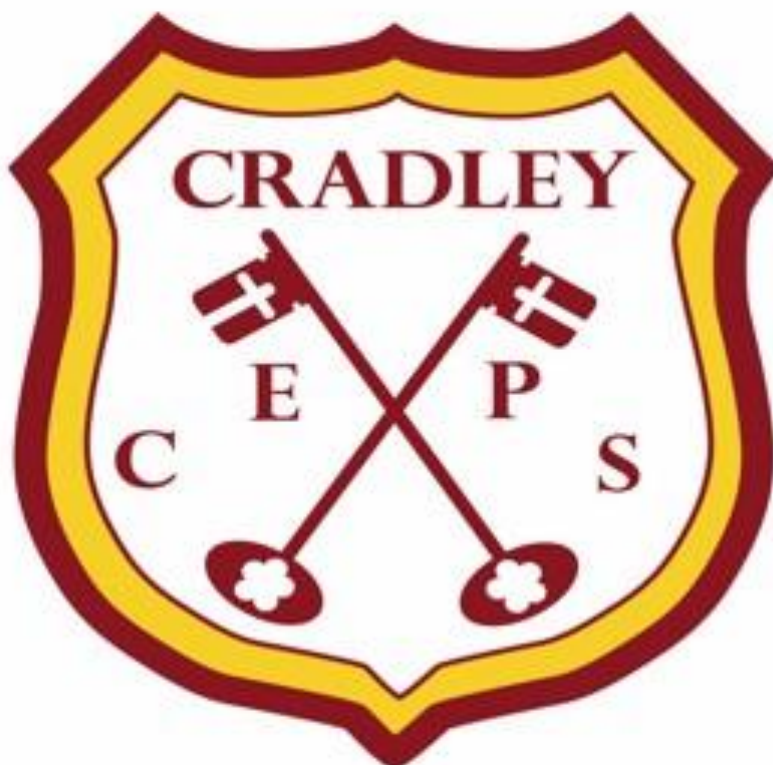


Cradley CE Primary School



Personal, Social, Health Education Policy (PSHE)

(including Relationships and Health Education and Sex Education)

Responsibility for monitoring this policy: Tina Edwards (Reviewed annually or in response to changes in legislation or operating procedures)	
Written	June 2026
Shared with parents	June 2026
Approved by Governors	July 2026
Shared with staff	July 2026

Aims

At Cradley C E Primary 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

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

All Schools must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.

- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

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

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

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

Our curriculum addresses all statutory requirements including:

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

At Cradley CE Primary we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils, Governors and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

PSHE

At Cradley CE Primary School, our aim is for our children to flourish and to gain every opportunity to live fulfilled lives. We adopt a whole school approach to Personal, Social, Health Education to support personal development, to enable children to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. Sex education is also included.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Working together to safeguard children \(2026\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 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
- Evidence from educational research and best practice

It is also aligned with the Church of England's 'A charter for faith sensitive and inclusive relationships education, relationships education and sex education and health education' and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on

challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

At Cradley CE, we believe that health, relationships, and sex education is about

'The emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.'

(Church of England Education Office Response to a Call for Evidence on RSE Curriculum p1)

Relationships and Sex Education (RSE)

Children must be prepared for the opportunities, challenges and responsibilities of being in relationship with other people."

(Church of England Education Office Response to call for Evidence on RSE Curriculum p1)

At Cradley Church of England Primary School, RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information, and exploring issues and values. It is not about the promotion of sexual activity.

We believe that relationships are gift from God and should bring joy. Our scheme seeks to develop understanding that there are a variety of relationships and family patterns in the modern world. Children learn how to develop and sustain good, healthy relationships and how to be able to recognise when and how relationships go wrong.

The Church of England guidance 'Valuing All God's Children' (2019) underpins our approach to

"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

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.

