Holy Trinity
Church of England
Primary School
'Growing Tomorrow's Leaders'

Policy	**Personal, Social, Health and Economic Education (PSHE) Policy including Relationships, Sex and Health Education (RSHE)**
Approved by Governing Body	
Adopted on	
Review Date	

John 15:12: *My command is this: Love each other as I have loved you.*

Contents

1. Introduction 4
2. Our Vision for PSHE Education 4
3. Our aims for RSHE Education 4
4. Values 5
5. Statutory requirements and Curriculum Framework 6
6. Policy development 6
7. The Jigsaw Approach: A Whole-School Framework 7
    7.1 The Six Jigsaw Puzzles 7
    7.2 Adapting Jigsaw for Our School Community 8
8. Curriculum Time and Whole-School Approach 8
    8.1 Beyond the Classroom: Embedding PSHE in School Life 8
    8.2 Learning Outdoors: Connecting PSHE to Our Environment 9
9. Relationships and Health Education: Statutory Content 9
    9.1 Relationships Education 9
    9.2 Health Education 10
    9.3 Building Foundations for Secondary RSHE 10
    9.4 Challenging Stereotypes and Promoting Respect 11
10. Sex Education 11
    10.1 Parent Engagement and the Right to Withdraw from Sex Education 12
11. Inclusive Practice and Equality 13
    11.1 Meeting the Equality Act 2010 13
    11.2 Teaching about Families and Relationships 14
    11.3 Including LGBT Content 14
    11.4 Supporting Children with SEND and Vulnerable pupils 14
    11.5 Respecting Religion and Belief in PSHE 15
    11.6 RSHE in a Church School 15
12. Safeguarding and Support 15
    12.1 Managing Disclosures and Concerns 16
    12.2 Signposting to Support 16
13. Working in Partnership with Parents and Carers 16
    13.1 Consultation and Communication 17
    13.2 Viewing PSHE/RSHE Teaching Materials 17
14. Teacher Support and Professional Development 17
    14.1 Creating Confident, Skilled Practitioners 18
15. Monitoring and Evaluation 18

15.1 Monitoring Quality and Impact 18
15.2 Evaluating Impact 18
16. Links to other Policies and Curriculum Areas 18
16.1 Links Across the Curriculum 19
17. Policy Development, Review and Approval 19
17.1 Review and Update 19
18. Responsibilities 19
19. Further Information and Resources 20
19.1 Use of resources 20
19.2 External resources and guidance 21
Appendix 1: PSHE Knowledge Content Snapshot Overview 22
Appendix 2: Knowledge and Skills Progression: Changing Me Puzzle Pieces 26
Appendix 3: Parent form: withdrawal from sex education within RSHE 33
Appendix 4: Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) 34

1. Introduction

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

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. We recognise that young people can start developing health behaviour and relationship skills as soon as they start school.

Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools. Biological aspects of RSHE are taught within the Science curriculum.

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

Topics are taught at the right time to support children to build positive relationships and avoid harms before they occur.

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

2. Our Vision for PSHE Education

At Holy Trinity CEP School, we believe every child deserves an education that prepares them not only for academic success, but also to thrive as rounded individuals who contribute positively to 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 pupil'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, supportive and inclusive environment where every child feels valued and able to discuss concerns without fear or stigma and without feeling alarmed.
- 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.

3. Our aims for RSHE Education

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

- To provide pupils with the knowledge and skills they need that will enable them to make informed and ethical decisions about their wellbeing, health and relationships.

- Provide a framework in which sensitive discussions can take place.
- To enable young people to understand and respect their bodies and be able to cope with the changes puberty brings, without fear or confusion.
- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Help pupils develop feelings of self-respect, confidence and empathy.
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others).
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- To empower them to be safe and safeguarded.

Our curriculum is reviewed and adapted in consultation between teacher and parent/carer taking individual parents' and classes' needs and situations into account.

4. Values

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

Taken from the Church of England's Pastoral Advisory Group, 'Principles for living well together with difference and diversity:



Acknowledge Prejudice – Because of our understanding that all are made in the image of God, we will receive our differences as a gift, valuing all people and seeking to see Christ in all our neighbours. To help us do this we will acknowledge and address our prejudices.

Speak into Silence - Because of our understanding of the Church as the Body of Christ, we seek to be a place of welcome, acceptance, challenge and hospitality.

Address Ignorance - Because of our understanding that the Bible and the Church of England's foundations, we will ensure that our discussions are conducted with respect for our inheritance and for each other.

