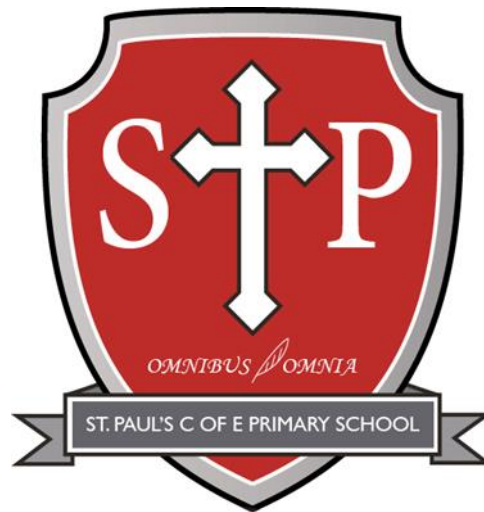


St Paul's C of E Primary School



PSHE including Relationships, Health and Sex Education Policy

Written and prepared by: SLT				July 2026
Review Frequency	Every year	Review Date	Summer 2027	
Ratified by Governors	Summer 2026	Website	Yes	

St Paul's Cof E Primary School PSHE (Personal, Social, Health Education) Policy
(Including Relationships Education, Relationships and Sex Education (RSE) and Health Education)

At St Paul's CE Primary School we aim to offer the children a wide, enriching and varied experience of the curriculum for PSHE and RSE. To support our Curriculum, we use the Jigsaw Scheme of Work as it adopts an enquiry-based approach to teaching and learning.

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme.

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

This policy explains our whole-school approach to PSHE including Relationships, Health and Sex Education and how we meet our statutory duties.

Vision

At St Paul's CE Primary School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

PSHE/RHSE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE/RHSE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE/RHSE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

We are committed to:

- Supporting the whole child - recognising that children's emotional and social development directly impacts Their capacity to learn.
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or Stigma.
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond.
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health.
- Embedding PSHE/RHSE across school life - not just in weekly lessons, but through our values, relationships, And everyday interactions.

Intent

Personal , Social and Health Education Including Relationships Education, Relationships and Sex Education (RSE) and Health Education

- 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 St Paul's CE Primary School 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 within our PSHE curriculum can be seen on the school website and in the Appendix to this policy. This also supports the "Personal Development" and "Attendance and Behaviour" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social and Cultural) development opportunities provided for our children.

We aim 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.

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.

Statutory Requirements and Curriculum Framework

PSHE (Personal, Social, Health Education) Policy (Including Relationships Education, Relationships and Sex Education (RSE) and Health Education)

“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.”

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)

Here at St Paul's CE Primary School 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 Education, Relationships and Sex Education (RSE) 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. All updated Jigsaw PSHE 3-11 lesson content is now compliant with the DfE's 2025 Relationships and Sex Education (RSE) and

Health Education, which becomes statutory for schools in England from September 2026. The mapping document in appendix A: Jigsaw 3-11 and statutory Relationships, RSE and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education requirements. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

The Jigsaw programme holds children at its heart, and its cohesive vision helps children understand and Value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children advance their emotional awareness, concentration, focus and self-regulation. These opportunities for spiritual, moral, social and cultural (SMSC) development and emotional literacy are integral to children's understanding of themselves and others and to increasing their capacity to learn.

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.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE July 2025
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

Implementation

What do we teach when and who teaches it?

Whole-school approach

Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Every lesson offers opportunities for SMSC development, clearly mapped and balanced across each year group, alongside structured opportunities to practise and enhance the five skills associated with emotional literacy: self-awareness, social skills, empathy, motivation and managing feelings. We encourage schools to adapt the materials to make them suitable to the needs of the children in their class.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships, RSE and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school at the same time; the learning deepens and broadens every year. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

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

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, 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, school council discussions and class discussions.
- Local context and community considerations.
- Feedback from parents, pupils and staff.
- Our school's distinctive values and ethos

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

At St Paul's CE Primary School Primary School we allocate one lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways: Assemblies, worship, school relationship and behaviour policy, class Charter, 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.

