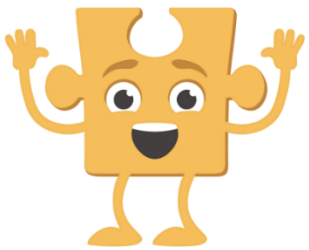
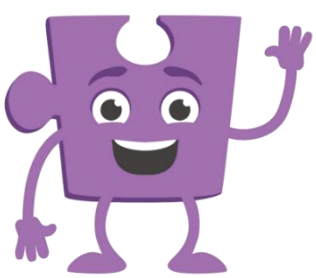
Personal, Social, Health and Economic Education (PSHE) Policy including Relationships and Health Education

ROKEBY PARK PRIMARY SCHOOL

THE CONSTELLATION TRUST

2026-27







Personal, Social, Health and Economic Education (PSHE) forms an integral part of our curriculum, supporting pupils' personal development, health, wellbeing, and their understanding of relationships.

The school fulfils its statutory duty to teach **Relationships Education** and **Health Education** to all primary-aged pupils. These subjects are delivered through our comprehensive PSHE programme. Where learning about human reproduction is included, it is taught in accordance with the principles set out in the 2025 **Relationships, Sex and Health Education (RSHE)** statutory guidance. While sex education is not statutory at primary level, the school recognises its importance and delivers it in an age-appropriate manner.

The PSHE curriculum also incorporates elements of **economic education**, enabling pupils to develop an understanding of saving, spending, and the wider world of work. In addition, **citizenship education**, including British Values, is embedded to ensure pupils understand their rights, responsibilities, and their role as active members of society.

This policy sets out the school's whole-school approach to PSHE education and outlines how statutory requirements are met.

1. Our Vision for PSHE Education

At Rokeby Park, we are committed to providing an education that enables every child to achieve not only academic success but also to develop as confident, well-rounded individuals prepared for life in modern society. Personal, Social, Health and Economic (PSHE) education is central to this commitment.

PSHE is a core element of our curriculum and plays a vital role in supporting pupils to become healthy, respectful and responsible members of society. Through a high-quality PSHE programme, pupils are equipped with the knowledge, skills and understanding required to keep themselves safe, maintain positive wellbeing, and develop and sustain healthy relationships.

Our PSHE curriculum is carefully planned to ensure progression and continuity across all year groups. From the outset, pupils are supported in developing emotional literacy, including recognising, naming and expressing their feelings. This learning is built upon progressively, enabling pupils to manage their emotions effectively, develop resilience and make informed, responsible decisions that support their own wellbeing and that of others.

PSHE is embedded throughout our school ethos and daily practice. We actively promote a culture of respect, inclusion and responsibility, ensuring that pupils are well prepared not only for the challenges of childhood but also for the opportunities and responsibilities of adult life, employment and active citizenship.

Our Commitments

The school is committed to:

- **Supporting the whole child** by recognising the link between emotional wellbeing, social development and academic achievement
- **Providing a safe, inclusive environment** in which all pupils feel valued and are able to express concerns confidently and without fear of judgement
- **Preparing pupils for the future** through age-appropriate learning that supports readiness for adolescence and adult life
- **Working in partnership with parents and carers**, acknowledging their role as primary educators in matters relating to relationships and health
- **Embedding PSHE across all aspects of school life**, ensuring it is reflected not only in discrete lessons but also in the wider curriculum, school values and everyday interactions

2. Statutory Requirements and Curriculum Framework

In accordance with the **Education Act 2002** and the **Academies Act 2010**, all schools are required to provide a broad and balanced 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 requirements apply to maintained schools, academies, independent schools, maintained and non-maintained special schools, and alternative provision settings.

At Rokeby Park, statutory **Relationships Education** and **Health Education** are delivered through our comprehensive PSHE curriculum. We utilise the **Jigsaw PSHE 3–11 programme**, which provides a carefully sequenced and developmentally appropriate scheme of work. This ensures full coverage of statutory content while also supporting pupils' wider personal, social and emotional development.

The curriculum is designed to address all statutory areas, including:

- Families and those who care for me
- Caring friendships
- Respectful and positive relationships
- Online safety and awareness
- Personal safety
- Mental health and wellbeing
- Internet safety and associated risks
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Changing and developing bodies (including puberty, as part of Health Education)

A detailed curriculum mapping document, demonstrating how the Jigsaw programme meets all statutory requirements, is available on request and can be accessed via [insert school website link] or in the appendix of this policy.