Cast out Fear - Because of our understanding that pastoral practice in the Church of England entails the Church being there for all, we will consciously demonstrate and live out what it means for perfect love to cast out all fear.

Admit Hypocrisy - Because of our understanding that all are valued and loved on the basis of Christ's redeeming love, life, death and resurrection, we will be a community marked by attentive listening, courtesy, kindness and the absolute belief that nobody is outside the love of God.

Pay attention to Power - Because of our understanding that Christ calls us in humility to regard others as better than ourselves, we refuse to exploit any perceived or real power over others.

We will encourage our community to be a place where all seek to serve one another in the Spirit of Christ.

5. Statutory requirements and Curriculum Framework

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

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

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

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 curriculum addresses all statutory requirements including:

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

Appendix 1 contains the PSHE Knowledge and Content Snapshot Overview document which shows how the Jigsaw programme covers every statutory outcome.

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

As well as our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010

At Holy Trinity we teach RSHE as set out in this policy.

Each year group will be taught appropriate to their age and developmental stage.

6. Policy development

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSHE) that describes the content and organisation of RSHE.

This policy has been developed in consultation with staff, pupils, Governors and parents. 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 were given the opportunity to look at the policy and make recommendations.
4. Ratification – once amendments were made, the policy was shared with governors and ratified.

It is important that parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children.

7. The Jigsaw Approach: A Whole-School Framework

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

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

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

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

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

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

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

7.1 The Six Jigsaw Puzzles

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

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.

Term	Puzzle	Key Content
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6).

7.2 Adapting Jigsaw for Our School Community

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

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

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

8. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of 45 minutes per week by Class Teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

8.1 Beyond the Classroom: Embedding PSHE in School Life

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

Collective worship and assemblies which regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.

Our Behaviour Policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with pupils and each other.

Playtimes provide opportunities for pupils to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.

8.2 Learning Outdoors: Connecting PSHE to Our Environment

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

DfE RSHE Guidance 2025, para 40

We recognise the significant benefits of outdoor learning for pupil wellbeing, mental health, and sense of connection to the world around them. Statutory guidance emphasises the importance of time outdoors for happiness and wellbeing, and we actively incorporate outdoor experiences into our curriculum helping pupils to:

- Experience the wellbeing benefits of time in nature.
- Develop a sense of connection to and responsibility for the environment.
- Apply learning in different contexts, strengthening understanding.
- Build confidence, independence and collaborative skills through outdoor challenges.
- Understand the relationship between environmental health and personal health.

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

9. Relationships and Health Education: Statutory Content

9.1 Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults, as well as resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

Relationships Education does not involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe.

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

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

As a school, we focus on building positive attitudes and skills, promoting healthy norms about relationships.

9.2 Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on enabling pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise if things are not right in their own health or the health of others and to seek support when needed.

It is important to support pupils to make informed decisions about their health and wellbeing, including mental health and help them to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. Holy Trinity CEP School does this through Zones of Regulation and Growth Mindset.

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

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

9.3 Building Foundations for Secondary RSHE

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

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

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

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

9.4 Challenging Stereotypes and Promoting Respect

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

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

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable. With this in mind, staff are trained to avoid language which might normalise harmful behaviour among young people, for example gendered language which might normalise male violence or stigmatise boys.

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

10. 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 pupils are prepared for the changes adolescence brings and understand how human life begins. Good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms.

At Holy Trinity CEP School, our approach to sex education is:

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 pupils before they leave primary school, particularly as pupils 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 pupils cannot be withdrawn.

To be clear, the sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

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

Year 5: Conception

Year 6: Babies: Conception to Birth

Good and appropriate RSHE takes away children's ignorance, not their innocence.

If parents would like support in talking to their children about sex education, the school can provide this.

10.1 Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of RSHE listed above. Those parents/carers wishing to exercise this right, should put this in writing using the form found in Appendix 3 of this policy as we document this process to ensure a record is kept.

Parents do NOT have the right to withdraw from:

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

Before withdrawing children, parents should also consider:

- Other children in the same class will have been taught this information and may well talk about it. This could lead to their child receiving inaccurate information or being confused as a result. It may prove far better to allow experienced and sensitive teaching staff to teach your child in a progressive, developmental way that is grounded in research.
- They will be learning about reproduction in Science lessons. The RSHE in PSHE will echo this and will concentrate on teaching children how to enjoy healthy, appropriate relationships, improve self-esteem and self-confidence, and make healthy, informed choices. When viewed this way, it is hoped that RSHE won't be seen as contentious or a cause for concern, but rather as helpful.