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.
- The Jigsaw Learning Charter established in each class at the start of the year becomes 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.

Relationships Education

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

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.

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 further on in this policy.

You can find more detailed information about how we teach RSE in Appendix B: How we teach RSE at St Paul's CE Primary School.

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 e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health and Wellbeing 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 and tobacco and vaping', 'Health protection and prevention', 'Personal safety 'Basic First Aid', 'Developing bodies.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: **Knowledge progression Jigsaw PHSE Curriculum** and Statutory and the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health and Wellbeing Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured in every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Sex Education

The DfE Guidance 2025 recommends that in all primary schools it is 'the school's responsibility to ensure resources and teaching materials are appropriate for the age and maturity of pupils'. Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

Schools are to determine the content of sex education at primary school. Sex education should be 'in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science 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) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.’ DfE Guidance p. 11

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE” DfE Guidance p. 2

At St Paul’s CE Primary School Primary School, puberty and outside body changes are taught as a statutory requirement of Health Education and are covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children. This is explained further in Appendix B: How we teach RSE at St Paul’s CE Primary School. This is in line with DfE guidance.

Therefore the parent right to withdraw your child for this part of the curriculum is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact your child’s class teacher should you have any questions.

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.

Equality

This policy will inform the school’s Equalities Plan.

The DfE Guidance 2025 (p. 35) states, “Pupils should understand the importance of equality and respect throughout their education. Schools are required to comply with relevant requirements of the Equality Act 2010...They should learn about all protected characteristics, including sexual orientation and gender reassignment...”

“We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.” (p. 36)

At St Paul's CE Primary School 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. Within the Jigsaw scheme, LGBT content is fully integrated in a spiral way, rather than as stand-alone lessons.

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.

Supporting Children with SEND

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

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

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

Respecting Religion and Belief

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

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

As a Church of England school, we ensure that PSHE content is consistent with the tenets of the Christian faith and any guidance from our Diocese. We may explore faith teachings on topics within RSHE whilst ensuring all required content is covered.

Safeguarding and Support

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

Through PSHE, children learn to:

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

Managing Disclosures and Concerns

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

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

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

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

Signposting to Support

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

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

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

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

9. Working in Partnership with Parents and Carers

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

Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking

their views on content, approach and resources. This includes:

- Gathering parent views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials
- Regular communication about PSHE curriculum through our website

Viewing PSHE Teaching Materials

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

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

We actively encourage parents to engage with these resources so they can support and continue conversations at home.

If you have any questions about PSHE content or would like to access any of these materials, please contact school.

Responding to Concerns

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact their child's class teacher in the first instance. We aim to address concerns through open, honest discussion, sharing curriculum materials, explaining the rationale for content, and demonstrating how teaching is age-appropriate and sensitively delivered.

Impact

It is the responsibility of the PSHE coordinator to monitor the standards of children's work and the quality of teaching in PSHE. The coordinator is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject. The coordinator will feedback to SLT the strengths and weaknesses of PSHE and evaluate and indicate areas for further development. This can be carried out via the monitoring of teaching, planning, pupil interviews and class books.

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Therefore, each Puzzle has a built-in assessment task. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their two opinions.

Inclusion

St Paul's CE Primary School Primary School is committed to a policy of equal opportunities for all pupils. Knowledge of PSHE development is an entitlement for all pupils regardless of their own particular belief or ability.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Pupil Voice

The term 'Pupil Voice' describes how pupils give their input to what happens within the school and classroom.

Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. Pupil Voice permeates all levels of our work together, from pupils participating in small group classroom conversations to students establishing procedures, events and contributing to the overarching ethos of the school e.g. via the school council.

Extra-Curricular Activities

Personal development is also enriched through a wide range of extra-curricular activities (arts and crafts, music, dance, football,) which provide opportunities for PSHE, SMSC and for inspiring pupils to broaden their experience and horizons.

Links with the wider community including visitors

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents, teachers and the wider community to work in an effective partnership to make sure that we give our pupils the best possible environment in which to grow, flourish and learn.
- Pupils will be taught to appreciate their local environment and community and to develop a sense of responsibility to it.

Assessment, Monitoring and Evaluation

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

Assessment in PSHE focuses on:

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

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

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

Monitoring Quality and Impact

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

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

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

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators

- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

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

Links Across the Curriculum

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.
- No Outsiders scheme.

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

Policy Development, Review and Approval

This policy will be reviewed annually in line with the school's policy review programme. In light of this, policy amendments may be made.

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers
- Pupils via the school council
- Governors / Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Local authority guidance and support materials
- Evidence from educational research and best practice

Appendix A: Relationships Education Relationships and sex Education (RSE) and Health Education .

Relationships Education Relationships and sex Education (RSE) and Health 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 particular reference to friendships, family relationships, and relationships with other children and with adults.

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

	Pupils should know...	How this is covered in Jigsaw
Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Relationships • Changing Me

Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	All of these aspects are covered in lessons within the Puzzles • Celebrating Difference • Relationships • Changing Me
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Respectful, kind relationships	●How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Relationships • Dreams and Goals • Changing Me
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Online safety and awareness	? That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. ? How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. ? How to recognise harmful content or harmful contact, and how to report this. That there is a minimum age for joining social media sites	All of these aspects are covered in lessons within the Puzzles ? Relationships
	(currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. ? The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ? Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. ? That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	

Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me
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Primary health and well-being education in Primary schools – DfE Guidance

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

By the end of primary school:

	Pupils should know	How this is covered in Jigsaw
General wellbeing	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques,	All of these aspects are covered in lessons within the Puzzles

	including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who 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). That it is common to experience mental health problems, and early support can help.	• Being Me in My World • Celebrating Differences • Dreams and Goals • Healthy Me • Relationships
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Wellbeing online	☐ That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. ☐ Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content ☐ online on their own and others' mental and physical wellbeing. How to consider the impact of their online behaviour on others, and how to recognise and	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me
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	display respectful behaviour online. ☐ Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. ☐ The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. ☐ How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. ☐ That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. ☐ How to understand the information they find online, including from search engines, and know how information is selected and targeted. ☐ That they have rights in relation to sharing personal data, privacy and consent. ☐ Where and how to report concerns and get support with issues online.	
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Physical health and fitness	☐ The characteristics and mental and physical benefits of an active lifestyle. ☐ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous physical activity. ☐ The risks associated with an inactive lifestyle, including obesity. ☐ How and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles ☐ Healthy Me
Healthy eating	☐ What constitutes a healthy diet (including understanding calories and other nutritional content). ☐ Understanding the importance of a healthy relationship with food. ☐ The principles of planning and preparing a range of healthy meals. ☐ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles ☐ Healthy Me
Drugs, alcohol, tobacco and vaping	☐ The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.	All of these aspects are covered in lessons within the Puzzles ☐ Healthy Me
Health protection and prevention	☐ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ☐ About safe and unsafe exposure to the sun, and	All of these aspects are covered in lessons within the Puzzles ☐ Healthy Me
	- how to reduce the risk of sun damage, including skin cancer. ☐ The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. ☐ About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste,	

	cleaning between teeth, and regular checkups at the dentist. ❑ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	
Personal Safety	❑ About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. ❑ How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Healthy Me
Basic first aid	❑ How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. ❑ Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	All of these aspects are covered in lessons within the Puzzles ❑ Healthy Me
Changing adolescent body	❑ About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. ❑ The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. ❑ The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

Appendix B: How we teach RSE at St Paul's CE Primary School

Teaching Guidance Specific to Relationships and Sex Education

Sex Education taught within Science (no right of withdrawal)

We teach about human reproduction within our Science curriculum, in line with the National Curriculum Science requirements that children learn about life cycles and how mammals reproduce. Because this is taught as part of the statutory Science curriculum, parents do not have the right to withdraw children from this content.

