by class teachers using the Jigsaw PSHE programme. Learning is integrated naturally into the classroom environment so that teachers can draw meaningful 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 discrete PSHE sessions are reinforced and *lived* throughout the school day and across all areas of school life, including:

- **Assemblies**, which regularly explore PSHE themes, celebrate successes, address moral and ethical questions, and build whole-school awareness of wellbeing, relationships and current issues.
- **Our Building Positive Relationships and Behaviour policy**, which reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults consistently model these values in all interactions with children and with one another.
- **The Jigsaw Learning Charter**, established in each class at the start of the year, which becomes a living document that children regularly refer to guide behaviour, support emotional safety and resolve difficulties.
- **Playground and social times**, which provide valuable opportunities for children to practise friendship, cooperation and conflict-resolution skills learned in PSHE. These moments are supported by staff who understand the PSHE curriculum and can reference learning when guiding children.
- **Jigsaw Games**, which complement PSHE lessons by reflecting the themes of each Puzzle and offering children further opportunities to practise and apply learning in active and enjoyable ways. These games support cooperation, fair play, resilience and problem-solving, reinforcing key PSHE concepts through play.
- **Emotional literacy across the school**, developed through PSHE lessons and reinforced throughout the school day. Staff support children to recognise, name and express their feelings, understand others' emotions and use this awareness to build positive relationships. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- **Recognition and reward systems**, which celebrate not only academic achievement but also the personal and social qualities developed through PSHE, such as kindness, perseverance, respect, courage and positive contribution to the school community.
- **Our learning environment**, which reflects PSHE values through working walls, vocabulary displays and visual prompts that reinforce key concepts such as the Jigsaw Charter, emotional vocabulary and strategies for wellbeing. This includes consistent reference to resources such as Scribble Spot and additional resources, which support children in recognising emotions, regulating behaviour and applying wellbeing strategies independently.
- **Our wider PSHE provision**, including participation in **Commando Joe's**, which further develops teamwork, resilience, leadership, communication and problem-solving skills through practical, collaborative challenges that align closely with PSHE learning and our school values.

### **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, develop environmental awareness and apply their learning in varied contexts. This is further supported through our **Forest School** provision, which promotes resilience, cooperation, independence and emotional wellbeing through hands-on, child-centred outdoor experiences.

Teachers plan regular opportunities to take PSHE learning outside where appropriate, and children are encouraged to spend time outdoors during breaks and lunchtimes. We recognise that both structured outdoor learning and unstructured play support emotional regulation, creativity and positive 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.

*This includes explicit teaching about consent, personal boundaries and bodily autonomy, detailed further in Section 8.*

### **Health Education**

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

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

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

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

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

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

rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.

- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

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

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

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law.

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 at Heatherlands 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 adolescence brings and understand how human life begins.

At Heatherlands, 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: teaching about sexual intercourse and what happens in order for a baby to be conceived, and the process of childbirth.**

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

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

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

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

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

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

- 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 PSHE information letter to parents, which outlines the content to be taught, explains how it is delivered, and clearly sets out parents' rights in relation to sex education.

- Holding annual parent information sessions, which provide opportunities for parents to explore PSHE and RSHE content in more detail, ask questions, view resources and discuss how learning is approached in school. A withdrawal request form is available from the school office.
- Providing parental access through the Jigsaw programme, enabling lesson content and resources to be shared and viewed, supporting transparency and informed discussion at home.
- Maintaining an up-to-date school website, which includes information about PSHE and RSHE learning across the school, along with guidance, support and signposting to help parents support their children's wellbeing and development.

## **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
- Families of previously looked after children
- Families where children are subject to adoption or special guardianship arrangements
- Service families, including those where a parent or carer serves in the armed forces

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

### **Including LGBT Content**

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

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

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

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

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

### Supporting Children with SEND

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

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

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

### Respecting Religion and Belief

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

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

## 8. Safeguarding and Support

Our approach reflects current statutory safeguarding guidance and best practice and will continue to evolve in response to emerging risks and national guidance. 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
- **Understand the importance of consent**, including that they have the right to say no, to change their mind, and that consent must be freely given and respected
- **Recognise when consent is not present or has been ignored**, and know that this is not acceptable
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

### Understanding and Teaching Consent

Consent is the clear and voluntary agreement to a behaviour or interaction. In school, consent applies to touch, words, sounds, gestures, and actions.

Consent:

- must be freely given
- must be listened to
- can be withdrawn at any time
- requires behaviour to stop immediately if consent is not given

Silence, laughter, or a lack of reaction does not mean consent. Pupils may not speak up if they feel embarrassed, unsure, or uncomfortable, and this must never be interpreted as agreement.

Pupils are taught that:

- everyone has the right to personal boundaries
- touching another person's body without consent is not acceptable, even as a joke
- making sexualised noises, comments, or gestures, or touching intimate body areas, is inappropriate behaviour in school

Where behaviour impacts a pupil's sense of safety or wellbeing, it will be treated as a safeguarding concern and responded to in line with the school's safeguarding procedures.