Where a parent/carer requests withdrawal, we will:

- Make contact to discuss the request and their concerns. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential detrimental effects of withdrawal on the child, including social and emotional impacts on the child.
- Share relevant teaching materials so parents can see exactly what will be taught.
- Offer the parent/carer the opportunity to come into school to teach their child this content themselves.
- Explain how we will support the pupil during withdrawal (ensuring they receive appropriate, purposeful education).
- Respect the parent's final decision whilst documenting our professional advice.

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

Responding to children's questions

We recognise that pupils may ask questions beyond our planned RSHE curriculum. It is important that questions are not asked aloud in an open forum during RSHE sessions incase this reveals other pupils to content or ideas that are not age-appropriate or that other pupils/parents/carers would not be comfortable with. However, it is also important that pupils feel they can ask questions that they have to gain appropriate clarity. We therefore ensure there is a, 'I want my Teacher to know box…' available so pupils can write their questions down and then the staff member can use their professional judgement to decide which questions would be beneficial to answer for the entire group, which to answer for just the pupil asking and which would be inappropriate for them to answer and should therefore be directed back to parents to make them aware. In the latter instance, the staff member may acknowledge the question while explaining they'll learn more when they are older.

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

11. Inclusive Practice and Equality

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

11.1 Meeting the Equality Act 2010

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

- Does not subject pupils to discrimination.
- Promotes equality of opportunity, understanding and respect.
- Tackles all types of prejudice.
- Fosters good relations between people with protected characteristics and those without.

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

Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT).

The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils." (DfE, 2019)

The Church of England Document "Valuing all God's Children", 2019 states:

"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)

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.
- They are able to engage with the key messages.

We will also:

- Give careful consideration to the level of differentiation needed.

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.
- 1-to-1 discussions.

- Digital formats.

11.2 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

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.

11.3 Including LGBT Content

Throughout PSHE education, pupils 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 pupils 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.

Pupils 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 pupils to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

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

11.4 Supporting Children with SEND and Vulnerable pupils

Pupils with special educational needs and/or disabilities receive appropriate, differentiated PSHE education that meets their needs. PSHE is particularly important for pupils with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible. Some of the following may be used:

- 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 pupils 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 Class Teachers on this to ensure appropriate provision.

11.5 Respecting Religion and Belief in PSHE

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 pupils 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 and guidance from our Diocese/religious authority. We may explore faith teachings on topics within RSHE whilst ensuring all required content is covered.

11.6 RSHE in a Church School

As a Church School, we approach RSHE in a faith sensitive and inclusive way, seeking to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect.

Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in our school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act.

The Church of England Education Office supports the approach taken by the government, including recommending an age-appropriate provision of sex education at primary level.

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

So, God created humankind in his image, in the image of God he created them. (Genesis I:27, NRSV)

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Church of England schools have worked hard to ensure that their RSHE curriculum protects, informs and nurtures all pupils; clearly differentiating between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values.

The Charter which we sign up to, to affirm the broad principles about how RSHE is taught can be found in Appendix 4.

12. Safeguarding and Support

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

Through PSHE, pupils 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.

Special care and regard are given to pupils who may be sensitive to any of the RSHE content due to potential safeguarding and/or their personal backgrounds. Each year, Class Teachers, Teaching Assistants and the SEN Team are asked to complete an information form per cohort where any pupils who may benefit from adaptations. This could include covering previous year group content, delivering the sessions in a smaller group as opposed to with the whole class or a familiar adult delivering the sessions who they are comfortable with for example.

12.1 Managing Disclosures and Concerns

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

- Respond calmly and supportively to disclosures.
- Never promise confidentiality (explaining that some concerns must be shared to keep them safe).
- Listen carefully without asking leading questions.
- Record concerns accurately and immediately.
- Report all concerns to the Designated Safeguarding Lead 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 pupil'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 and will have received safeguarding training. Any external visitors who may come in to contribute to PSHE delivery will be briefed on safeguarding procedures before working with pupils.

12.2 Signposting to Support

We actively encourage pupils 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 pupils, there may be times when they want or need to seek support from other trusted adults, and we ensure pupils know how to do this when needed.

Within PSHE lessons, displays, assemblies, the school website and other communications, pupils 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).
- Emergency services and how to access them.