Inclusion

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - I-to-I discussions
 - Digital formats

Give careful consideration to the level of differentiation needed

Supporting Children with SEND

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

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

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

Respecting Religion and Belief

- We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.
- Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.
- As a Church of England school, we ensure that PSHE content is consistent with the tenets of the Christian faith, the school's Trust Deed (where relevant) and any guidance from our Diocese/religious authority. We may explore faith teachings on topics within RSHE whilst ensuring all required content is covered.

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.

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 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
- Regular communication about PSHE curriculum through newsletters, class communications and our website

Viewing PSHE Teaching Materials

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

- NHS drop in parent session with the nurse
- Objective and vocabulary overviews (see appendix 3)

- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.
- We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact Mrs T Edwards.

What will we teach?

In line with DfE statutory guidance, Relationships Education at Cradley Church of England Primary School will include:

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe

Statutory guidance can be found in Appendix I.

Sex Education

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 Cradley CE , our approach to sex education is:

Taught 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 (see below):

Year 5: Conception

Year 6: Babies: Conception to Birth

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

What will we teach?

As part of the science curriculum, children will learn about the main external body parts, the human body as it grows from birth to old age and reproduction in some plants and animals.

As part of the RSE curriculum, children will learn about human reproduction.

- The changes that adolescence brings
- How a baby is conceived and born

This will be taught in partnership with the school nurse. She will also discuss: healthy relationship, consent and online safety. Parents will be invited to see the materials and discuss the programme prior to the school nurse delivering these sessions.

Children will be able to ask questions or express concerns anonymously using our 'ask it basket'. This technique allows the teacher to support any children who have concerns, and also gives 'thinking time' so that the children's questions can be answered age-appropriately. Children can choose whether to identify themselves on the questions or not and teachers should make it clear that the basket is PRIVATE.

Managing awkward/tricky/sensitive questions

Teachers are often concerned about how to deal with tricky questions when teaching sex and relationships education. At Cradley CE we will:

1. Decide whether or not it is appropriate to answer the question in the classroom i.e. is it age-appropriate? (Keep within the remit of your year group's learning intentions as this is what has been agreed with parents/carers)
2. Think about what might be behind the child's question i.e. why have they asked it? This may affect how it is answered.
3. Keep the answer very simple - children only need to know the answer to their question not the contents of a biology textbook.
4. Keep it factual
5. If questions cause concern, it may be discussed with parents or dealt with in a safeguarding context

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education. DfE Guidance p.17. For more information about our curriculum, see our curriculum map in Appendix 2 and 3.

Health Education

“The curriculum should offer opportunities for pupils to learn to value themselves and their bodies.” (Valuing All God’s Children, Church of England 2019 p24)

What will we teach?

In line with DfE statutory guidance. Health Education at Cradley Church of England Primary School will include will cover

Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy eating
Drugs, alcohol and tobacco
Health and prevention
Basic First Aid
Changing adolescent body (including puberty)

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance. This is taught in Year 5 with the support of the school nurse and is revisited in Year 6. Our whole school mapping document where particular elements are covered and demonstrate how our whole-school approach spirals the learning and meets all statutory requirements. (Appendix 2 and 3)

Teaching and learning

All teaching and learning is set in the context of family life, taking care to ensure that all families and home circumstances are embraced. We recognise that families may include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We will reflect sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We use the ‘jigsaw’ scheme to deliver our PSHE curriculum and have adapted it to meet the needs of our children. This provides a mindful approach and covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. Content is delivered in 6 pieces of a jigsaw puzzle. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

A lesson each week is allocated to PSHE. This enables us to teach the knowledge and skills in a developmental and age-appropriate way. Explicit lessons are reinforced and enhanced through phase assemblies and collective worship, our praise and reward system, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

- We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.
- The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with: This policy, The Teachers' Standards ,The Equality Act 2010 ,The Human Rights Act 1998 ,The Education Act 1996
 - Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers
- We won't, under any circumstances:
 - Work with external agencies that take or promote extreme political positions
 - Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non statutory components of RSE

Staff

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) [insert DSL name here]

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring and Review

The delivery of RSE is monitored by Tina Edwards through planning scrutinies, learning walks, pupil conferencing and evidence trawls.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

The governing body monitor this policy on an annual basis. The Foundation governors give serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform our Equalities Plan. The DfE Guidance 2019 (p. 15) states,

"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics. At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)

“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

At Cradley CE Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: ‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

Policy Review

This policy is reviewed annually.