### **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 using 'My Concern'
- Report all concerns to the Designated Safeguarding Lead without delay or Deputy DSL

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
- Basic first aid knowledge and understanding of when and how to seek medical help
- External helplines relevant to their age (e.g., Childline)
- 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 partnership approach reflects our commitment to open communication and mutual respect. This includes:

- Gathering parent and carer views through parent surveys, ongoing communication and opportunities to share feedback.
- Providing PSHE information letters to parents, which outline curriculum content, explain how learning is delivered and clearly set out parents' rights in relation to sex education.
- Offering opportunities to view teaching materials, including through parental access via the Jigsaw PSHE programme.
- Holding annual parent information sessions to explain PSHE and RSHE curriculum content, share resources and answer questions.
- Maintaining an up-to-date school website, which provides information about PSHE learning across the school, alongside guidance, support and signposting to help parents support their children's wellbeing and development.
- Ensuring regular communication about PSHE through newsletters and other appropriate channels.

### 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 Knowledge Organisers** - For each Puzzle (half-term unit), we provide accessible summaries showing the key learning objectives and content from the Jigsaw programme. These Knowledge Organisers can be adapted to show any changes we have made for our school context and are available for parents to view or download. They provide a clear overview of what will be taught in each Puzzle without overwhelming detail.
- **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.

We actively encourage parents and carers to engage with these resources so they can support and continue conversations at home. If parents have any questions about PSHE content or would like to access any of these materials, they are encouraged to contact the school office, who will pass the enquiry on to the PSHE Lead.

### **Supporting Parents**

We provide parents and carers with information about the PSHE topics being covered each term, including knowledge organisers that outline key learning and suggest questions to support discussion at home. Parents are also offered guidance and leaflets to help them manage sensitive conversations, such as those related to puberty and sex education, in a confident and age-appropriate way. In addition, we offer parenting courses and, where appropriate, more bespoke support, working closely with families to respond to individual needs and ensure consistent, supportive messages between home and school.

### **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, or the PSHE lead, Mrs Allen.

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**

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively. At Heatherlands Primary School, we are committed to ensuring that staff are well prepared, supported and confident in delivering PSHE and RSHE in a safe, inclusive and age-appropriate way.

### **Supporting Our Teachers**

We support staff delivering PSHE through:

- **Comprehensive resources**  
The **Jigsaw PSHE** programme provides detailed lesson plans, teaching resources, assessment materials and clear guidance. This ensures consistency and progression across year groups while reducing planning burden for teachers and supporting high-quality delivery.
- **Regular professional development**  
Staff access ongoing CPD through a combination of in-house and external training. This includes:
  - In-house training led by the school's PSHE Lead, who is also a Specialist Leader of Education (SLE) and works across schools within the Trust, supporting shared expertise, consistency and best practice in PSHE delivery.
  - Access to Jigsaw webinars and online training through the Jigsaw portal, enabling staff to engage flexibly with up-to-date guidance and professional learning.
  - Professional development focused 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, including online safety and mental health
- **Collaborative planning and review**  
Staff are given opportunities to plan together, share effective practice, reflect on delivery, discuss challenges and support one another when teaching sensitive content.
  - **Senior leadership support**  
The PSHE Lead and senior leadership team provide ongoing guidance and support, including lesson observations where appropriate, advice on complex situations and a focus on staff wellbeing.
  - **Access to specialist support**  
Where appropriate, staff are supported through access to external specialists such as school nurses, PSHE advisers, mental health professionals and other local services, enhancing staff knowledge and confidence in lesson delivery.

### **Creating Confident, Skilled Practitioners**

We recognise that teaching PSHE requires particular skills:

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

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

### **11. Assessment, Monitoring and Evaluation**

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

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

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

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

Progress in PSHE is shared with parents as part of the school's reporting processes, including annual written reports and discussions during parent consultation meetings, where teachers share information about pupils' personal development, wellbeing and attitudes to learning. In the Early Years Foundation Stage (EYFS), where Personal, Social and Emotional Development (PSED) is a prime area of learning, progress is discussed regularly with parents through ongoing dialogue, meetings and reporting. Where additional support is identified as beneficial, the school works in partnership with parents to offer targeted provision, which may include Emotional Literacy Support Assistant (ELSA) support, nurture groups and regular check-ins with the school's Pastoral Care Team.

### **Monitoring Quality and Impact**

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

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

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

### **Evaluating Impact**

We evaluate the impact of PSHE education by looking at:

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

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

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

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

- Safeguarding and Child Protection Policy
- Building Positive Relationships and Behaviour Policy including Anti-Bullying
- Online Safety / E-Safety Policy
- Equality and Duty Policy
- SEND Policy
- Health and Safety Policy

- IT and Communications Systems Policy (inc online safety)
- Artificial Intelligence

### **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:

- Department for Education (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)
- The Jigsaw PSHE 3–11 programme of study and supporting documentation
- Multi-Academy Trust (MAT) guidance and support materials
- Evidence from educational research and recognised best practice

*The school is aware of proposed revisions to national safeguarding guidance currently under consultation and will review and update this policy in line with any revised statutory guidance once published.*

### **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 and 'The Heatherlands Way'
- Engaging with professional development

### **Further Information and Resources**

For more information about PSHE at Heatherlands, please contact: Hayley Allen – PSHE Lead

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

- On our school website: <https://www.heatherlands.poole.sch.uk/>
- From the school office

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

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



### Policy Approval

This policy was approved by the Governing Body / Board of Trustees on: [insert date]

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

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

Next Review Date: April 2026

### Appendix A: PSHE Curriculum Overview

This appendix provides a detailed 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
<b>Ages 8-9</b>	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
<b>Ages 9-10</b>	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 <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
<b>Ages 10-11</b>	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 <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	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