It is positive and healthy for all pupils 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.

13. 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. Therefore, parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that RSHE should: "*Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSHE must promote gender equality and LGBT equality and it must challenge discrimination. RSHE 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*." (Page 34)

13.1 Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE including RSHE 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, view curriculum content and ask any questions.

13.2 Viewing PSHE/RSHE Teaching Materials

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

- Summaries - For each Puzzle (half-term unit), we provide accessible summaries showing the key learning objectives and content from the Jigsaw programme and are available for parents to view on our school website. They provide a clear overview of what will be taught in each Puzzle without overwhelming detail.
- Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. We can provide secure access codes on a Puzzle-by-Puzzle basis (each half term) for parents who specifically ask to see these materials. These show the published Jigsaw content, and we can explain any adaptations we have made for our classes. To request access, parents should contact their child's class teacher, who will provide a unique access code and link. These codes expire at the end of each half term, and parents can request a new code for the next Puzzle if they wish.
- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.

We actively encourage parents 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 email postbox@holytrinitydartford.co.uk and this will be passed on to the relevant staff member.

14. Teacher Support and Professional Development

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

We support staff delivering PSHE by:

- Providing comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development. Staff receive training on:
    - Using the Jigsaw programme effectively.
    - Teaching sensitive and controversial topics.
    - Managing difficult questions and discussions.
    - Safeguarding and responding to disclosures.
    - Creating safe, inclusive classroom environments.
    - Current issues affecting children (e.g., online safety, mental health).
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.

- Senior Leadership support - The PSHE lead and Senior Leadership Team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

14.1 Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills:

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

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

15. Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting pupil's needs, is delivered consistently across the school, and is having positive impact on pupil's wellbeing and development.

15.1 Monitoring Quality and Impact

The PSHE Lead, working with Senior Leadership and Governors, monitors PSHE provision through:

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

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

15.2 Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Quality of relationships between pupils and between pupils and adults.
- Positive behaviour and ability to resolve conflicts constructively.
- Pupil's wellbeing and mental health indicators.
- Pupil's confidence in seeking help and reporting concerns.
- How well children identify and report concerns.
- Preparedness for transition to secondary school.

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

16. Links to other Policies and Curriculum Areas

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

- Safeguarding and Child Protection Policy.
- Behaviour Policy.
- Anti-Bullying Policy.
- Online Safety Policy.
- Equality and Diversity Policy.

- SEND Policy.
- Health and Safety Policy.

16.1 Links Across the Curriculum

PSHE learning is reinforced through other curriculum subjects including:

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

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

17. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including Teachers, Teaching Assistants and Senior Leadership.
- Parents and Carers.
- Governors.

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025).
- Jigsaw PSHE programme of study and supporting documentation.
- Evidence from educational research and best practice.

17.1 Review and Update

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

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

The Curriculum Committee of the Governing Body monitors the RSHE policy on an annual basis. This committee reports its findings and recommendations to the full Governing Body, as necessary, if the policy needs modification.

18. Responsibilities

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school.
- Keeping up to date with statutory requirements and best practice.
- Supporting and advising teachers.
- Monitoring quality and impact of PSHE provision.
- Leading policy review and consultation processes.
- Liaising with parents and external agencies.

- Reporting to Senior Leadership and Governors.

The Headteacher is responsible for:

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

Governors are responsible for:

- Ensuring the school meets its statutory duties.
- Scrutinising PSHE and RSHE materials to check they are in accordance with the school's ethos.
- Giving serious consideration to any comments from parents about the sex education programme and makes a record of all such comments.
- Approving this policy.
- Hold the Headteacher to account for its implementation.
- Supporting the Headteacher and Staff.
- Engaging with parent consultation processes.

Staff are responsible for:

- Delivering high-quality PSHE in line with this policy.
- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Delivering and adapting teaching in ways that are accessible to all pupils with SEND ensuring it is appropriate for their age.
- Responding to the needs of individual pupils.
- Reinforcing PSHE learning throughout school life.
- Responding appropriately to disclosures and concerns.
- Modelling the values and behaviour promoted through PSHE.
- Engaging with professional development.

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

Pupils are responsible for:

- Engaging fully in PSHE and RSHE lessons.
- Treating others with respect and sensitivity, particularly when discussing issues related to RSHE.

19. Further Information and Resources

For more information about PSHE at Holy Trinity CEP School, please make contact by emailing postbox@holytrinitydartford.co.uk and this will be passed on to the relevant staff member.