Appendix I: DfE Statutory guidance on coverage

Relationships Education in Primary schools – DfE Guidance 2026

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

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

	Pupils should know...
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype •
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated

	• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

Physical health and mental well-being education in Primary schools – DfE Guidance 2026

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

By the end of primary school:

	Pupils should know
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted.

	• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 2: Unit coverage (objectives) and vocabulary

Being Me in My World Puzzle – Autumn 1							
This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships. Key evidence sources for this Puzzle (and throughout the year) • <u>EEF Improving SEL in Primary Schools (2021)</u> — Universal, explicit teaching of social and emotional learning in planned lesson time has a positive impact on both wellbeing and academic success, across the five CASEL competencies, also reflected in <u>HM Government and CYP Mental Health Coalition's</u> report into the impact of a whole school approach to PSHE • <u>NCB Belonging Matters (2024)</u> — Schools that actively foster belonging provide the foundation for confident, capable individuals — directly underpinning the Charter and community focus of this Puzzle. • The Sutton Trusts <u>Life Lessons report 2024</u> brought together research and recommendations for developing oracy as part of improving communication, resilience, motivation and confidence for children from lower socio-economic backgrounds. Oracy is a building block for academic progression and preparation for citizenship; collaborative dialogue, as modelled through the Jigsaw Charter and class discussions, supports every child's engagement. • Mental health is a core focus of Jigsaw PSHE, reflecting the growing recognition of its importance in children's overall development and academic success. Jigsaw's approach incorporates mindfulness practices, supported by research from <u>The Mindfulness Initiative</u> Wider curriculum and enrichment • Strong links to citizenship, British Values (democracy, rule of law, individual liberty, mutual respect) and the UNCRC • Opportunities for pupil voice through School Council, class discussions and the Learning Charter • Invite school leaders, local community representatives and local government figures to enrich learning							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Taught knowledge	I belong in my class and am part of a	I know how to use my Jigsaw Journal I understand the rights and	I can identify some of my hopes and	I recognise my worth and can identify positive things about myself and my achievements	I know my attitudes and actions make a difference to the class team	I can face new challenges positively and know how to	I can identify my goals for this year, understand my fears and worries about the

	group I understand that people are similar and different I am beginning to recognise and talk about different feelings I understand that my classroom is a place where we learn and play together I know that working together helps make school a	responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter	fears for this year I know how to use my Jigsaw Journal I understand the rights and responsibilities for being a member of my class and the importance of making contributions I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequences	I can set personal goals I know how to use my Jigsaw Journal I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view	I know how to use my Jigsaw Journal I understand who is in my school community, the roles they play, how I fit in and how I can contribute I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come together to make decisions I understand how democracy and having a	set personal goals I know how to use my Jigsaw Journal I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group	future and know how to express them I know how to use my Jigsaw Journal I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community
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	good place to be I understand why kindness matters and how it affects others I know what using gentle hands looks like I know that everyone has the right to learn and play I understand what being responsible means I know how we look after our classroom				voice benefits the school community	I understand how democracy and having a voice benefits the school community and know how to participate in this	
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	m and resource s I can describe how they help everyone feel safe and able to learn						
Vocabulary	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities s rights sad share similar taking turns	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special upset valued views	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible responsibilities reward rewards rights	achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group ideal include kind	authority charter choices community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy help included job description learning charter observer proud responsibility responsibilities	appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership learning charter manners migrant motivation opportunities participation	behaviour choice choices collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard/risk illegal lawful

sex relationship examples in teaching.

