

Stepgates Community School



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

Mission Statement

At Stepgates Community School everyone has the opportunity to learn and grow together, as *independent, enthusiastic and confident learners*, in a *creative, healthy and safe* environment.

This policy is based on our Mission Statement and Aims for our school.

(Words in italic above highlight how our whole school mission statement underpins many of the values and skills that are part of PSHE.)

Curriculum and Policy update

June 2025 the Department for Education published 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance'. This new document replaces the 2019 document and is statutory from 1st September, 2026. Previously we had separate policies for PSHE, Drugs Education and Relationship and Sex Education. Under the new guidance we will now have one policy covering all areas.

Aims of this Policy

This policy aims to:

- inform staff, parents and governors of the Statutory Guidance from the Department for Education (DfE). 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. June 2026
- clarify that Sex Education lessons are non-statutory in Primary Schools although recommended by the DfE. To share when this is taught at our school and parents right to withdraw from these Year 6 sessions.
- highlight the areas of the curriculum that fall under Relationship Education and Health Education
- clarify how we as a school define Sex Education.
- clarify the values framework that underpins the RSE curriculum in our school
- state the aims and objectives of PSHE
- give an overview of the curriculum content for RSE;
- establish roles and responsibilities;
- promote a consistent approach to PSHE/RSHE from all staff members.

Links with other documents & policies

- Anti - bullying Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Collective Worship Policy
- Curriculum Policy
- Equalities Policy

- Inclusion Policy
- Computing Policy
- Online Safety Policy
- Learning and Teaching Policy
- Science Policy (where relevant to RSHE content)
- Special Educational Needs and Disabilities (SEND) Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Restorative Practice Policy
- Principles of the Nurture UK
- Health and Safety Policy

PSHE

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.

OUR VISION FOR PSHE EDUCATION

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

PSHE 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

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)

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.

Term	Puzzle	Key Content
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 Y6, human reproduction (where taught as sex education).

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
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

4. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of 60 minutes per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

Beyond the Classroom: Embedding PSHE in School Life

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

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.

- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Introduction in September 2026 Jigsaw Games which complement our PSHE lessons by reflecting the themes of each Puzzle and offering children further opportunities to practise and live the learning in active, enjoyable ways. These games support children to apply PSHE concepts - such as 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. 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. Our Values Passport recognise and celebrate when children demonstrate one of our 7 school values of *Respect, Collaboration, Resilience, Integrity, Compassion, Courage and Pride* with children becoming *Value Champions* once all values have been awarded.
- **Learning Outdoors:** *"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. At Stepgates Community School we recognise the significant benefits of outdoor learning for children's wellbeing, mental health, and sense of connection to the world around them and are proud to offer Forest School sessions to our children

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 and highlight links for example with British Values.

Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy (September 2026), and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

Statutory Content - Relationships Education, Relationships and Sex Education (RSE) and Health Education

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.

Sex Education at Stepgates Community School

At Stepgates Community School we pride ourselves on our approach to delivering Sex Education and Puberty lessons. We inform parents and offer opportunities to meet in school or discussions on the phones. Working in partnership with parents is very important to us.

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 Stepgates Community School, our approach to sex education is to deliver **Sex Education as part of PSHE with parental rights to withdrawal**

We teach age-appropriate sex education in Year 6 as part of our PSHE curriculum, This is taught by the PSHE lead and supported by the class teacher. We review previous learning on puberty. We then move 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 so they are introduced to this topic within the safety of their class and PSHE ground rules.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception and 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 introduced in year 4 and taught further in Year 5, and from Science curriculum content about life cycles and reproduction in mammals, taught in Year 5 from which children cannot be withdrawn. Parents are informed of the puberty lesson in advance in order to provide time to view material and provide opportunity for parents if they wish to talk through the topic with their child in advance.

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

Year 5: Conception – schools adapt schemes to meet the needs of their school and pupils and this lesson has been moved to Year 6 at Stepgates Community School.

Year 6: Babies: Conception to Birth

We inform parents about Sex Education content by sending curriculum information letters and making all materials available for viewing on request, we also offer 1:1 meetings. Some parents will receive a phone call in advance of the letter being sent home to discuss their child's individual needs for example those who have SEND needs or other needs which require additional consideration and collaboration with parents to best meet their needs.