We ensure this learning is delivered in a factual, scientific manner and is age-appropriate.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

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.

Specific Issues Statements

Language

During all RSE lessons, the correct terms for all body parts and functions will be used. Staff should consider the children's understanding of such words and the meanings of all words should be clarified in a factual way. It should be made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and overtly points out the offensive nature of some words – which also empowers staff to challenge the use of offensive words explicitly.

Using visitors to deliver RSE

- External staff are occasionally used to deliver aspects of RSE but as their availability cannot be relied upon, the RSE Curriculum is taught with no assumption of support from external speakers.
- Whenever an external visitor is going to deliver a lesson or activity that is related to RSE, a planning session with the speaker and a member of the teaching staff should be encouraged to ensure that

the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSE policy and staff and pupils evaluate all lessons.

- A member of staff will also supervise the visitor at all times in accordance with the school's Child Protection Procedures.

Confidentiality

Pupils' confidentiality is respected in all RSE lessons and pupils are made aware of the fact that what they say in RSE lessons will not be repeated to anyone else unless a member of staff suspects that the child or anyone else is at risk from harm in accordance with the school's Child Protection Policy and Procedures.

Child Protection Procedures

- The school's Child Protection Officer is Mrs Emma Henderson, Headteacher. Mr Greaves (Deputy Headteacher) and Miss Karen Hopkins (Learning Mentor) are the Deputy Child Protection Officers. If a teacher suspects that a child is at risk from harm or neglect, they need to inform this person and record any evidence that supports their concerns. This is in accordance with the school's Child Protection Policy.
- *As part of RSE ground rules teachers need to make it clear to pupils that if they suspect that anyone is at risk from harm, they will need to tell another adult and this should be explicitly restated before each lesson.*

Pupils' Access to Help and Support

In RSE lessons and assemblies, pupils are reminded that if they ever find themselves where something is happening that they feel they cannot do anything about, they are to keep finding an adult to tell until someone does something to help with the situation.

Female Pupils Who Begin Periods Whilst At St Paul's CE Primary School.

Girls who start their periods at school are supported by the staff at school. All school staff are available to support girls and a provision of sanitary wear is always available both in the UPKS2 toilets and from the office. All girls in the school, and staff, are made aware of this provision once parental permission has been sought to inform the pupils of this. KS2 staff will provide sanitary protection and be sensitive to the amount of support the individual seems to require. Sanitary bins are provided in the girls' KS2 toilet and female staff toilets and it is the responsibility of the PHSE/RHSE co-ordinator to maintain the stock levels and order when necessary.

Potentially Controversial and Sensitive Issues.

Policy Management and Monitoring and Evaluation Procedures

Dissemination of the policy

Staff at the school have actively been involved in reaching consensus on the content of the RSE policy and are aware of its content through discussion of the initial draft. Parents have been invited to view the policy, via a letter, and a copy is always available for parents in the school office. Parents/carers will be kept informed of any developments or opportunities in RSE. Governors have responsibility to the RSE policy and the policy is not in place until undersigned by the Chair of Governors.

Arrangements for Monitoring and Evaluation

The PSHE co-ordinator will be responsible for reacting to the responses of the whole school community to the RSE policy and Curriculum which will be investigated every two years by means of a questionnaire,

for parents and less formal methods for pupils. A formalised evaluation exercise will be completed by staff every two years in line with updates of the policy.

Appendix C: Science Objectives which link to RSE

Key Stage 1

Animals including humans

Children will:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- learn that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

Lower Key Stage 2

Animals including humans

Children will:

- identify that animals, including humans, need the right types and amount of nutrition in order to grow,
- and that they cannot make their own food; they get nutrition from what they eat.

Upper Key stage 2

Living things and their habitats

Children will:

- Describe the life process of reproduction in some plants and animals

Animals including humans

Children will:

- Describe the changes as humans develop to old age.
- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- They should learn about the changes experienced in puberty.

Evolution and inheritance

Children will:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix D: Knowledge progression Jigsaw PHSE Curriculum

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

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

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

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