Key documents and resources are also available on our school website.

19.1 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE 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.
- ore 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.

19.2 External resources and guidance

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

Appendix 1: PSHE Knowledge Content Snapshot Overview

This appendix provides a year-by-year overview of the PSHE curriculum, showing the specific themes and topics covered within each Puzzle for each year group from Reception to Year 6. This ensures transparency about what will be taught and when, meeting statutory requirements for curriculum publication.

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

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

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

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings *Conception to birth* Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2: Knowledge and Skills Progression: Changing Me Puzzle Pieces

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the Changing Me Puzzle (unit of work) including key vocabulary introduced this year and suggestions for Family Learning. Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some content and vocabulary may have been changed or be taught in a different year group..

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	• 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 happy times can help us move on	• Can identify how they have changed from a baby • Can say what might change for them as they get older • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home	• Which parts of your body do you know the name of? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • Can you tell me about a time when you felt really happy?
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.		
	Key vocabulary that may be introduced Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories, Healthy, Grow.		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	• Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change	• Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning • Can suggest ways to manage change e.g. moving to a new class	• What is a life cycle? • How will you change as you grow up? • Who is the tallest / smallest in your class? • Which parts of your body are private? • Who is allowed to see your private body parts? • What should you do if you don't like the way someone is touching you? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is the best part about being your age?
	Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body that they might use if talking to a doctor or a nurse. (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them or making them feel uncomfortable.		
	Key vocabulary that may be introduced Changes, Life cycles, Baby, Adult, Growing up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	• Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable	• Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year	• What is a life cycle? • How have you changed since you were a baby? • How will you change over the next year / 5 years / 20 years? • What changes can you / can't you control? • Which parts are your private parts? • Who is allowed to see them? • What would you do if someone was touching you and you didn't like it? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is your favourite part of Jigsaw lessons?
	In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old-age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.		
	Key vocabulary that may be introduced Control, Life cycle, Adult, Fully grown, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Excited, Nervous, Anxious, Happy.		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	• Know that in animals and humans lots of changes happen between conception and growing up • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty	• Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about	• Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up? • Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes? • Do you have any questions about the changes that are going to happen to you as you grow up?
	This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is the female mammals (including humans) that carry the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.		
	Key vocabulary that may be introduced Birth, Animals, Babies, Mother, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Cope, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Breasts, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge.		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions	• Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change	• Which of your characteristics did you get from your birth parents? • Do you have any questions about the changes that happen to a girl when they grow up? • Do you have any questions about how babies are made? • How do you feel about the changes that will happen to you as you grow?
	In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse may be introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.		
	Key vocabulary that may be introduced Personal, Unique, Characteristics, Parents, Sperm, Gene, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Tampons, Hormones, Fallopian tube, Periods, Menstrual cycle, Period pants/pads, Seasons, Control, Emotions, Acceptance.		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	• Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility	• Can celebrate what they like about their own and others' self- image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult	• Can you tell me how you feel about yourself? • What can people do if they don't feel great about themselves? • Can I share with you how I see you and how I care about you? • Do you have any worries about puberty? • Do you have any questions about puberty? • Do you have any questions that you'd like to ask me about how babies are conceived? • What do you think it will be like when you are a teenager? • What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now? • What do you enjoy about being your age now?
	In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year (if taught). Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.		
	Key vocabulary that may be introduced Body-image, Self-image, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Vagina, Vulva, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Broader, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Fertility treatment, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Consent, Responsible, Teenager, Manage, Milestones.		

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class	• Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self- image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school	• Can we talk about the changes that will happen to your body over the next few years? • How do you feel about these changes? • What does mutual respect mean? Why is that important in a relationship? • What are you excited about in secondary school? • What are you worried about in secondary school? What can we do with these worries?
	In this Puzzle the class learn about puberty in boys and girls and the changes that will happen - they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.		
	Key vocabulary that may be introduced /repeated Body-image, Self-image, Characteristics, Looks, Personality, Perception, Real-self, Assertive, Comparison, Negative body-talk, Mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Midwife, Labour, Menstruation, Products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Opportunities, Freedoms, Responsibilities, Attraction, Relationship, Love, Sexting, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Excitement.		

Appendix 3: Parent form: withdrawal from sex education within RSHE

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	

Appendix 4: Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)

At Holy Trinity CEP School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This involves dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach your children and how you can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act

and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

5. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

6. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers