

<b>Capel-le-Ferne Primary School</b>	
<b>Relationships and Sex Education Policy</b>	
Date agreed by Governors	11.03.2026
Date of next review	Spring 2027
Further information about policy	This policy will be reviewed annually or if there is a change to relevant guidance or legislation. The appendix letter templates are provided by KCC.
"Learning today for life tomorrow"	
Our Values: Independence, Creativity, Confidence, Respect	
Lead Person: Elizabeth Mclatchie	



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

We are required by law to teach **Relationships Education** and **Health Education** to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

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 Capel-le-Ferne, 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 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.

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

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

Our curriculum addresses all statutory requirements including:

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

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed

via <https://www.jigsawpshe.com/>

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

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

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

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

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

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

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

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

#### The Six Jigsaw Puzzles

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

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.

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

### **Adapting Jigsaw for Our School Community**

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE 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, pupil surveys, class discussions and Oracy 'Big Questions'.
- 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 by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

### **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 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.

### **Learning Outdoors: Connecting PSHE to Our Environment**

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

*DfE RSHE Guidance 2025, para 40*

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

This is supported by our Opal program which provides opportunities for children to:

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

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

## **Building Foundations for Secondary RSHE**

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

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

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

### **Challenging Stereotypes and Promoting Respect**

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

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

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable. This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

## 6. Sex Education in Capel-le-Ferne Primary School

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.

At Capel-le-Ferne, 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 the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

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

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

**All SRE content in year groups R-4 is statutory as detailed below.**

### **Parent Engagement and the Right to Withdraw from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

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

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with their child's class teacher and Mrs Mclatchie, the PSHE subject lead. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child. Over the whole 6 week unit of the Changing Me Puzzle piece, only 1-2 lessons will contain non-statutory content. Where parents wish to withdraw their child from non-statutory content, their child will not miss the whole unit of work, only the relevant non-statutory lessons.

### **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, holding parent information sessions, and making all materials available for viewing on request. An example of the curriculum information letter can be found in **Appendix 2**.

If your child is in Year 5 or 6 and you wish to withdraw your child from the non-statutory content within PSHE, please inform the school office.

### **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.

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

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

### **Including LGBT Content**

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

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

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

### **Supporting Children with SEND**

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. 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.

## **8. Safeguarding and Support**

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

Through PSHE, children learn to:

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

### **Managing Disclosures and Concerns**

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

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

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

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

### **Signposting to Support**

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

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

- Named trusted adults within school
- 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
- Parent information sessions to explain curriculum content and answer questions
- 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. They provide a clear overview of what will be taught in each Puzzle without overwhelming detail. Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.

We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please speak to your child's class teacher.

### **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, or Mrs Mclatchie, our PSHE subject lead.

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
- 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 shared with parents through written reports and consultation meetings, with EYFS also using ongoing dialogue 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
- 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
- Relationship and Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety 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
- Pupils
- 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 / MAT guidance and support materials
- 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 Headteacher 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
- Engaging with parent consultation processes

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 Capel-le-Ferne please contact: your child’s class teacher, Mrs Mclatchie, PSHE Lead or Mr Richards, Headteacher.

### External resources and guidance:

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

## Appendix 1

### Jigsaw PSHE Curriculum Overview for Changing Me Unit.

<b>Ages 3-5</b>	<b>Puzzle overview: Changing Me</b>	
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	
	<b>Knowledge</b>	<b>Social and emotional skills</b>
	<ul style="list-style-type: none"> <li>• I know the names and functions of some parts of the body</li> <li>• I understand that we grow from baby to adult</li> <li>• I know who to talk to if I am feeling worried</li> <li>• I understand that sharing how I feel can help solve a problem or worry</li> <li>• I understand that remembering happy times can help us move on</li> </ul>	<ul style="list-style-type: none"> <li>• I recognise that changing class can elicit happy and/or sad emotions</li> <li>• I know I can say how I feel about changing class or growing up</li> <li>• I can identify how I have changed from a baby</li> <li>• I understand what might change as I get older and explore how this makes me feel</li> <li>• I can identify positive memories from the past year in school/home</li> </ul>
<b>Vocabulary</b>		
angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset		

