Abbey Academies Trust

Every Child Matters

POLICY

For

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

Reviewed

New policy ***September 2020***	***September 2023***	
September 2021	**New policy** ***April 2024***	
September 2022	**New policy** ***April 2026***	

Every child matters within and loving and caring Christian environment

As a UNICEF Rights Respecting School this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.
Article 17: Every child has the right to accurate information.
Article 19: Every child has the right to be protected from harm and to be kept safe.
Article 29: Every child has the right to be the best they can.

1.Our Vision for PSHE Education

We have a vision of a community in which each person is offered the opportunity to fulfil their potential and to understand themselves to be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all members of the school community. As an inclusive and caring church school, our commitment is to help pupils become thoughtful, open-minded and compassionate human beings who have the knowledge, skills and motivation they need to bring about positive transformation in the world.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." **John Wesley**

Our school values and ethos are embedded in our three Rs. We:

Respect and take care of ourselves
Respect and take care of each other
Respect and take care of our environment and the world in which we live

Education for character is integral to the work of our school. There is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. We also describe this as 'Rigour with Care' and we all work together using 'Lessons from the Geese.

This is all embodied in our mission statement:

'Striving for excellence whilst caring for all in a loving Christian environment.'

A Definition of Relationships, Sex and Health Education for Church Schools (Relationships, Sex and Health Education Policy Guidance – Diocese of Lincoln Board of Education 2019)

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach Relationships Education, Relationships and Sex Education and Health Education. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSE enables pupils to flourish and gain every opportunity to live fulfilled lives.

RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSE in church schools, pupils will have the chance to reflect on core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God and are loved by God. They, therefore, learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education 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. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world*."

2.Statutory Requirements

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

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

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

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

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness

- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via Microsoft Word - Jigsaw PSHE 3-11 RSHE 2026 mapping document

As a primary church academy, we must provide Relationships Education to all pupils as per section 34 of the Children and Social Work Act 2017 and the Equality Act 2010 including the 9 protected characteristics. PSHE education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice within the expectations set out by government. RSE is an important part of PSHE Education. Relationships and Health education is compulsory to all primary school pupils, which also includes the elements of sex education contained within the Primary Science curriculum.

3. The Jigsaw Approach: A Whole-School Framework

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

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

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

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

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

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

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

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

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for Years 5 and 6, human reproduction (where taught as sex education - see Section 6).

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

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, class discussions and our annual pupil survey
- Local context and community considerations

- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with references to statutory requirements. Parents and carers are information about significant adaptations, particularly where these relate to sensitive content.

4. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of approximately 45 minutes per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning. Teaching will be in whole class, mixed gender groups, except for when it is deemed appropriated to have single gender group discussions in addition to the statutory content. Pupils are able to ask anonymous questions via a question box, as stated in the RSE statutory guidance.

Beyond the Classroom: Embedding PSHE in School Life

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

- Collective Worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- Our class charters that are established at the start of the year become a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement, but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.
- Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.
- Our school provide provisions for pubertal girls, including sanitary wear and free sanitary towels.
- As in the Character Education framework, **characte**r is considered a complex concept. Our academy shapes our wider provision for children through aspects such as:

- the ability to remain motivated by long term goals
- the learning of positive moral attributes
- the acquisition of social confidence (including the ability to make points or arguments clearly)
- an appreciation of the importance of long-term commitments

Learning Outdoors: Connecting PSHE to Our Environment

"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."
DfE RSHE Guidance 2025, para 40

We use our school grounds and local outdoor spaces to enhance PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.
Teachers plan regular opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

5. Relationships and Health Education: Statutory Content

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

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

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

Health Education

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

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

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.
- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.

- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

Building Foundations for Secondary RSHE

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

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

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

Challenging Stereotypes and Promoting Respect

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

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

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

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

6. Sex Education at Abbey Academies Trust

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes that adolescence brings and understand how human life begins.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the National Curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of science. We also identify Statutory Health Education (the physical changes associated with puberty).

