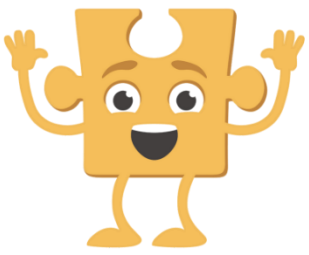
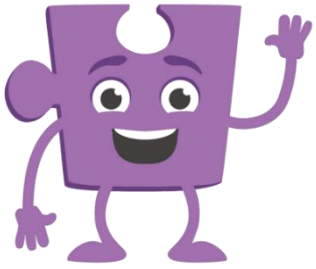
# Personal, Social, Health and Economic including Relationships, Sex and Health Education (RSHE)

School Name: **Eastfield Primary Academy**
Policy Date: **May 2026**
PSHE Lead: **Mrs Kerry Thompson**
Review Date: **May 2027**
Governor Approval: **30th June 2026**







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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education and Health Education compulsory for primary-aged pupils. Sex Education is not compulsory in primary schools, other than relevant content within the National Curriculum for science. Eastfield Primary Academy provides age-appropriate Sex Education in Years 5 and 6 as part of its wider PSHE curriculum and has regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised in July 2025 and effective from 1 September 2026.

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 education and how we meet our statutory duties.

## 1. Our Vision for PSHE Education

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

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

Our PSHE curriculum reflects Eastfield's curriculum drivers of Pride, Collaboration and Understanding. Pride develops confidence, self-worth, resilience and responsibility for personal wellbeing. Collaboration supports positive relationships, respectful communication, healthy boundaries and the constructive resolution of difficulties. Understanding enables pupils to understand themselves and others, respect difference, recognise healthy and unhealthy relationships and know how and where to seek help.

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

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

**We are committed to:**

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



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## 2. Statutory Requirements and Curriculum Framework

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

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education and Health Education statutory for primary-aged pupils. Revised statutory guidance was published by the Department for Education in July 2025 and came into effect on 1 September 2026. Eastfield Primary Academy has regard to this guidance in the planning and delivery of its PSHE, Relationships and Health Education curriculum.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme. Jigsaw PSHE 3-11 is used as a resource and curriculum framework to support planning and delivery; it does not replace Eastfield's curriculum intent or professional judgement. Our curriculum is determined by statutory requirements, the needs of Eastfield pupils, our local context and our curriculum drivers. It also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.
Our curriculum addresses all statutory requirements including:

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

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via Jigsaw PSHE/RSE information on our website and Appendix 1.

## 3. The Jigsaw Approach: A Whole-School Framework

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

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

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



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

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

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

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

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

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



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**Adapting Jigsaw for Our School Community**
Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE 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, class discussions, subject enquiries etc.
- 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.

## 4. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of one hour per week. Learning is integrated naturally into the classroom environment so that staff can draw connections between PSHE and other areas of learning.

**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:

- Assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with 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. The resolution of difficulties is also supported by Oracy; our children are explicitly taught to speak with confidence, actively listen and respond to others; asking questions and explaining their ideas. Our approach is informed by the work of Voice 21.
- Our children have access to OPAL (Outdoor Play and Learning) at break time and lunchtimes. This supports our three drivers (pride, collaboration & understanding) by ensuring that children can play collaboratively and have the opportunity to make sense of their learning and the world around them through play. OPAL also supports our 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; cooperation, fair play, resilience, and problem-solving - in their everyday interactions, reinforcing the key messages from planned lessons.
- 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.
- 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.

**Learning Outdoors: Connecting PSHE to Our Environment**
*"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."*

*DfE RSHE Guidance 2025, para 40*



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We recognise the significant benefits of outdoor learning for children's wellbeing, mental health, and sense of connection to the world around them. Statutory guidance emphasises the importance of time outdoors for happiness and wellbeing, and we actively incorporate outdoor experiences into our provision.

Through our OPAL provision we aim to:

- ✓ Ensure play settings provide a varied, challenging and stimulating environment.
- ✓ Allow children to take risks and use a common-sense approach to the management of these risks and their benefits.
- ✓ Provide opportunities for children to develop their relationships with each other; collaboration.
- ✓ Enable children to develop respect for their surroundings and each other: pride.
- ✓ Aid children's physical, emotional, social, spiritual and intellectual development.
- ✓ Provide a range of environments that will encourage children to explore and play imaginatively.
- ✓ Provide a range of environments that will support children's learning across the curriculum and learning about the world around them; understanding.
- ✓ Promote independence and teamwork within children.
- ✓ Build emotional and physical resilience.