<b>Ages 5-6</b>	<b>Puzzle overview: Changing Me</b>	
	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys’ and girls’ bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.	
	<b>Knowledge</b>	<b>Social and emotional skills</b>
	<ul style="list-style-type: none"> <li>• I am starting to understand the life cycles of animals and humans</li> <li>• I can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>• I can tell you how my body has changed since I was a baby</li> <li>• I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus</li> <li>• I understand that every time I learn something new, I change a little bit</li> <li>• I can tell you about changes that have happened in my life</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that changes happen as we grow and that this is OK</li> <li>• I know that changes are OK and that sometimes they will happen whether I want them to or not</li> <li>• I understand that growing up is natural and that everybody grows at different rates</li> <li>• I respect my body and understand which parts are private</li> <li>• I enjoy learning new things</li> <li>• I know some ways to cope with changes</li> </ul>
<b>Vocabulary</b>		
adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried		

Ages 6-7	<b>Puzzle overview: Changing Me</b>	
	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.	
	<b>Knowledge</b> <ul style="list-style-type: none"> <li>I can recognise cycles of life in nature</li> <li>I can tell you about the natural process of growing from young to old and understand that this is not in my control</li> <li>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</li> <li>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</li> <li>I understand there are different types of touch and can tell you which ones I like and don't like</li> <li>I can identify what I am looking forward to when I move to my next class</li> </ul>	<b>Social and emotional skills</b> <ul style="list-style-type: none"> <li>I understand there are some changes that are outside my control and can recognise how I feel about this</li> <li>I can identify people I respect who are older than me</li> <li>I feel proud about becoming more independent</li> <li>I can describe what I enjoy about being a boy or girl whilst understanding we are all different</li> <li>I am confident to say what I like and don't like and can ask for help</li> <li>I can start to think about changes I will make when I am in Year 3 and know how to go about this</li> </ul>
	<b>Vocabulary</b> adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young	

Ages 7-8	<b>Puzzle overview: Changing Me</b>	
	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.	
	<b>Knowledge</b> <ul style="list-style-type: none"> <li>I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby</li> <li>Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</li> <li>I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy</li> <li>I know some simple ways of keeping clean which can keep me healthy and protect me from some infections</li> <li>I can start to recognise stereotypical ideas I might have about parenting and family roles</li> <li>I can identify what I am looking forward to when I move to my next class</li> </ul>	<b>Social and emotional skills</b> <ul style="list-style-type: none"> <li>I can express how I feel when I see babies or baby animals</li> <li>Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> <li>I have started to think about the ways to keep my body clean as I grow up and how I feel about this</li> <li>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</li> <li>I can start to think about changes I will make next year and know how to go about this</li> </ul>
	<b>Vocabulary</b> animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries	

Ages 8-9	<b>Puzzle overview: Changing Me</b>	
	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.	
	<b>Knowledge</b> <ul style="list-style-type: none"> <li>I understand that lots of things make up a person's identity and this is what makes them unique</li> <li>I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</li> <li>I know there are many types of family and that often our family members form part of our inner circle</li> <li>I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty</li> <li>I know how the circle of change works and can apply it to changes I want to make in my life</li> <li>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</li> <li>I can identify what I am looking forward to when I move to a new class</li> </ul>	<b>Social and emotional skills</b> <ul style="list-style-type: none"> <li>I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am</li> <li>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> <li>I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me</li> <li>I am confident enough to try to make changes when I think they will benefit me</li> <li>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</li> <li>I can reflect on the changes I would like to make next year and describe how to go about this</li> </ul>
	<b>Vocabulary</b> acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period pants, period products, periods, personality, proud, proportionate, puberty, reliable, seasons, skills, support, tampons, trusted adult, trustworthy, unique, values, vagina, vulva, womb	

