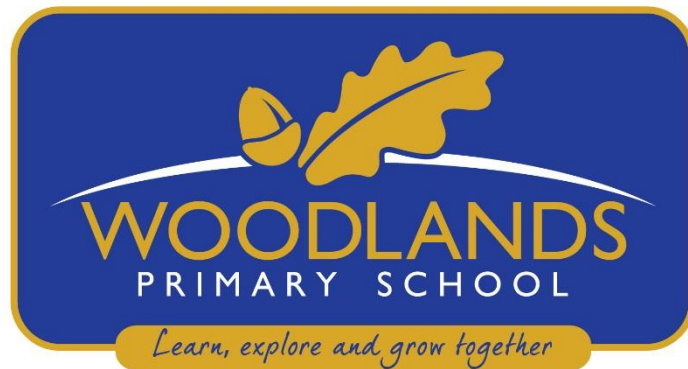


Woodlands Primary School

PSHE (Personal, Social, Health Education) Policy

(Including Relationships and Health Education statutory from September 2026, and Sex Education)



Written by	Amy Adams
Ratified by Governors	Autumn 2025
Date for Review	Autumn 2028
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	Based on DfE guidance and the Jigsaw Programme policy

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

PSHE

At Woodlands Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, promoting British Values and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be found online.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Changes to Jigsaw programme to align with updated government guidance will be complete by December 2025.

Transition to Updated Guidance (2026)

The DfE published updated statutory guidance on Relationships, Sex and Health Education in July 2025. While this guidance does not become mandatory until September 2026, we are taking proactive steps to prepare for implementation.

Our transition plan includes:

2025/26 Academic Year:

- Autumn 2025: Staff training on updated guidance; curriculum audit against new requirements
- Spring 2026: Parent consultation on any curriculum changes; information sessions for parents
- Summer 2026: Final policy approval; staff training on updated curriculum; communication with parents

From September 2026:

- Full implementation of updated curriculum in line with 2026 statutory guidance
- Ongoing monitoring and evaluation of curriculum delivery
- Annual review of policy and curriculum to ensure continued compliance

Parents and carers will be kept fully informed throughout this transition process and will have opportunities to view all teaching materials and ask questions before any changes are implemented.

Statutory Relationships and Health Education

Legislative Framework

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools."

Updated Statutory Guidance

The Department for Education published updated statutory guidance on Relationships, Sex and Health Education in July 2025, which replaces the 2019 guidance. This updated guidance must be followed from September 2026, though schools may choose to implement changes earlier.

The updated guidance states:

"Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development."

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Our Approach at Woodlands Primary School

"Schools are free to determine how to deliver the content set out in the DfE guidance in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

"All schools must have in place a written policy for Relationships Education and RSE."

Here, at Woodlands Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs.

Meeting Statutory Requirements

We have reviewed our curriculum against both the 2019 guidance (currently in force) and the updated 2026 guidance. The mapping document: *Jigsaw 3-11 and statutory Relationships and Health Education*, shows exactly how Jigsaw and therefore our school, meets the current statutory Relationships and Health Education requirements.

We are preparing for full implementation of the updated 2026 guidance from September 2026. This includes:

- Reviewing our curriculum content to ensure it meets all updated requirements
- Consulting with parents and carers about any curriculum changes
- Ensuring all teaching materials are available for parents to view on request
- Providing advance notice to parents before teaching sex education content
- Updating staff training to reflect new guidance

Keeping Our Curriculum Current

Jigsaw's complementary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. We will continue to review our curriculum annually to ensure it remains aligned with statutory guidance and meets the needs of our pupils. This policy will be reviewed again in Autumn 2026 to ensure continued alignment with the updated statutory guidance.

Aim of the Jigsaw PSHE policy

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.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning

- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals.