- The Office for National Statistics (ONS) data shows that 16% of UK families are lone-parent families, equating to 4-5 families in a class of 30. This diversity extends to same-sex parents, foster parents, and various family structures within the wider community. Jigsaw PSHE recognises this diversity, ensuring all family types are equitably represented and valued in its curriculum.
- **UK Safer Internet Centre Research** - has links to further research, stating that 12% of young people in the UK are affected by cyberbullying, underlining the need for cyberbullying education from an early age.

Wider curriculum and enrichment

- Strong links to **citizenship**, **protected characteristics** (Equality Act) and **British Values** (mutual respect, tolerance)
- Supports work on **preventing racism**, challenging stereotypes and fostering inclusive school culture
- Invite visitors from the local community to represent diverse cultural groups and support **Anti-Bullying Week** themes

Taught knowledge	What being unique means The names of some emotions Why having friends is important Some qualities of a positive friendship That they don't have to be "the same as"	I can identify similarities between people in my class I can identify differences between people in my class I can tell you what bullying is I know some people who I could talk to if I was feeling unhappy or being bullied I know how to make new friends I can tell you some ways I am	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I understand that it is OK to be different from other people and to be friends with them	I understand that everybody's family is different and important to them I understand that differences and conflicts sometimes happen among family members I know what it means to be a witness to bullying I know that witnesses can make the situation better or worse by what they do I recognise that some words are used in hurtful ways I can tell you about a time when my words affected someone's feelings and what the consequences were	I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I understand that cultural differences sometimes cause conflict I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world I can understand a different culture from my own	I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration
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	someone to be a friend What being proud means, and that people can be proud of different things That people can be good at different things Families can be different People have different homes and why they are important to them Ways of making friends	different from my friends	I can tell you some ways I am different from my friends		I can identify what is special about me and value the ways in which I am unique I can tell you a time when my first impression of someone changed when I got to know them		
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Vocabulary	differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind	bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair	assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help identity included inclusive kind kindness lonely male on purpose purpose respect sad self-respect shield similarities special stereotypes stand up for support teasing	banter bullying bystander caring compliment conflict connected consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely love loving protection resolve rights safe security self-regulation similarity solve it together special stability stereotype support tell unique unkind witness	accept appearance assumption bully bullying bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical features problem solve protected characteristics respect secret special surprised troll unique witness	appearance assumptions banter bullying colour community continuum culture cyber bullying difference direct developing world disability discrimination fair happiness homophobic indirect included name-calling race racist racism respected respect rumour sexist similarity stereotype texting	achievement accolade admiration argument assumption banter belonging bullying bullying behaviour celebration community conflict control difference direct disability discrimination empathy equality equality act harassment imbalance indirect misunderstanding normal paralympian perception perseverance power prejudice protected characteristics racism recipient respect rights sport stamina
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			unkind unique value				struggle stereotype
Dreams and Goals Puzzle – Spring 1 Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own. Key evidence • <u>UK Strategy for Financial Wellbeing (Money & Pensions Service)</u> — wide range of research, including the links between <u>physical health and financial wellbeing</u> and reports on the complexities for children about learning about money, and need for financial education especially for those from low income families. • <u>World Economic Forum Future of Jobs 2025 Report</u> — Top future workplace skills include analytical thinking, creative thinking, resilience, flexibility and agility, along with curiosity and lifelong learning - all developed explicitly through this Puzzle. • <u>Children's Commissioner's Big Ask survey</u> reveals that children prioritise having a good job or career when they grow up. Wider curriculum and enrichment • Links to citizenship through community participation, enterprise, fundraising and understanding different roles in society • Invite people from different voluntary and paid roles in the community to broaden children's understanding of work and service							
Taught knowledge	Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals	I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner	I can choose a realistic goal and think about how to achieve it I know what I need to keep my body healthy I can recognise who I work well	I can tell you about a person who has faced difficult challenges and achieved success I can identify a dream / ambition that is important to me I enjoy facing new challenges. I'm working	I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and	I understand that I will need money to help me achieve some of my dreams I recognise that there are different ways that people's spending decisions can affect others	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) I can work out the learning steps I need to take to reach my goal and understand how to