<b>Ages 9-10</b>	<b>Puzzle overview: Changing Me</b>	
	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. <a href="#">This Puzzle includes non-statutory sex education in Piece 4 (conception and how babies are made). Schools should check their policy and parental withdrawal arrangements before teaching.</a>	
	<b>Knowledge</b>	<b>Social and emotional skills</b>
	<ul style="list-style-type: none"> <li>I am aware of my own self-image and how my body image fits into that</li> <li>I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally</li> <li>I can describe how boys' and girls' bodies change during puberty</li> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>I also understand that sometimes people need IVF to help them have a baby</li> <li>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</li> <li>I can identify what I am looking forward to when I move to my next class</li> </ul>	<ul style="list-style-type: none"> <li>I know how to develop my own self esteem</li> <li>I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> <li>I am confident that I can cope with the changes that growing up will bring</li> <li>I can start to think about changes I will make next year and know how to go about this</li> </ul>
<b>Vocabulary</b>		
affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter, growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental health/wellbeing, milestone, opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self, self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus		

<b>Ages 10-11</b>	<b>Puzzle overview: Changing Me</b>	
	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. <a href="#">This Puzzle includes non-statutory sex education in Piece 3 (conception and how babies are made). Schools should check their policy and parental withdrawal arrangements before teaching.</a>	
	<b>Knowledge</b>	<b>Social and emotional skills</b>
	<ul style="list-style-type: none"> <li>I am aware of my own self-image and how my body image fits into that</li> <li>I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally</li> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> <li>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend <b>OR</b></li> <li><i>I know myself well enough to maintain positive relationships with others whilst still keeping my own identity</i></li> <li>I am aware of the importance of a positive self-esteem and what I can do to develop it</li> <li>I can identify what I am looking forward to when I move to my next class</li> </ul>	<ul style="list-style-type: none"> <li>I know how to develop my own self esteem</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> <li>I can recognise how I feel when I reflect on the development and birth of a baby</li> <li>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to <b>OR</b></li> <li><i>I can be assertive when appropriate</i></li> <li>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</li> <li>I know how to prepare myself emotionally for the changes next year</li> </ul>
<b>Vocabulary</b>		
adolescent, assertive, attraction, baby, caesarean, celebrity, cervix, challenge, choice, contractions, consent, criticise, embryo, feelings/emotions, foetus, freedoms, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, transition, umbilical cord, values, worries		

## **Appendix 2** **Sample SRE Parent Information Letter.**

Dear Parents/Carers,

1 May 2026

As you may be aware the school uses the Jigsaw framework to teach PSHE lessons across the school. As part of this programme, children learn about the emotional, social and physical aspects of growing up, healthy relationships and keeping themselves safe both on and offline. Please see the Jigsaw website for additional information: [Jigsaw \(jigsawpshe.online\)](https://www.jigsawpshe.online)

As they progress through primary school, they will cover the following aspects of Relationships Education and Relationships and Sex Education

The objectives of Sex and Relationship Education are;

- being a good friend
- kind and unkind behaviours, including bullying
- teamwork and resolving disputes
- feelings we experience and how to discuss our feelings
- self-worth and self-respect
- important people in our lives
- consent and autonomy
- secrets and surprises
- growing up and physical and emotional changes to our bodies
- different families and relationships
- how babies are made and how babies are born
- differences, similarities and stereotypes
- body image
- online safety

Children are taught age appropriate material in a sensitive way using the Jigsaw framework that builds on knowledge taught in previous year groups.

Parents are free to withdraw their children from the non-statutory elements of SRE if they wish to do so. You can not withdraw you child from the statutory elements of SRE or the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. ( Year 5 and 6 only where some content is non-statutory).

For further information our SRE Policy can be found on our website: <http://www.capelleferneprimary.co.uk/>

Additional information can also be found on the government website:

[DFE Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

The focus of SRE in \_\_\_\_\_ Class next term will be 'Changing Me.

Within this unit the following curriculum content and vocabulary will be taught and referred to:

*(Year group specific vocabulary to be listed here)*

If you wish to withdraw your child from the SRE curriculum, please write a letter or send an email to the office [office@capel-le-ferne.kent.sch.uk](mailto:office@capel-le-ferne.kent.sch.uk) informing us of this and detailing your reasons.

We do strongly recommend that pupils are allowed to attend these lessons, for the reasons outlined above (Year 5 and 6 only where some content is non-statutory).

If you require any further information, support or have any questions please feel free to have a chat with me.

Kind Regards

Class Teacher