Children also have access to Forest-school provision providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.

## 5. Relationships and Health Education: Statutory Content

**Relationships Education**

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

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

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

**Health Education**

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

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

- ***Mental wellbeing*** - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- ***Internet safety and harms*** - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.



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- ***Physical health and fitness*** - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- ***Healthy eating*** - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- ***Drugs, alcohol, tobacco and vaping*** - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- ***Health protection and prevention*** - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- ***Personal safety*** - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- ***Basic first aid*** - How to make emergency calls; dealing with common injuries including head injuries.
- ***Developing bodies*** - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girl's experience menstruation).

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

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

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

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

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like


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kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

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

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

## 6. Sex Education in Eastfield Primary Academy

Sex Education is not compulsory in primary schools. However, the Department for Education recommends that primary schools teach Sex Education in Years 5 and/or 6, alongside relevant National Curriculum science content. At Eastfield, this is taught in an age-appropriate and sensitive way and builds on prior learning about relationships, health, growing and changing, puberty and keeping safe.

At Eastfield Primary Academy, our approach to sex education is:

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.
We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.
This is distinct from statutory Health Education content about puberty and menstruation and from relevant National Curriculum science content, including the main external body parts, growth from birth to old age and reproduction in some plants and animals. Pupils cannot be withdrawn from Relationships Education, Health Education or National Curriculum science.

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

Year 5: Conception
Year 6: Babies: Conception to Birth

The Changing Me Puzzle in Years 5 and 6 is taught by Class Teachers; in Year 6 the content is revisited through a workshop with the School Nursing Team (when this is available), to ensure that information provided is clear and accurate, and children are given opportunities to ask questions.

**Parent Engagement and the Right to Withdraw from Sex Education**
Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education. Pupils cannot be withdrawn from relevant National Curriculum science. Parents and carers have the right to request that their child is withdrawn from some or all Sex Education provided by the Academy that falls outside the National Curriculum for science.

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

Requests should be made to the Principal. Before a pupil is withdrawn, the Principal will discuss the request with the parent or carer to understand their concerns and clarify the nature and purpose of the curriculum, the benefits of


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the education and any potential effects of withdrawal. In a primary school, a request to withdraw a pupil from Sex Education outside National Curriculum science will be granted and the discussion will be documented.

**Where a parent requests withdrawal, we will:**

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

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

A withdrawal request form is available from the school office / on our website.

**Responding to children's questions**

We recognise that children may ask questions beyond our planned curriculum. Teachers will respond honestly, sensitively and in an age- and developmentally appropriate way. Where a question relates to content that is not appropriate for whole-class teaching at that stage, staff will use professional judgement about how best to respond. Staff will not provide individual teaching on Sex Education content from which a pupil has been withdrawn. Any safeguarding concern arising from a question will be managed in accordance with the Academy's safeguarding procedures.

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

**7. Inclusive Practice and Equality**

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

**Meeting the Equality Act 2010**

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

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

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

**Teaching about Families and Relationships**

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

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



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

**Including LGBT Content**
Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.
In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.
Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.
For detailed information about what Jigsaw PSHE 3-11 teaches about LGBT relationships, schools can access our supporting document 'Including and Valuing All Children: What does Jigsaw PSHE 3-11 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions.

**Supporting Children with SEND**
Our PSHE and RSE curriculum is inclusive and accessible to all pupils, including pupils with special educational needs and/or disabilities (SEND). Teaching is adapted appropriately to reflect pupils' individual needs, developmental stage, communication needs and prior understanding. Ambition is maintained while ensuring that sensitive concepts, including relationships, personal boundaries, privacy, consent, online safety and seeking help, are taught in ways pupils can understand and apply. Teachers may use:

- 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.

## 8. Safeguarding and Support

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


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- 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.