	and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	with and who it is more difficult for me to work with I can work well in a group to create an end-product I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I know how to share success with other people	out the best ways need to achieve them I am motivated and enthusiastic about achieving a new challenge I can recognise obstacles which might hinder my achievements and can take steps to overcome them I can evaluate my own learning process and identify how it can be better next time	support from others can help I know how to cope with disappointment and find ways to move forward I know how to make a new plan and set new goals even if I have been disappointed I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group I can identify the contributions made by myself and others to the group's achievement	and the environment, and that things have different values I can explore a range of different jobs and think critically about the information I see about them online I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g.	motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place I can describe some ways in which I can work with other people to help make the world a better place I know what some people in my class like or admire about me and can accept their praise
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						through sponsorship	
Vocabulary	achieve challenge difficult dreams encourage earn frustrated future goal job keep trying kind persevere proud reward skills	achieve achievement active celebrate celebration challenge confidence coins dreams feelings garden goal goals happiness internal learning obstacle overcome proud process rest self-respect special stepping stones stretchy success team work treasure treasure chest working together	achievement calm celebrate challenge community courtesy dream feelings goal group health healthy choices hobbies interest interests learning together lifestyle manners motivation partner product proud realistic relax relaxation safety self-care self-esteem stress success team work tense wellbeing	ambitions challenge challenges community design differences dream dreams enthusiastic evaluate frustration future garden goal goals healthy identity include learning motivated obstacles outdoors responsible respect review safe choices self-esteem self-review solution strengths success team work teamwork wellbeing water safety	agree/disagree anxious attitude celebrate cope courtesy courage design determination determined disappointed disappointment dream dreams follower goal goals help hope hopeful hopes hurt inspired internal treasure chest leader learning manners motivated plans positive positive attitude problem-solve proud resilience review risk	adult aspiration attitudes barrier career choice community participation country culture digital spending dream environment financial harm goal grown up identity influence job lifestyle media money motivation opportunity profession rallying reliable rights risk salary save self-care self-esteem society spend	achieve achievement admire aspirations awareness collaborate compliment concern contribution cooperate dream feeling feelings global goal issue leadership skills learning money motivate personal praise prevention recognition realistic rescue role safety strategy strengths stretch success success criteria suffering

					roles safety self-belief self-esteem self-respect setback success wellbeing	spending decisions sponsorship support team work technology values	support unrealistic
Healthy Me Puzzle – Spring 2 Healthy Me covers both physical and emotional health, helping children understand how everyday choices affect their bodies and minds and how these two aspects are linked. Children learn about balanced diets, physical activity, rest, sleep, personal hygiene, dental health, sun safety and first aid, alongside the facts about drugs: starting with medicines and unknown substances moving to alcohol, tobacco and vaping and them illegal drugs. Equally important is the focus on emotional wellbeing: friendships, peer pressure, body image, relationships with food, and strategies for managing stress and anxiety. Safety education runs throughout, with the Safety STAR framework (Stop, Think, Assess, React) helping children identify hazards and manage risk across contexts including road, water, fire and rail safety. This Puzzle is where RSHE Health Education statutory guidance is most broadly represented, but Jigsaw ensures that the emotional and social learning is embedded, so building children's confidence, self-respect and agency to make informed, healthy choices for life. Key evidence • <u>Sport England Active Lives 2024/25</u> — Only 49.1% of children and young people meet daily physical activity guidelines, with disparities in participation among different groups. • <u>NICE Guidelines (2022)</u> — PSHE plays a key role in addressing mental health needs early, reducing the long-term societal costs of untreated conditions. • <u>ASH (Action on Smoking and Health) Research</u> — Most adult smokers start before age 18, reinforcing the importance of preventative education about smoking and vaping in primary schools, with further information available from NHS England • The PSHE Association's 2016 evidence review on the research into the key principles of Preventative education is reflected throughout Jigsaw PSHE, and relates particularly to the Healthy Me Puzzle							
Taught knowledge	I can name some parts of my body and understand that being active helps keep me	I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy	I can sort foods into the correct food groups and know which foods my body needs to keep me healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs. I know that the amount of calories, fat and sugar I put	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are	I can take responsibility for my health and make choices that benefit my health and well-being. I know about different types of drugs and their uses and their effects on