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)

If a parent is considering the decision to withdraw a child from sex education, we invite parents to discuss their concerns with the headteacher and PSHE 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.

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

A withdrawal request form will be provided to parents during the face to face meeting.

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.

How our policy was formulated

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers - focus for 2026 - increasing access to Jigsaw Material and supporting parents talk to their children about key areas in PSHE
- 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 (August 2026)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)

- Jigsaw PSHE programme of study and supporting documentation
- Surrey guidance and support materials
- Evidence from educational research and best practice

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 this includes:

- Gathering parent views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials
- PSHE lead is available to explain curriculum content and answer questions
- Regular communication about PSHE curriculum through newsletters, class communications and our website

Viewing PSHE Teaching Materials

We welcome the government view on the importance of parents being informed on what their child/ren are learning in PSHE, this now provides us with greater ability to share Jigsaw lessons plans and teaching notes to parents. This fits with our ethos of transparency and we believe this allows us to build trust with parents over the last 2 decades.

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 or a paper copy could be shared. 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.

- 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.
- Parent Information Leaflets - We also provide specific information leaflets on topics that parents commonly have questions about, via our website, those on Puberty and Relationships and Sex Education will be provided alongside the letters sent to parents informing them of these lessons.

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 Mrs Lynch - PSHE lead or your child's class teacher

For 2026/27 we will also focus on developing resources to support parents when talking to their children about PSHE topics, these maybe resources to borrow, information on the school website or signposting to other organisations.

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 the PSHE lead / headteacher

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.

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 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.

Equal Opportunities Statement

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

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 through written reports and consultation meetings, with EYFS also using ongoing dialogue and regular updates for PSED. The school works with parents to provide targeted support such as ELSA, and identified pupils attend 'Nurture Groups.'

Class teachers also complete the Boxall Profile assessment on each pupil in their class at least twice a year. It identifies area of strength and areas of need which require additional support.

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.

Dissemination

All staff members, governors and parents are invited to read and comment on the PSHE/RSHE policy. Training/Guidance is shared with staff on the policy and curriculum content (Jigsaw). Copies of the PSHE/RSHE policy are available from the school office on request and also available on the school's website. A short summary of the policy is included in the school prospectus.

Stepgates Community School believes in the importance of appropriate staff training to enable staff to deliver effective PSHE/RSHE. The PSHE Subject Leader should access courses or INSET opportunities to assist staff involved in the delivery of PSHE AND RSE.

Governor training will be carried out to ensure Governors are aware of the scheme of work we use and Government requirements from the Relationship and Health Education Statutory guidance.- updated June 2025.

Roles and Responsibilities

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

The Class Teacher will:

- Delivering high-quality PSHE teaching weekly in line with this policy
- inform the PSHE Subject Leader of any amendments to topics or themes, thereby ensuring the monitoring of continuity and breadth of PSHE/RSHE;
- establish ground rules in PSHE lessons each year with the class to ensure a safe and supportive environment for children. These ground rules should be also used and referred to during weekly lessons.
- Alongside the PSHE subject lead inform parents when their child is to be taught units of work from the Relationship and Sex Education programme, with time to review the material and talk with the Class Teacher/in advance.
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns

- Modelling the values and behaviour promoted through PSHE
- Engage with professional development
- to be clear about what comes under Health Education and what is deemed Sex Education and maintain that line.
- report to parents on their child's progress in forming relationships;
- ask advice if unsure how to answer a question and tell the child that they will get back to them.
- **If a disclosure is made follow the Child Protection Policy and inform a Designated Safeguard Lead**

The PSHE Subject Leader will

- 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 the 'Jigsaw' provision, and wider PSHE practice including visiting speakers
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors
- Support new teachers to the school to understand the Jigsaw portal and joint planning time if needed
- work co-operatively with the SENCO to ensure appropriate learning opportunities are age appropriate and well thought out to support children developing the necessary knowledge on aspects of PSHE/RSHE education. Children with special educational needs will have their needs considered on an individual basis and 1:1 conversations to be offered to parents with RSE content to be shared and reflected upon;
- Consider the needs of pupils who maybe adopted or previously looked after around sensitive subject matter
- provide support and guidance to all staff, observing colleagues from time to time with a view to identifying any support they need;
- plan a weekly assembly with a PSHE theme;
- provide feedback to governors on PSHE/RSHE teaching and provision within school;
- invite the governor to attend training sessions and share policy updates.
- Support pupils with PSHE vocabulary
- Liaise with DSL's and Home School link Worker, class teacher ahead of talks by the NSPCC or Drugs and Alcohol lessons to identify children who may need additional support.
- Establish links with the local secondary school

- Share with Governors the links within the PSHE curriculum that support keeping children safe both online and offline

The Headteacher will:

- 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

The Governing Body will:

- Ensuring the school meets its statutory duties
- be responsible for agreeing this policy
- ; elect a representative from the governing body to monitor the implementation and impact of the PSHE/RSHE Policy and practice.