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**Consultation and Communication**
We proactively engage and consult parents and carers when developing and reviewing this policy and when determining the content of primary Sex Education. We provide clear information about what is taught and make curriculum materials available for parents and carers to view. Where there is a significant change or departure from the published policy, families will be informed appropriately. Engagement includes:

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

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

- Parent/Teacher 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.
- Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. We provide secure access codes on a Puzzle-by-Puzzle basis (each half term) for parents who specifically ask to see these materials. These show the published Jigsaw content, and we can explain any adaptations we have made for our classes. To request access, parents should contact their child's class teacher, who will provide a unique access code and link. These codes expire at the end of each half term, and parents can request a new code for the next Puzzle if they wish.

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 the Class Teacher or Principal for more information.

**Supporting Parents**
We provide information to parents about the PSHE topics being covered each term, with suggestions for how to support learning at home and guidance on managing sensitive conversations.

**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, and then the Principal.
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. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

**10. Teacher Support and Professional Development**

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

**Supporting Our Teachers**
We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff receive training on:
    - Using the Jigsaw programme effectively
    - Teaching sensitive and controversial topics
    - Managing difficult questions and discussions
    - Safeguarding and responding to disclosures
    - Creating safe, inclusive classroom environments


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    - Current issues affecting children (e.g., online safety, mental health)

- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead, and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

**Creating Confident, Skilled Practitioners**
We recognise that teaching PSHE requires particular skills:

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

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

## 11. 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

Progress in PSHE is reported to parents as part of termly parent meetings and the end of year written report. In addition to this, for children in EYFS, there is ongoing dialogue with parents and regular updates for PSED. Where beneficial, the school works with parents to provide targeted support such as nurture groups or pastoral check-ins.

**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



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- 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.

## 12. Links to Other Policies and Curriculum Areas

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

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy
- Science Policy

**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.

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.

## 13. Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers: online survey



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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
- Evidence from educational research and best practice

**Review and Update**

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

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

**Responsibilities**

The PSHE Lead is responsible for:

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

The Principal is responsible for:

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

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

**Further Information and Resources**

For more information about PSHE at Eastfield Primary Academy, please contact the Principal or PSHE Lead.

**Key documents and resources are available:**

- On our school website: www.eastfieldprimary.net
- From the school office



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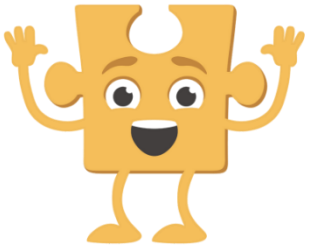
**External resources and guidance:**

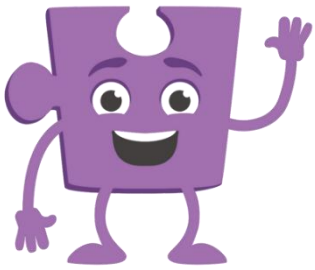
- Jigsaw PSHE mapping documents showing coverage of statutory guidance
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)

## Policy Approval

This policy was approved by the Academy Improvement Committee on the 30th of June 2026 and the minutes of the meeting reflect this.

Next Review Date: **May 2027**









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**Appendix A: PSHE Curriculum Overview**

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

## Nursery/Reception & Year 1:

JIGSAW PSHE 3-11

December 2025

# PSHE Knowledge Content Snapshot Overview

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

**Year 2 and Year 3:**

JIGSAW PSHE 3-11

December 2025

# PSHE Knowledge Content Snapshot Overview

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



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**Year 4 and Year 5:**

JIGSAW PSHE 3-11

December 2025

# PSHE Knowledge Content Snapshot Overview

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



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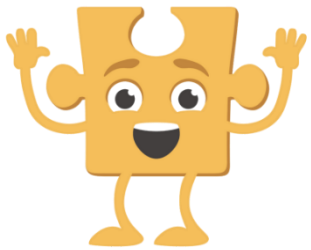
**Year 6:**

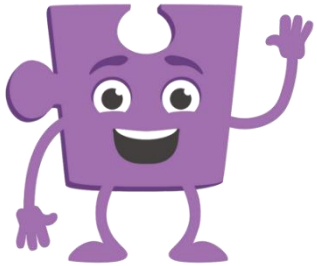
December 2025

# PSHE Knowledge Content Snapshot Overview

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

Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. We provide secure access codes on a Puzzle-by-Puzzle basis (each half term) for parents who specifically ask to see these materials. These show the published Jigsaw content, and we can explain any adaptations we have made for our classes. To request access, parents should contact their child's class teacher, who will provide a unique access code and link. These codes expire at the end of each half term, and parents can request a new code for the next Puzzle if they wish.