healthy I understand that moving my body and resting are both important for my health I can talk about things I need to do to stay healthy I know what “healthy” means and can begin to make healthy food choices I know how to help myself go to sleep and understand why sleep is important I can wash my hands and understand why this is important, especially before eating and after using the toilet	I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I understand how medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road, and about people who can help me to stay safe I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can make some healthy snacks and explain why they are good for my body and give me energy I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me I understand how medicines work in my body and how important it is to use them safely I can explain how to keep my body healthy and safe at home and when I'm out	into my body will affect my health I can tell you my knowledge and attitude towards drugs I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services I can identify when something feels safe or unsafe I understand how complex my body is and how important it is to take care of it	I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I want I know myself well enough to have a clear picture of	harmful to the body I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types I can describe the different attitudes people have to food and how these can be affected by external influences I know what makes a healthy lifestyle including healthy eating and the choices I need to	the body particularly the liver and heart I understand that some people can be exploited and made to do things that are against the law I know why some people join gangs and the risks this involves I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse
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	I know who my safe adults are and how to stay safe if they are not close by				what I believe is right and wrong	make to be healthy and happy	
Vocabulary	asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe scared sleep stranger stretch teeth unexpected unplanned worried	balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean kerb less healthy listen look medicines nervous pavement safe scared sleep soap traffic traffic lights trust	assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry	advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car	advice agree/disagree alcohol anxiety assertive believe disease emotions embarrassment fear follower friendship groups friendships guilt healthy leader liver lonely opinion peers pressure puberty relationships right roles smoking trust	addicted alcohol altered body image calm celebrity choices comparison debate emergency fact healthy behaviour healthy lifestyle informed decision influence level-headed media motivation nicotine obesity opinion pressure procedure recovery position self-respect smoking social media	anti-social behaviour choice crime criminal drugs effects emotional health exploited gangs gang illegal immunisation managing stress mental health mental illness motivation new psychoactive substances over-the-counter prevention prescribed pressure reputation responsibility restricted strategies stress

		unhealthy virus wait		responsibility risk safe scared strategy sugar saturated fat unsafe	value vaping wrong	tobacco unhealthy behaviour vaping	synthetic highs symptoms triggers unrestricted volatile substances vulnerable
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Relationships Puzzle – Summer 1

Relationships is where RSHE Relationships Education is most fully expressed. Children explore the full range of relationships in their lives; families, friendships, communities and, as they grow, early ideas about romantic relationships, learning what makes these healthy, safe and respectful. They develop skills to negotiate, compromise, manage conflict and repair friendships, while learning to recognise when a relationship is making them unhappy or unsafe, and where to get help. Digital literacy and online safety become increasingly prominent, covering screen time, social media, online friendships, data privacy, recognising harmful or AI-generated content, and knowing how to respond when something online feels worrying. This Puzzle also addresses love, loss and bereavement.