Our PSHE policy is informed by existing DfE guidance:

Safeguarding:

Keeping Children Safe in Education 2025 (statutory guidance)

Working Together to Safeguard Children (HM Government, 2023 - statutory guidance)

Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE, 2021)

Relationships, Sex and Health Education:

Relationships, Sex and Health Education (DfE statutory guidance, July 2025, for implementation September 2026)

Behaviour and Wellbeing:

Behaviour in Schools (DfE guidance for schools, 2022)

Use of Reasonable Force in Schools (DfE guidance, September 2025)

Mental Health and Behaviour in Schools (DfE advice, 2024)

Promoting Children and Young People's Mental Health and Wellbeing (DfE guidance, 2021)

Preventing and Tackling Bullying (DfE advice for schools, including advice on cyberbullying, 2017)

Respectful School Communities: Self Review and Signposting Tool (DfE tool to support a whole school approach that promotes respect and discipline)

Online Safety:

Teaching Online Safety in Schools (DfE guidance, 2024)

Sharing nudes and semi-nudes: advice for education settings (UKCIS, 2020)

Equality and Inclusion:

Equality Act 2010 and schools (DfE advice)

The Equality and Human Rights Commission Advice and Guidance (advice on avoiding discrimination in educational contexts) SEND code of practice: 0 to 25 years (DfE and Department of Health, 2015 - statutory guidance)

Alternative Provision (DfE, 2023 - statutory guidance)

Spiritual, Moral, Social and Cultural Development:

Promoting Fundamental British Values as part of SMSC in schools (DfE guidance for maintained schools, 2014)

SMSC requirements for independent schools (guidance on spiritual, moral, social and cultural development)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Woodlands Primary School, we allocate a minimum of one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, the behaviour curriculum, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful, kind relationships', 'Online safety and awareness', and 'Being safe'. The expected outcomes for each of these elements can be found in the detailed tables at the end of this policy. The way the Jigsaw Programme covers these is explained in the mapping document: *Jigsaw 3-11 and Statutory Relationships and Health Education*.

Important note about our curriculum approach:

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw. For example:

- The Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved
- The Being Me in My World Puzzle teaches children about respectful behaviour and boundaries
- The Healthy Me Puzzle addresses online safety and healthy relationships

This holistic approach ensures the learning is reinforced throughout the year and across the curriculum, providing children with multiple opportunities to develop and consolidate their understanding.

Updated guidance (September 2026):

The updated DfE guidance (July 2025, for implementation September 2026) includes new and expanded content in Relationships Education, including:

- More detailed expectations around online safety, including understanding AI-generated content and deepfakes
- Stronger emphasis on recognising and challenging stereotypes
- Clearer guidance on teaching about different family structures, including same-sex parents
- Enhanced focus on understanding boundaries and consent in age-appropriate ways
- More explicit coverage of recognising harmful or abusive relationships and knowing how to get help

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'General wellbeing', 'Wellbeing online', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol, tobacco and vaping', 'Health protection and prevention', 'Personal safety', 'Basic first aid', and 'Developing bodies'.

The expected outcomes for each of these elements can be found in the detailed tables at the end of this policy. The way the Jigsaw Programme covers these is explained in the mapping document: *Jigsaw 3-11 and Statutory Relationships and Health Education*.

Important note about our curriculum approach:

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw. For example:

- Emotional and mental health is nurtured every lesson through the Calm Me Time mindfulness practice
- Social skills and wellbeing are developed every lesson through the Connect Us activity
- Respect and positive relationships are enhanced through the use of the Jigsaw Charter
- Online wellbeing is addressed in multiple Puzzles throughout the year

Also, teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Developing bodies' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Updated guidance (September 2026):

The updated DfE guidance (July 2025, for implementation September 2026) includes new and expanded content in Health Education, including:

- **Vaping** - new content on the facts about vaping, including the harms posed to young people
- **Enhanced mental health content** - including understanding that mental health problems are common and that early support can help
- **Expanded online wellbeing** - including understanding how social media can affect mental health, the risks of excessive screen time, and how to critically evaluate online content
- **More detailed coverage of puberty and menstruation** - including menstrual health problems such as endometriosis and PCOS (age-appropriate)
- **Personal safety** - including staying safe around roads, railways and water
- **Basic first aid** - including CPR and use of defibrillators (age-appropriate)

We are reviewing our Jigsaw curriculum mapping against these updated requirements to ensure full coverage. Parents will be consulted about any curriculum changes before they are implemented. Jigsaw aims for curriculum content to align by December 2025, in advance of the September 2026 statutory guidance.

Verification of Jigsaw alignment:

We are in contact with Jigsaw to confirm that their programme materials have been updated to align with the September 2026 statutory guidance. We will update our mapping document once we receive confirmation from Jigsaw that their materials meet all the new requirements.

Sex Education at Woodlands Primary School

Statutory Position

The DfE statutory guidance (2025) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.'

However, '**Sex Education is not compulsory in primary schools**' beyond what is taught in National Curriculum Science.

Schools are free to determine the content of sex education at primary school. The guidance states that 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'.

Our Approach

At Woodlands Primary School, we believe children should understand the facts about human reproduction before they leave primary school because, more than ever before, children are exposed to representations of sex and sexuality through the media, social media, and the social culture around them. We need to present a balanced, age-appropriate view of RSE and help children to be discerning and stay safe.

We define Sex Education as: developing an understanding of sexual relationships and health, including puberty, conception and birth.

The National Curriculum for Science also includes subject content in related areas, such as:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals

What We Teach

To reflect modern society and prepare children for the world they are growing up in, children will be taught about:

- Different types of families and relationships, including civil partnerships and same-sex marriages
- Healthy and unhealthy relationships, including recognising signs of abuse, violence and bullying
- How to develop and maintain positive, respectful relationships both online and offline
- Online safety, including understanding age-appropriate content, recognising manipulation, and knowing how to get help
- Physical and emotional changes during puberty
- How babies are conceived and born (in an age-appropriate way)
- Where to get help and support if they have concerns

Our Approach to Teaching

Teachers are aware that children will come from a variety of different family backgrounds, and will take this into account when preparing lessons. They must also ensure everything they teach is done in an age-appropriate way, taking into account the differences in age, understanding and maturity in their class.

We intend to teach this through a **spiral curriculum**, tailored to the age and stage of each year group. This will ensure that fundamental building blocks are built on each year to consolidate the prior year's learning, thus equipping children with a strong understanding of how to navigate the world and develop positive and safe relationships with both children and adults.

Sensitive and Inclusive Teaching

Our teaching approach ensures that:

- Content is age-appropriate and developmentally appropriate
- Teaching is sensitive and inclusive, respecting the backgrounds and beliefs of pupils and parents
- Pupils receive the knowledge they need about the law
- We build on what pupils learn at home
- We create a safe environment where pupils feel able to ask questions
- We respond appropriately if pupils ask questions that go beyond the planned curriculum
- We handle any disclosures in line with our safeguarding procedures

Parental Engagement

We recognise that parents are the primary educators of their children on many of these matters. We work in partnership with parents by:

- Consulting with parents when developing and reviewing our RSE curriculum
- Providing advance notice before teaching sex education content
- Making all teaching resources available for parents to view
- Offering parent information sessions to explain what will be taught and answer questions
- Respecting parents' right to withdraw their child from sex education (but not from Relationships Education, Health Education, or the Science curriculum)

For more information about our approach to sex education, including details of what is taught in each year group, please see the 'Jigsaw RSE Content' table later in this policy, or contact your child's class teacher.

Compulsory Aspects of Relationships, Sex and Health Education.

Statutory Requirements

End of primary expectations and curriculum content is given in the **Relationships, Sex and Health Education DfE statutory guidance (July 2025, for implementation September 2026)**, which replaces the 2019 guidance. It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools:

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

The Importance of RSHE

RSHE plays a very important part in fulfilling the statutory duties all schools must meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, and about online and offline safety.

Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006, Section 38).

Key statutory duties:

- When any school provides RSE they must have regard to the Secretary of State's guidance; this is a statutory duty
- Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children through inspection of personal development and well-being
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science, which must be taught to all pupils of primary and secondary age, e.g. the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum 2014)

Safeguarding Links

Updated government safeguarding guidance (**Keeping Children Safe in Education 2025**) includes important information relevant to RSHE, including:

- Being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary schools, is thought to be a key risk time for FGM
- Awareness of online safety risks including **misinformation, disinformation (including fake news), and conspiracy theories**
- Understanding the risks of child-on-child sexual violence and harassment
- Awareness of AI-generated content and online manipulation

See also the government's multi-agency practice guidelines: Female Genital Mutilation (2016), which includes a section for schools.