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'

It is important to note teaching children about puberty is a statutory requirement which sits in the 'Developing Bodies' strand of the Health Education part of the DfE guidance. In Jigsaw, this is taught as part of the Changing Me Puzzle (unit). The mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and clearly identifies any non-statutory elements.

Statutory Science Curriculum Content

Early Years Foundation Stage (Reception) children learn in their Personal Development/ Health and Self-Care goal:

- to know the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe (including exercise, eating, sleeping and hygiene).
- learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- to identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- to notice that animals, including humans, have offspring which grow into adults.
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (years 3 – 6) children learn:

- to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- to identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- to describe the simple functions of the basic parts of the digestive system in humans.
- to identify the different types of teeth in humans and their simple functions.
- to describe the life process of reproduction in some plants and animals, including humans.
- to describe the changes, as humans develop to old age.

- to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- to describe the way nutrients and water are transported within animals, including humans.
- to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Parent Engagement and the Right to Withdraw from Sex Education

Parents/carers have the right to request that their children be withdrawn from some or all of specifically identified sex education delivered as part of statutory Relationships and Sex Education. At Abbey Academies Trust, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this**.** Requests for withdrawal should be made in writing to the Executive Headteacher/Head of School. Parents/carers will be invited to talk through their concerns, review the materials used and explain the rationale. Withdrawing children from Sex Education remains a statutory right of a parent or legal guardian. However, it is important to consider the social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what is said in classes. This process is the same for pupils with SEND.

Responding to children's questions

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are, due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Staff are aware that questions may arise that are not part of the content taught. Staff will make an informed decision as to whether to address this question with an individual, with a group or a class in the most appropriate way. Staff will inform parents/carers as required. Staff may also seek advice from outside agencies. All staff can seek advice from the PSHE and Safeguarding team. If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

Materials used will be in accordance with the Jigsaw programme, PSHE framework and the law. The school will ensure that pupils are protected from teaching materials which are inappropriate; regard will be taken to the age and cultural background of all pupils.

7. Inclusive Practice and Equality

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

Meeting the Equality Act 2010

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

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

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

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families
- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- Service families, including those where a parent or carer serves in the armed forces

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

Including LGBT Content

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

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

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

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

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

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. Teachers adapt lessons to ensure content is accessible, using:

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

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

8. Safeguarding and Support

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

Through PSHE, children learn to:

- Recognise when relationships or situations are unsafe
- Understand that abuse is never their fault
- Know a range of trusted adults they can talk to
- Develop vocabulary to express concerns clearly
- Build confidence to keep asking for help until they are heard
- Understand their rights over their own bodies and personal information
- Recognise emotional, physical and sexual abuse
- Identify risks online and in the physical world
- Develop resilience and strategies for managing difficult situations

Managing Disclosures and Concerns
PSHE lessons, particularly those addressing sensitive topics, may lead to disclosures from children. All staff are trained to:

- Respond calmly and supportively to disclosures
- Never promise confidentiality (explaining that some concerns must be shared to keep children safe)
- Listen carefully without asking leading questions
- Record concerns accurately and immediately
- Report all concerns to the Designated Safeguarding Lead (or deputy DSL) without delay

Children are informed via the Jigsaw Charter at the start of PSHE lessons how confidentiality works - that personal information shared by others during discussions will be treated with respect and care, but if a teacher is worried about a child's safety, they will need to share information with people who can help.

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures. Where external visitors contribute to PSHE delivery, they are briefed on safeguarding procedures before working with children.

Signposting to Support
We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

Within PSHE lessons and through displays, assemblies and other communications, children are regularly informed about sources of support both within school and externally:

- Named trusted adults within school (e.g. Safe Hands)
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

9. Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

- Parents/carers are the key people in teaching their children about sex, relationships and growing up. All policies are available for inspection by parents/carers. The school will endeavour to work in partnership with parents/carers in order that the RSE programme will complement and support their role as parents and carers.
- Teachers have a responsibility to ensure the safety and welfare of pupils, and because teachers act in loco parentis, the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE framework.
- All parents/carers have the right to see the resources and materials that will be used in delivering the RSE curriculum and have the opportunity to discuss the content of what will be taught. For certain aspects of RSE, parents/carers will be invited into school prior to the topic to view materials being used. Upon request, parents/carer may receive access to the full program of study for the relevant year group.
- If safeguarding issues are suspected, teachers will follow usual safeguarding procedures.
- Delivery of RSE will work more effectively if the school works in partnership with parents/carers and others in the wider community, using visitors where appropriate.
- Pupils with special needs will receive RSE. Teachers may find they need to adapt and plan work in different ways in order to meet the individual needs of those children with special educational needs or learning difficulties. This will be discussed with individual parents/carers.

Responding to Concerns

Any complaints or concerns about the RSE curriculum should be made to the class teacher in the first instance who will inform the Senior Leadership Team. Parents/carers can follow the Abbey Academies Trust Complaint procedure if they feel an issue or concern is not resolved.

10. Teacher support and professional development

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

We support staff in delivering PSHE through comprehensive resources provided by the Jigsaw programme and through regular professional development. This includes training on using the Jigsaw programme effectively, teaching sensitive and controversial topics, managing difficult questions and discussions, and responding appropriately to safeguarding concerns and disclosures.

Teachers are also supported by the senior leadership team and PSHE leads, who provide ongoing guidance, including lesson observations where helpful, advice on complex situations, and support for staff wellbeing.

11. Assessment, Monitoring and Evaluation

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies such as observations of discussions, role plays and collaborative activities and review of written work.

The delivery of RSE is monitored by the Senior Leadership Team and the PSHE team through book scrutinies, learning walks, lesson observations, pupil voice activities and staff and parent feedback.

We evaluate the impact of PSHE education in a variety of ways by looking at:

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

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

12. Term 6 2026 and beyond - Jigsaw 'Changing Me'- specific RSE learning intentions

Please note that in any mixed-age classes (e.g. Year 1 and Year 2 together), the 'Changing Me' unit is taught separately to each year group.

- **Black text** – RSE-specific learning linked to puberty, growing up and sex education
- **Green text** – Other lessons within the 'Changing Me' unit to be taught
- **Yellow highlight** – Animations pupils will watch that link to the lesson
- **Blue text** – Where needed, a brief overview of the lesson to provide additional context
- **Red text –** This indicates where a lesson is classified as Sex Education and gives the option to withdraw your child from the lesson

Year group	*Piece Number and Name*	*Learning Intentions 'Pupils will be able to'*
Rec	Piece 1 My Body	• name parts of their bodies
	Piece 2 Respecting my body	• identify some things I can do and foods I can eat to be healthy
	Piece 3 Growing up	• understand that we all grow from babies to adults
	Piece 4 Fun and Fears Part 1	• express how I feel about moving to Year 1
	Piece 5 Fun and Fears Part 2	• talk about my worries and/or the things I am looking forward to about being in Year 1
	Piece 6 Celebration	• share my memories of the best bits of this year in Reception
Year 1	Piece 1 Life Cycles	• start to understand the life cycles of animals and humans • understand that changes happen as we grow and that this is OK
	Piece 2 Changing Me	• tell you some things about them that have changed and some things about them that have stayed the same • know that changes are OK and that sometimes they will happen whether I want them to or not
	Piece 3 My Changing Body	• tell you how their body has changed since they were a baby • understand that growing up is natural and that everybody grows at different rates
	Piece 4 Boys' and Girls' Bodies	• use the correct names for parts of the body: penis, testicles vulva, anus • identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vulva • respect my body and understand which parts are private
	Piece 5 Learning and Growing	• understand that every time I learn something new, I change a little bit
	Piece 6	• tell you about changes that have happened in my life • know some ways to cope with changes

	Coping with changes	
Year 2	Piece 1 Life Cycles in Nature	• recognise cycles of life in nature • understand there are some changes that are outside their control and can recognise how they feel about this
	Piece 2 Growing from Young to Old	• tell you about the natural process of growing from young to old and understand that this is not in their control • identify people they respect who are older than them
	Piece 3 The Changing Me	• can recognise how their body has changed since they were a baby and where they are on the continuum from young to old • feel proud about becoming more independent
	Piece 4 Boys' and Girls' Bodies	• recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus) and appreciate that some parts of their body are private • describe what they enjoy about being a boy or girl whilst understand we are all different
	Piece 5 Assertiveness	• understand there are different types of touch and can tell you which ones I like and don't like • feeling confident to say what I like and don't like and can ask for help
	Piece 6 Looking Ahead	• identify what I am looking forward to when I move to my next class • start to think about changes that will happen when in a new class and know how to go about this
Year 3	Piece 1 How Babies Grow	• understand that in animals and humans lots of changes happen from birth to fully grown, and that it is the female who has the baby • express how they feel when they see babies or baby animals
	Piece 2 Outside Body Changes	• identify how boys' and girls' bodies change on the outside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • recognise how they feel about these changes happening to them and know how to cope with these feelings **Overview of lesson** This lesson introduces puberty as the gradual collection of changes transforming children's bodies into adult bodies, focusing on external physical changes. Children explore which changes they can and cannot control, understanding that physical puberty changes occur naturally at different times and paces for each person. Through body outline activities, children identify which physical changes apply to girls, boys, or both, learning vocabulary for body parts and discussing their feelings about growing up.
	Piece 3 Inside Body Changes	• identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab scrotum, sperm, ovaries, egg, ovum/ ova, womb/uterus, vagina)

		• recognise how they feel about these changes happening to them and know how to cope with these feelings **Overview of lesson** This lesson explores internal reproductive changes during puberty, explaining how boys' and girls' bodies prepare for making babies when grown up. Children learn about the male reproductive system including penis, testicles, scrotum and sperm production, and the female reproductive system including ovaries, eggs, womb and vagina. The lesson emphasises that puberty starts between ages 8-15, usually earlier for girls, and that everyone experiences it differently. Children express feelings about these changes and understand that trusted adults can provide support and advice as they've been through puberty themselves. This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question, we will explain that the male and female decide when this happens, and we will learn more about it another time.
	Piece 4 Keeping Ourselves Clean	• understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • know some simple ways of keeping clean which can keep them healthy and protect them from some infections • start to think about the ways to keep my body clean as I grow up and how I feel about this **Overview of lesson** Children learn about personal hygiene and why keeping clean becomes increasingly important as bodies change during puberty. Through exploring how bacteria and germs spread, they understand the importance of regular handwashing and maintaining cleanliness. The lesson explains that bacteria naturally live on our skin and that warm, damp areas like armpits and genitals can develop body odour during puberty when bacteria mix with increased sweat. Children identify practical ways to maintain good hygiene including regular bathing or showering, brushing teeth, washing hands, cleaning hair, and changing underwear and clothes. The lesson normalises physical changes during puberty and reassures children that questions about growing up are natural, encouraging them to speak with trusted adults for support.
	Piece 5 Family stereotypes	• start to recognise stereotypical ideas I might have about parenting and family roles • express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
	Piece 6 Looking ahead	• identify what I am looking forward to when I move to my next class • start to think about changes I will make next year and know how to go about this
Year 4	Piece 1 Unique Me	• understand that lots of things make up a person's identity and this is what makes them unique