Key evidence

- **Ofcom Children's Media Use & Attitudes (2025)** — 96% of 6-7 yrs olds going online by ages 6-7yrs; 42% of 8 – 9 year olds own a mobile phone; many use social media despite age restrictions.
- **2024 Teaching Relationships to prevent Sexual Abuse** draws together guidance to show that good RSE is best as part of a wider programme of PSHE.
- **Young People's RSE Poll (2025)** — Young people tell us they want RSE to start sooner. The SEF Young People's RSE Poll 2025 found that 65% of 16–17 year olds had learnt nothing or not enough about skills for ending relationships or friendships, and 11% had no helpful source of information at all about managing their feelings.
- **Ofsted's review of sexual harassment and abuse in schools** found evidence that the sharing of inappropriate images and videos is an issue in primary as well as secondary schools, calling for a carefully sequenced RSHE curriculum in response.

Wider curriculum and enrichment

- Links to **citizenship** through exploring communities, family diversity and challenging stereotypes
- Invite **families** in during this term for parent/carer events — an opportunity to demonstrate how the school community is made up of many different loving families

Taught knowledge	Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendships Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry	I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as a person and a friend I can tell you why I appreciate someone who is special to me	I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I can identify some of the things that cause conflict with my friends I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I recognise and appreciate people who can help me in my family, my school and my community I can express my appreciation for	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener I know and can use some strategies for keeping myself safe online I understand how people around the world help and influence my life and that media doesn't always show complete information I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings I know how to express my appreciation to my friends and family	I can recognise situations which can cause jealousy in relationships I can identify someone I love and can express why they are special to me I can tell you about someone I know that I no longer see I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older I know how to show love and appreciation to the people and animals who are special to me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand that belonging to an online community can have positive and negative consequences I understand there are rights and responsibilities in an online community or social network I know there are rights and responsibilities when playing an online game I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe when using technology to communicate with my friends	I know that it is important to take care of my mental health I know how to take care of my mental health I understand there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful to me I can use technology positively and safely to communicate with my friends and family
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	Know some reasons why others get angry		the people in my special relationships			I understand I have rights about my personal data	
Vocabulary	angry argue calm family feelings friends jobs lonely relationships upset	appreciate belong celebrate community confidence different dislike family feel feelings friendship friends greeting help helpful incredible kind like praise proud qualities relationships same skills special texture touch	acceptable adult appreciate celebrate communication compliments conflict cooperate different dislike diverse family frightened friends good secret happy honesty hugs important like likes/dislikes negative not acceptable physical contact point of view positive problem solving relationship reliability sad	age restriction appreciation careers celebrating conflict culture deprivation differences fairness family feelings/emotions female friendship gaming/apps global happiness influence inequality in-app purchases internet interconnected job location settings male manners media messaging needs personal information privacy	anger appreciation attraction betrayal boyfriend care close comfortable compromise conflict critical thinking emotions empathy envy friendships girlfriend jealousy lonely / loneliness loss love loyalty manage memories memento negotiate negative personal positive pressure problem-solve	addiction age restriction appropriate assertive being responsible bullying characteristics choices community controlling data data protection devices fake online hoaxes gambling / betting grooming harassed hobbies interests location settings lonely loot boxes mental health offline online personal information personal qualities physical health privacy	age restrictions ai (artificial intelligence) anxiety ashamed assertive authority bullying communication consent control courtesy digital rights early warning signs emotions feelings grief influences isolation loneliness mental health personal data power pressure privacy real / fake respect risks safety self-care self-control

			secret special stereotype surprise touch trust trustworthy worry secret	problem solving relationships respect responsibilities rights risky role safe/unsafe sex (male and female) social media solution stereotype support trade trusted adult trust united nations unisex wants wellbeing win-win	reality relationship remember souvenir special support symbol trust vulnerable	reliable reporting responsibility responsibilities rights risk risky safe screen time self-esteem self-perception social social network targeting troll trustworthy vulnerable wellbeing	signs stigma strategies stress support targeting technology true / untrue warning
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Changing Me Puzzle – Summer 2

Changing Me supports children through the physical and emotional changes that come with growing up — from exploring life cycles in the early years through to learning about puberty, reproduction and the transition to secondary school. Children develop accurate, age-appropriate knowledge and the emotional vocabulary to feel confident about changes happening to their bodies and lives. Self-image, body confidence and challenging negative body-talk are important threads, alongside correct anatomical vocabulary, understanding privacy and consent, and recognising appropriate and inappropriate contact. The Puzzle also addresses wider changes in families, friendships and circumstances, helping children build strategies for coping and seeking support.