Links with Other School Policies

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Health and Safety Policy

- **Online Safety Policy and Acceptable Use Policy**
- RE Policy
- Safeguarding/Child Protection Policy
- SMSC Policy
- Special Educational Needs Policy

Jigsaw RSE Content

The grid below shows specific RSE content for each year group:

Age 4-5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up - how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.
Age 5-6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles); respecting my body and understand which parts are private.
Age 6-7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); 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; appreciate that some parts of my body are private.
Age 7-8	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; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
Age 8-9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
Age 9-10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights

	and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT 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.
Age 10-11	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; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including ‘county-lines’ and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; 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.

Equality and LGBTQ+

The DfE's statutory Relationships, Sex and Health Education guidance (2025) states that schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. Schools should include same-sex parents/carers when discussing families, and teach pupils the facts and the law about biological sex and gender reassignment. At the point at which schools consider it appropriate to teach their pupils about LGBTQ+ content, they should ensure this content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBTQ+ content at a timely point as part of this area of the curriculum.”

At Woodlands Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education. We also believe that education plays a critical role in supporting all children and young people to understand that prejudice and discrimination are wrong, both from a legal and a moral perspective.

Our PSHE curriculum provides opportunities for children to know that LGBT people exist and that it is legal to be LGBTQ+. It supports children to understand that different family structures exist and to know that under the rule of British law it is legal to both enter into same-sex relationships and get married. Discussions and content are completely age appropriate and woven through the PSHE units.

Jigsaw does not ‘promote’ LGBTQ+ lifestyles. However, it does raise children’s awareness that some people in society are LGBTQ+. There is no direct teaching on sexuality; whereas it is much more straightforward as accepting that some people are romantically attracted to, fall in love with or get married to people who are the same sex as themselves, and what is important is loving supportive relationships. The focus is on respecting all sorts of different relationships and building the same respect for people and relationships, whomever they choose to love, be attracted to or even marry as reflects our wider society and the laws in place to support and protect this. This is not done in isolation. When discussing similarity and difference in Jigsaw lessons, children learn about a whole range of differences, such as difference in physical appearance and personality, likes and dislikes, and that people can have differences of opinion. This helps them to understand that we are all unique human beings. Within the context of these lessons, they will also be introduced to different cultures and

ethnicities, people with different religions and beliefs, and about people with disability or special needs. They will also be aware that some people are LGBTQ+.

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document)
- Including and valuing all children. What does Jigsaw teach about LGBTQ+ relationships?

Handling Difficult Questions

Pupils may ask questions about topics which go beyond the sex education covered by our curriculum, or which relate to sex education from which they have been withdrawn.

When this happens, teachers will:

- Acknowledge the question and thank the pupil for asking
- Assess whether the question can be answered in an age-appropriate way within the lesson
- If appropriate, answer the question factually and sensitively
- If the question is not appropriate for whole-class discussion, speak to the pupil individually and may suggest they discuss the question with their parents/carers
- Signpost pupils to appropriate sources of support if needed
- Never dismiss or make a pupil feel uncomfortable for asking a question

Teachers should adhere to the guidance above. If parents have concerns about questions their child has asked or answers they have received, they should contact their child's class teacher or the PSHE Lead.

Parent and Carer Engagement

Working in Partnership with Parents and Carers

At Woodlands Primary School, we recognise that parents and carers are the primary educators of their children when it comes to relationships, health, and wellbeing. Our PSHE curriculum is designed to complement and support the education children receive at home, not to replace it. We are committed to working in partnership with parents and carers to ensure our PSHE curriculum meets the needs of all our children and reflects the values of our school community.

Consultation with Parents and Carers:

We consult with parents and carers when developing and reviewing our PSHE and RSE curriculum. This includes:

- **Regular opportunities for feedback:** We provide ongoing opportunities for parents to share their views through parent forums, surveys, and informal conversations.