The governor with responsibility for PSHE/RSHE will, following guidance in the Governor Visits Policy:

- visit the school at least once every school year to meet with the PSHE Subject Leader to gain an understanding of the school's strengths and areas for development in PSHE & RSHE;
- visit school at least once every school year to talk with children and teachers and observe PSHE/RSHE lessons;
- Reflect upon the questions asked during the consultation period to understand parental viewpoints.
- attend relevant school INSET;
- write a 'Governor Visit report' which should be given to the relevant class teachers, PSHE Subject Leader, and the Head Teacher; PSHE & RSHE
- submit the 'Governor Visit report' at the next meeting of the Children and Learning committee, to be circulated with the agenda of the next full meeting of the governing body.

Monitoring and Evaluation

The PSHE Subject Leader will regularly monitor children's achievement and attainment in PSHE through work sampling, reviewing children's weekly self-evaluation and teachers half term summative assessments. Through lesson observations and via discussions with children during PSHE themed assemblies. Feedback will be shared with staff to improve provision and embed new practices and reports will be provided to the Head teacher and governors

The Headteacher and Leadership Team will regularly monitor the teaching and children's achievement and attainment in PSHE by monitoring planning and outcomes.

The Governor with responsibility for PSHE will visit the school and meet with the PSHE Subject leader at least annually to monitor the implementation of this policy and will provide a written report back to governors on an annual basis.

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.

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

Further Information

For more information about PSHE at Stepgates Community School, please contact:

Mrs Karen Lynch - PSHE lead mrslynch@stpegates.surrey.sch.uk

Key documents and resources are available:

- Paper copies of this Policy and the Department for Education statutory guidance are available from the school office. Many other Jigsaw PSHE mapping documents are also available in paper form from the office, online or in person with the PSHE lead, please call to book an appointment.
- DfE Relationships Education, Relationships and Sex Education and Health Education guidance (July 2025)
https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

- For access your child's half term PSHE planning for their current topic Via the parent portal - please contact your child's class teacher or PSHE lead, Mrs Lynch for a password.

Review due: Autumn 2027

Appendices:

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.]

Appendix B: Answering difficult questions

Appendix C: Letter to request your child to be withdrawn from the Year 6 Sex Education Lesson



PSHE Knowledge Content Snapshot Overview



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

Appendix A: PSHE Jigsaw Curriculum Overview



PSHE Knowledge Content Snapshot Overview

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

Appendix A: PSHE Jigsaw Curriculum Overview



PSHE Knowledge Content Snapshot Overview

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

Appendix A: PSHE Jigsaw Curriculum Overview



PSHE Knowledge Content Snapshot Overview

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

Appendix 2 – Answering questions

In addition to this there are teacher notes from the Jigsaw scheme of work. Questions asked by children for example in the puberty talk are recorded to inform future planning

An example of appropriate responses to questions is an aim this year.

Answering Questions

- Consider the context
- Does it require a whole class response, or an individual response?
- Ask the pupil to explain what they think it means first – to help you clarify what it is they are asking
- Consider your ground rules
- Does it relate to your safeguarding procedures?
- What techniques would help here?
- Bubble time, emotions barometers, question box.
- Don't be afraid to say

"I don't know – but I can find out and get back to you".

Appendix 3 - Letter to request your child to be withdrawn from the Year 6 Sex Education session

Stepgates Community School

Learning and Growing Together

Headteacher: Mrs Tara Ford



Stepgates,

Chertsey

Surrey

KT16 8HT

Tel: 01932 563022 - Fax: 01932 571812

Parent notification: Withdrawal form from sex education lessons within RSE

TO BE COMPLETED BY PARENTS / CARERS:			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education 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	