		• describe how I will make choices about developing my own identity and interests as I grow up and that these will contribute to who I am
	Piece 2 Puberty and Menstruation	• describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • have strategies to help me cope with the physical and emotional changes I will experience during puberty Animation A (female) ages 7-9 **Overview of the lesson** Children learn how the female body changes internally during puberty to enable reproduction, understanding that menstruation is a natural monthly process. They explore the menstrual cycle, learning about ovaries, eggs, the womb lining and how this results in a period. The lesson introduces different period products including menstrual towels, tampons, period pants and menstrual cups, explaining their purpose and use. Children understand that whilst periods are a normal part of puberty, the age when they begin varies and some discomfort is natural, though significant pain should be discussed with a doctor. The lesson emphasises that talking to trusted adults about puberty-related worries is important and provides strategies for managing both physical and emotional changes during this time.
	Piece 3 Being Part of a Family	• know there are many types of family and that often our family members form part of our inner circle • know that there are trusted people I can turn to if I need help and support as I grow up and go through puberty • know that sometimes I may feel anxious about growing up and this normal • know that there are people who can support me
	Piece 4 Circles of Change	• I know how the circle of change works and can apply it to changes I want to make in my life • I am confident enough to try make changes when I think will benefit me
	Piece 5 Accepting Change	• identify changes that have been and may continue to be outside of my control that I learnt to accept • express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
	Piece 6 Looking Ahead	• identify what I am looking forward to when I move to a new class • reflect on the changes I would like to make next year and describe how to go about this
Year 5	Piece 1 Self-image and body-image	• aware of my own self-image and how my body image fits into that • know how to develop my own self esteem

	Piece 2 Puberty for Girls	• explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • understand that puberty is a natural process that happens to everybody and that it will be OK for them **This lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans.** Animation A (female) ages 7-9 **Overview of lesson** Children learn in detail about the menstrual cycle, understanding how the female body prepares monthly for potential pregnancy and how this results in menstruation when an egg isn't fertilised. They explore the female reproductive system including ovaries, fallopian tubes, womb and how hormones like oestrogen control the cycle. The lesson introduces different period products including menstrual pads, period pants, tampons and menstrual cups, with particular focus on external products most suitable for younger girls. Children learn strategies for managing emotions during puberty, understanding that feeling embarrassed or anxious about body changes is natural. The lesson addresses common worries about periods, explains school procedures for accessing period products, and reinforces that menstruation is a normal, healthy process affecting all females during puberty years.
	Piece 3 Puberty for Boys	• describe how boys' and girls' bodies change during puberty • express how they feel about the changes that will happen to them during puberty **This lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans.** Animation E (male) ages 7-9 **Overview of lesson** This lesson focuses on physical and emotional changes boys experience during puberty. Children learn about the male reproductive system including testicles, scrotum, epididymis and penis, understanding how testosterone triggers puberty changes such as sperm production, voice deepening, facial and body hair growth, and increased muscle development. The lesson explains erections and wet dreams as natural aspects of male puberty, emphasising individual variation in timing and development. Children create leaflets for younger pupils addressing common worries about puberty, helping them consolidate their understanding whilst developing empathy. The lesson acknowledges that hormonal changes affect emotions and mood swings for both boys and girls, reinforcing the importance of talking to trusted people about feelings and concerns.
	Piece 4 Conception	• understand that sexual intercourse can lead to conception and that is how babies are usually made • understand that sometimes people need IVF to help them have a baby