Communication with Parents and Carers:

We keep parents and carers informed about what their children are learning in PSHE through:

- **Annual curriculum information:** At the start of each academic year, class teachers share an overview of the PSHE topics that will be covered, including when sensitive topics will be taught.
- **Termly updates:** We provide information about upcoming PSHE topics in our termly curriculum newsletters.

- **Advance notice of sensitive content:** Parents receive specific information in advance of lessons covering sensitive topics, particularly those related to Relationships and Sex Education. This allows parents to:
 - Prepare for conversations at home
 - Ask questions or raise concerns
 - Exercise their right to withdraw their child from sex education (where applicable)
- **Access to resources:** All teaching resources used in PSHE lessons are available for parents to view. Parents can request to see specific resources by contacting their child's class teacher or the PSHE lead.
- **School website:** Key information about our PSHE curriculum, including this policy, curriculum overviews, and the Jigsaw Programme mapping documents, are available on our school website.

Parent Workshops and Information Sessions:

We offer regular parent workshops to help parents and carers support their children's learning at home. These include:

- **PSHE and RSE information sessions:** We hold parent information sessions before teaching sensitive topics (particularly in 6) to explain what will be taught, share resources, and answer questions.
- **Signposting to Online safety workshops:** Signposting sessions to help parents understand current online risks and how to keep their children safe online.
- **Supporting children's mental health:** Signposting to workshops on recognising signs of mental health difficulties and how to support children's emotional wellbeing at home.

Responding to Parent Concerns and Questions:

We welcome questions and concerns from parents about our PSHE curriculum. If you have any concerns or would like to discuss any aspect of PSHE, please contact:

1. **Your child's class teacher** (first point of contact for general questions about PSHE lessons)
2. **PSHE Lead - Sue Buxton** (for curriculum-specific questions or concerns)
3. **Headteacher – Vicki Lonie** (for policy-related concerns or formal complaints)

We will:

- Listen to your concerns with respect and sensitivity
- Provide clear information about what is taught and why
- Work with you to address any concerns while ensuring we meet our statutory duties
- Respond to your questions in a timely manner

Right to Withdraw from Sex Education:

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of our PSHE curriculum. This right does not extend to:

- Relationships Education (which is statutory)
- Health Education, including teaching about puberty (which is statutory)
- The biological aspects of human reproduction taught in science (which is part of the National Curriculum)

At Woodlands Primary School, the sex education from which parents can withdraw their child is taught in:

- Year 4: Lessons on 'Having a baby' (Pieces 2 and 3 of the Changing Me unit)
- Year 5: Lessons on 'Conception' (Pieces 2, 3, and 4 of the Changing Me unit)
- Year 6: Lessons on 'Conception and birth' (Pieces 2, 3, and 4 of the Changing Me unit)

Process for requesting withdrawal:

If you wish to request that your child, be withdrawn from sex education:

1. **Contact Amy Adams (Assistant Head Teacher)** to arrange a meeting to discuss your request
2. **Attend a meeting** where we will:
 - Discuss your concerns and reasons for requesting withdrawal
 - Explain what will be taught and why we believe it is important for your child
 - Explore any alternative approaches that might address your concerns
 - Explain the implications of withdrawal for your child

Please note:

- We will document your request and our discussions
- Your child will be provided with appropriate supervision during the lessons from which they are withdrawn, but will not receive alternative RSE provision
- You may withdraw your request at any time

Supporting Learning at Home:

We provide resources and suggestions to help parents support their children's PSHE learning at home, including:

- **Recommended books and resources:** Age-appropriate books and websites that complement our curriculum
- **Parent guides:** The DfE has produced parent guides for Relationships Education and RSE, which are available on our school website
- **Signposting to support services:** Information about local and national services that can provide additional support for families

Feedback and Evaluation:

We regularly seek feedback from parents about our PSHE curriculum and how well we communicate with families. This feedback helps us to continually improve our provision. We welcome your views through:

- Parent surveys (conducted annually)
- Informal feedback to class teachers or school leaders
- Formal feedback through our complaints procedure (if concerns are not resolved through other means)

Key Contacts:

- **PSHE Lead:** Sue Buxton and Julia Howe
- **Designated Safeguarding Lead:** Lucy Husband
- **Assistant Head:** Amy Adams
- **SENCO:** Lucy Husband
- **Headteacher:** Vicki Lonie



Relationships Education in Primary schools – DfE Guidance 2025

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme. (See school website)

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

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • R3 that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • R4 that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World

<p>Caring friendships</p>	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	
<p>Respectful relationships</p>	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships. • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness. • R16 that in school and in wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive. • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
<p>Online relationships</p>	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me

	<p>including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<ul style="list-style-type: none"> • Celebrating Difference
Being safe	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard. • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

Physical health and mental wellbeing education in Primary schools – DfE Guidance 2025

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

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me

	<p>scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> • Celebrating Difference
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me

	<ul style="list-style-type: none"> • H13 how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	
<p>Online Safety in a Digital Age</p>	<p>At Woodlands Primary School, we recognise that the digital landscape is rapidly evolving, and our children face new and emerging risks online. Our PSHE curriculum, delivered through the Jigsaw Programme, addresses online safety throughout the year and is reinforced across the curriculum.</p> <p>Our approach to online safety includes teaching children about:</p> <p>Emerging Digital Risks</p> <ul style="list-style-type: none"> • Artificial Intelligence (AI) and generated content: Children learn to recognise that not all content online is created by real people. We teach age-appropriate critical thinking skills to help pupils question what they see and read online, including AI-generated images, videos (deepfakes), and text. • Algorithms and content recommendation: Pupils learn that online platforms use algorithms to recommend content, and that these recommendations may not always be appropriate, accurate, or in their best interests. We teach children to be aware of 'filter bubbles' and echo chambers. • Age-appropriate content and age restrictions: Children understand why age restrictions exist on social media platforms, games, and websites. We reinforce that these restrictions are in place to protect them and discuss the risks of accessing age-inappropriate content. • Live streaming and real-time communication: Pupils learn about the specific risks associated with live streaming, video calls, and real-time gaming communication, in year 6 this includes the potential for grooming, inappropriate contact, and exposure to harmful content. <p>Online Relationships and Behaviour</p>	

	<ul style="list-style-type: none"> • Digital footprints: Children understand that their online actions leave a permanent record and learn to consider the long-term consequences of what they post, share, or comment on. • Online manipulation: Pupils learn to recognise persuasive techniques used online, including targeted advertising, influencer marketing, and manipulation tactics used by those who wish to exploit or harm children. • Cyberbullying and online harassment: We teach children to recognise different forms of online bullying, understand its impact, and know how to respond and seek help. <p>Staying Safe Online</p> <ul style="list-style-type: none"> • Privacy and personal information: Children learn what constitutes personal information, why it should be kept private, and how to manage privacy settings appropriately. • Reporting and seeking help: Pupils know how to report concerns within school, on online platforms, and to external organisations such as CEOP (Child Exploitation and Online Protection Command). • Healthy screen time: We discuss the importance of balancing online and offline activities, and the potential impact of excessive screen time on physical health, sleep, and mental wellbeing. <p>Cross-curricular links: Online safety is taught explicitly through PSHE lessons but is also reinforced through Computing lessons, assemblies, and our school's Acceptable Use Policy. Parents are kept informed of online safety education through newsletters, parent workshops, and our school website.</p> <p>Staff training: All staff receive regular training on online safety, including emerging risks and how to respond to concerns. Our Designated Safeguarding Lead maintains up-to-date knowledge of online safety issues and shares this with staff through regular updates.</p> <p>Resources and support: We use age-appropriate resources from organisations including:</p> <ul style="list-style-type: none"> • UK Safer Internet Centre • CEOP Education • Internet Matters • National Crime Agency (NCA) • Childnet International <p>For more information about our approach to online safety, please see our separate Online Safety Policy and Acceptable Use Policy, available on the school website.</p>	
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me

	<ul style="list-style-type: none"> • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

	<ul style="list-style-type: none"> • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	
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Mental Health and Wellbeing Support Pathways

Supporting Children's Mental Health Through PSHE

At Woodlands Primary School, we understand that good mental health and wellbeing are fundamental to children's happiness, development, and ability to learn. Our PSHE curriculum, is a key part of our whole-school approach to promoting positive mental health.