Key evidence

- **NHS Guidance on Puberty** — Puberty can begin ages 8–13 for girls and 9–14 for boys; some girls start menstruation as early as Years 3 or 4. Statutory guidance requires teaching before onset.

- **Evidence on the influence of pornography on children and young people** reinforces the importance of age-appropriate sex education and body safety education from the earliest years
- **Sex Education Forum Young People's RSE Poll (2025)** - highlights that whilst puberty was the most fully covered RSE topic (71%), significant gaps remain — 41% learnt nothing or not enough about the correct names for genitalia and 36% about periods and menstrual wellbeing. Young people consistently called for earlier education on these topics.

Wider curriculum and enrichment

- Invite the **school nurse** to support learning about hygiene and puberty
- Invite **parents with a new baby** when considering life cycles
- **Transition materials** to support pupils meeting new class teachers and Year 6 pupils moving to secondary school: Belonging section of Jigsaw+

Taught knowledge	Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering	I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I understand that every time I learn something new, I change a little bit I can tell you about changes that have happened in my life	I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy I know some simple ways of keeping clean which can keep me healthy and protect me from some infections I can start to recognise stereotypical ideas I	I understand that lots of things make up a person's identity and this is what makes them unique I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this <i>Can identify how boys' and girls' bodies change on the inside during the growing up process and why these</i>	I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally I can describe how boys' and girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made	I am aware of my own self-image and how my body image fits into that I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about
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	happy times can help us move on		I understand there are different types of touch and can tell you which ones I like and don't like <i>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus</i> (moved from Y1 to Y2 curriculum following consultation) I can identify what I am looking forward to when I move to my next class	might have about parenting and family roles <i>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</i> (moved from Y2 to Y3 curriculum following consultation) I can identify what I am looking forward to when I move to my next class	<i>changes are necessary so that their bodies can make babies when they grow up</i> (moved from Y3 to Y4 curriculum following consultation) I know there are many types of family and that often our family members form part of our inner circle I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty I know how the circle of change works and can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my	I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities I can identify what I am looking forward to when I move to my next class	having a girlfriend/boyfriend I am aware of the importance of a positive self-esteem and what I can do to develop it I can identify what I am looking forward to when I move to my next class
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					control that I learnt to accept I can identify what I am looking forward to when I move to a new class		
Vocabulary	angry argue calm family feelings friends jobs lonely relationships upset	adult adulthood anxious baby change changes coping curious excited feelings grow growing up growth happy learn life cycle nervous new proud worried	adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old	animals babies birth care challenge changes egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene private pubic hair public roles scrotum sperm stereotypes task	acceptance anxious belonging breasts care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner	affirmation anxious aspects authentic body image change characteristics cope conception contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope	adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions foetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities

			older penis physical respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina vulva young	testicles vagina womb / uterus worries	period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values vagina vulva womb	hormones influences larynx making love manage media media influencer menstrual cycle menstrual pads menstrual towels menstruation mental health/wellbeing milestone opportunities oestrogen ovary ovaries perception perceptions periods pregnancy puberty relationships reliable sources responsibilities scrotum self self-esteem self-image sexual intercourse semen sperm teenager testicles	placenta pregnancy pressure puberty real self relationship relationships responsibilities secondary self-esteem self-image sexting transition umbilical cord values worries
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					testes testosterone vagina vulva wet dream womb/uterus	
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Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS				
Name of child		Class	Name of parent	Date
Reason for withdrawing from sex education within relationships and sex education				
Any other information you would like the school to consider				
Parent signature				
TO BE COMPLETED BY THE SCHOOL				
Agreed actions from discussion with parents				