		• appreciate how amazing it is that human bodies can reproduce in these ways **Overview of lesson** This sex education lesson teaches children how babies are conceived through sexual intercourse whilst acknowledging alternative routes to parenthood. Children explore different types of relationships and use diamond ranking to prioritise considerations before having a baby, discussing factors like financial stability, loving relationships and readiness for responsibility. The lesson explains conception as the fertilisation of an egg by sperm during sexual intercourse, emphasising this occurs between consenting adults in loving relationships, with the age of consent being 16 in England. Children learn that contraception exists as a way to prevent pregnancy and that there are fertility treatments for those who need medical assistance to conceive. Through card sorting activities, children consolidate understanding of pregnancy development over nine months, learning about the embryo's growth in the womb connected via umbilical cord. The lesson ensures all children feel valued regardless of how they were conceived. **This is classified as a Sex Education lesson outside of the Statutory Health Education elements so the option is available to withdraw your child from this lesson should you choose to do so.** Animation C (female) ages 9-11 Animation H (male) ages 9-11
	Piece 5 Looking Ahead 1	• identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • being confident in coping with the changes that growing up will bring
	Piece 6 Looking Ahead 2	• identify what I am looking forward to when I move to my next class • start to think about changes I will make next year and know how to go about this
Year 6	Piece 1 My Self Image	• aware of my own self-image and how my body image fits into that • know how to develop my own self esteem
	Piece 2 Puberty	• explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • express how they feel about the changes that will happen to them during puberty **This lesson also covers National Curriculum science to describe the life process of reproduction in some plants and animals, including humans.** Animation A (female) ages 7-9 Animation E (male) ages 7-9

	Piece 3 Babies - Conception to Birth	• describe how a baby develops from conception through the nine months of pregnancy, and how it is born • recognise how they feel when they reflect on the development and birth of a baby **Overview of lesson** This sex education lesson teaches children about conception through to birth. Children discover facts about foetal capabilities including hearing, responding to light and recognising voices as part of the nine month pregnancy journey as babies develop from embryo to foetus, connected to the mother through the placenta and umbilical cord. Children learn about labour, contractions and birth through the vagina, and that some babies are born by Caesarean sections. Activities include sequence conception to birth cards and discussing the mixed emotions parents experience, from joy and pride to exhaustion and anxiety, helping children appreciate the miraculous yet commonplace nature of human reproduction. Animation C (female) ages 9-11 Animation H (male) ages 9-11 **This is classified as a Sex Education lesson outside of the Statutory Health Education elements so the option is available to withdraw your child from this lesson should you choose to do so.**
	Piece 4 Boyfriends and Girlfriends	• understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
	Piece 5 Real Self and Ideal self	• aware of the importance of a positive self-esteem and what I can do to develop it • express how I feel about my self-image and know how to challenge negative 'body-talk'
	Piece 6 The Year Ahead	• identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class

Supporting Documents

parents-guide-to-rshe-in-primary-schools-2026.pdf – What do primary schools have to teach in Primary RSHE? A guide for parents – January 2026

13. Links to other policies and documents:

- Anti-Extremism and Anti-Radicalisation Policy
- Assessment Policy
- Behaviour and Bullying Policy
- Character Education Policy Statement
- Child Protection Safeguarding Policy
- Confidentiality Policy
- Drugs Education Policy
- Equality Policy
- E-Safety Policy
- Health and Wellbeing
- ICT Safeguarding
- RE Curriculum
- Science Curriculum
- PSHE Overview
- E-Safety Curriculum
- The PREVENT Duty
- 'Including and Valuing All Children: What does Jigsaw PSHE 3-11 teach about LGBT relationships?'
- Child-on-child Abuse
- Promoting Fundamental British Values
- Pastoral Care Policy
- PSHE and Citizenship Statement
- RE Policy
- SMSC Policy
- Special Needs and Inclusion Policy
- Teaching, Learning and Curriculum Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Jigsaw PSHE Programme of study and supporting documentation
- Keeping Children Safe in Education

14. Policy Development, Review and Approval

This policy is currently in the consultation phase and is being developed in partnership with school staff (including teaching staff, support staff and senior leaders), parents and carers, and governors/trustees. Stakeholders have access to the draft policy online and are invited to provide feedback via an online form.

Through class discussions, the annual pupil survey, and pupil voice interviews with PSHE leads, pupils are asked what they value in the Jigsaw programme and what they would like to change or improve. This feedback informs the annual review and development of the policy.

Policy Approval

Consultation with governors/trustees, parents/carers, staff and pupils – February/March 2026

This policy was approved by the Board of Trustees on 24.04.26

Date of review: April 2027