How PSHE supports mental health:

Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness practice that helps children develop emotional regulation skills and creates a safe, calm space for learning. Through our PSHE curriculum, children learn to:

- Recognise and name a wide range of emotions
- Understand that experiencing different emotions is normal and healthy
- Develop strategies to manage their feelings in healthy ways
- Recognise when they or others might need additional support
- Know who to talk to and how to ask for help
- Build resilience and develop coping strategies
- Understand that mental health difficulties are common and treatable
- Reduce stigma around mental health by talking openly about feelings and wellbeing

Our Mental Health Support Pathway:

We have clear systems in place to ensure children receive the right support at the right time:

Universal Support (for all children)

- High-quality PSHE lessons teaching emotional literacy and wellbeing
- A nurturing school environment that promotes positive relationships
- Regular opportunities to talk about feelings and wellbeing
- Calm Me Time mindfulness practice in every PSHE lesson
- Access to trusted adults throughout the school day

Targeted Support (for children who need additional help)

Children who need extra support with their mental health or wellbeing may receive:

- Check-ins with their class teacher or a member of the pastoral team
- Small group interventions (e.g., social skills groups, friendship groups, emotional regulation support)
- Time with our Pastoral Support Officer
- Personalised support developed in partnership with parents/carers

Specialist Support (for children with more significant needs)

For children with more complex or persistent mental health difficulties, we work with external agencies including:

- School nursing service
- Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- NHS wellbeing services – Emotional Wellbeing Practitioner – NELFT
- Other specialist services as appropriate

Recognising when a child needs support:

Staff are trained to recognise potential signs that a child may be experiencing mental health difficulties, including:

- Changes in behaviour, mood, or personality
- Withdrawal from friends or activities they usually enjoy
- Changes in eating or sleeping patterns
- Increased anxiety, worry, or fearfulness
- Difficulty concentrating or engaging in learning
- Physical symptoms (e.g., headaches, stomach aches) with no clear medical cause
- Expressing negative thoughts about themselves or their future

What to do if you're worried about your child:

If you have concerns about your child's mental health or wellbeing, please speak to:

1. Your child's class teacher (first point of contact)
2. Lucy Husband DSL and SENCO
3. Amy Adams AHT Relationships and Welfare, Jo Stone (Pastoral Support Officer)
4. The Headteacher

We will listen to your concerns, work with you to understand your child's needs, and agree on appropriate next steps together.

What children should do if they're worried:

Children are taught through PSHE lessons that if they're worried about their own or someone else's mental health, they should:

1. Talk to a trusted adult in school (teacher, teaching assistant, lunchtime supervisor, or any adult they feel comfortable with)
2. Talk to their parents/carers at home
3. Contact Childline (0800 1111) if they need to talk to someone confidentially

Staff training and support:

All staff receive regular training on:

- Recognising signs of mental health difficulties in children
- How to respond supportively to disclosures or concerns
- Our school's mental health support pathway and referral processes

Monitoring and evaluation:

We regularly monitor the impact of our PSHE curriculum on children's wellbeing through:

- Pupil voice surveys and discussions
- Staff observations and assessments
- Tracking of pastoral interventions and referrals
- Parent/carer feedback
- Analysis of behaviour and attendance data

For more information about our approach to mental health and wellbeing, please see our Mental Health and Wellbeing Policy [*if you have one*], available on the school website.

Monitoring and Review

The leadership team and governing body monitors this policy on an annual basis and considers if the policy needs modification in the light of changes to legislation.

Document History	
Date	Summary of changes
Summer 2018	Relationships and Sex Education Policy approved. No PSHE policy on record.
Summer 2021	RSE and PSHE policies combined into one policy. Document approved (Modelled on 2019 DfE guidance and Jigsaw Programme model policy)
Autumn 2023	LGBTQ+ section added to.
Autumn 2025	Updates on added sections on online safety (AI/algorithms), mental health pathways, and parent engagement. Grouped and updated DfE guidance the policy is based upon Updated regarding new statutory guidance, preparing for implementation in Sept 2026