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**Appendix 2: Parent form: withdrawal from Sex Education within RSE**

At primary school, parents and carers may request that their child is withdrawn from some or all Sex Education taught outside the National Curriculum for science. The request will be granted following a discussion with the Principal. There is no right to withdraw from Relationships Education, Health Education or National Curriculum science.

The non-statutory sex education content is:

- Year 5 - Conception (including IVF)
- Year 6 - Babies: Conception to birth

The non-statutory Sex Education content forms a small part of the curriculum. It supports pupils to receive accurate, age-appropriate information, prepares them for the next stage of education and helps them evaluate information encountered online and through social media.

| TO BE COMPLETED BY PARENTS | | | |
|---|---|---|---|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from the sex education component within Relationships and Sex Education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents | |

**Appendix 3: Parent Consultation Results**

Parents were consulted from Monday 11th May 2026 until Friday 5th June 2026 (four weeks) via a Microsoft Forms Questionnaire. The link for the questionnaire was shared on the parent intranet App (MCAS). Parents were asked to have a look at the information on Eastfield's website under the 'Curriculum' tab & then the PSHE/RSE tab before completing the questionnaire.

Seven respondents completed the questionnaire & the responses are as follows:

1. I have read:
   - The PSHE/RSE Policy - **7**
   - The Policy in a Nutshell document - **6**
   - The information on the website – **7**

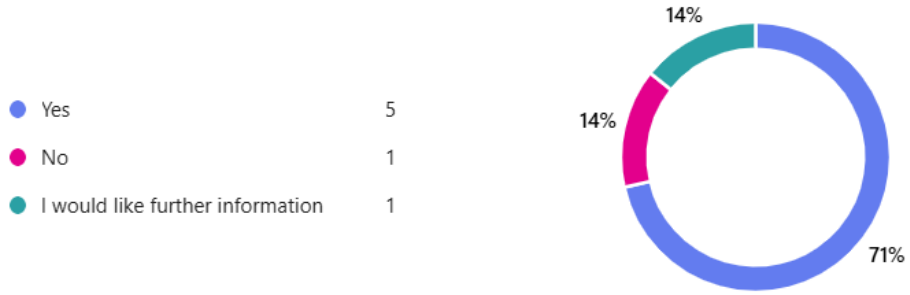
2. The information covered on the website has helped me understand which topics will be covered as part of the PSHE & RSE curriculum:




3. I know that Relationship & Sex Education (RSE) is a compulsory subject:




4. The information on the website has helped me understand how the new compulsory requirements will be taught:






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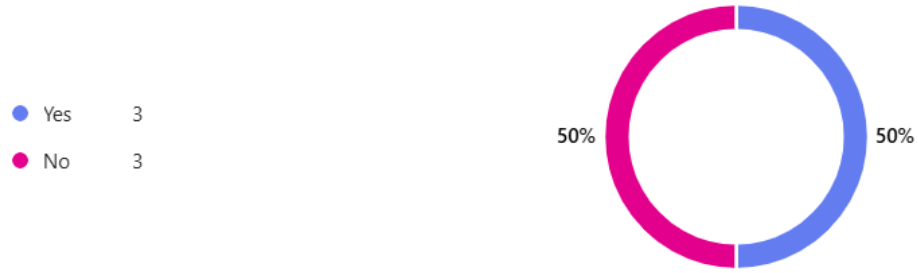
5. I have read and understood the ‘right to withdraw’?




6. I feel happy talking to my child about growing up, sex and relationships:




7. I would be interested in attending a workshop to support my understanding of the RSE curriculum:




8. Please share any other comments or suggestions regarding the PSHE & RSE curriculum:

2
Responses

- All fine
- I don’t want my daughter taking part

9. If you would like a member of staff to follow up with you, please provide your contact details.
   - One respondent left their contact details; they were contacted and asked to make an appointment to discuss the PSHE/RSE curriculum with the Principal.



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