3. The Jigsaw Approach: A Whole-School Framework

The school uses the Jigsaw PSHE programme as its curriculum framework, as it provides a comprehensive and coherently sequenced scheme of work that ensures consistency and progression in pupils' learning throughout their primary years. Grounded in current research and best practice in child development, safeguarding and health education, the programme is regularly updated in line with statutory guidance, enabling the school to deliver high-quality PSHE education that meets the needs of all pupils.

The Jigsaw approach is distinctive in several key ways:

Emotional literacy at the core

Each lesson places a strong emphasis on developing pupils' emotional awareness and vocabulary. Pupils are supported to recognise, name and discuss a wide range of emotions in themselves and others. This focus on emotional literacy enables pupils to communicate effectively, seek support when needed, and develop positive, healthy relationships.

Mindful practice

All lessons begin with 'Calm Me Time', a structured mindfulness activity designed to promote self-regulation and establish a calm, focused learning environment. This consistent practice supports pupils' emotional wellbeing and prepares them for thoughtful and open discussion.

Connection and community

The 'Connect Us' element of each lesson is designed to strengthen relationships within the class and enhance pupils' social skills. This approach promotes a strong sense of belonging, mutual respect and a positive learning environment.

Developing skills for respectful dialogue

PSHE lessons provide regular opportunities for pupils to develop key communication and oracy skills. Pupils are encouraged to listen actively, express their views clearly and respectfully, consider differing perspectives, and engage

in meaningful discussion. These skills are essential for building positive relationships, fostering respect for diversity, and enabling pupils to participate confidently in democratic processes.

A progressive, spiral curriculum

The curriculum is structured as a spiral programme, with key themes revisited across year groups at increasing levels of depth and complexity. This approach supports pupils in building on prior knowledge and understanding in line with their age and development, while allowing teachers to adapt learning to meet the needs of their classes.

Interactive and participative teaching

Lessons are designed to be engaging and interactive, incorporating discussion, role-play, problem-solving and creative activities. This ensures that pupils not only acquire knowledge but also develop practical skills that can be applied in real-life situations.

The Six Jigsaw 'Puzzles'

The PSHE curriculum is organised into six themed units, known as 'Puzzles', each taught in 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 differences and similarities, 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, recognizing 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, recognizing 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, and changing relationships. (Upper KS2- human reproduction).

Adapting Jigsaw for Our School Community

While the school follows the Jigsaw PSHE programme, we recognise that our pupils, families and wider community have unique needs and characteristics. The PSHE lead, in collaboration with class teachers, carefully reviews the content and delivery of each lesson to ensure it is relevant, appropriate and responsive to our pupils.

Consideration is given to:

- The individual needs, experiences and developmental stages of pupils within each class
- Pupil voice, gathered through lesson feedback, informal discussions, and additional methods such as school council meetings, pupil surveys and class discussions
- The local context and the needs of the wider community
- Feedback from parents, carers, pupils and staff
- The school's values and ethos
-

Where adaptations to the programme are required, these are made thoughtfully and in consultation with senior leadership, ensuring full alignment with statutory requirements. Parents and carers are informed of any significant adaptations, particularly where content may be sensitive in nature.

4. Curriculum Time and Whole-School Approach

PSHE is delivered through a planned programme of weekly lessons, with approximately 1 hour allocated each week. These lessons are taught by class teachers and are supported by opportunities to make meaningful links across the wider curriculum.

Embedding PSHE Across School Life

The school recognises that effective PSHE education extends beyond discrete lessons. The knowledge, skills and values taught through PSHE are reinforced and

applied throughout the school day and across all aspects of school life. This includes:

- Collective worship and assemblies, which regularly explore PSHE themes, celebrate achievements, promote reflection on moral issues, and raise awareness of wellbeing and relationships
- The behaviour and relationships policy, which reflects the principles of PSHE, promoting respect, kindness, responsibility and positive approaches to resolving conflict. These values are consistently modelled by all staff
- The Jigsaw Learning Charter, established in each class at the beginning of the academic year, which acts as a shared agreement to guide behaviour, support positive relationships and resolve challenges
- Breaktimes and lunchtimes, which provide opportunities for pupils to practise and apply the social and emotional skills developed in lessons, supported by staff who reinforce PSHE learning in these contexts
- The development of emotional literacy, with pupils encouraged to use an expanding vocabulary to identify and express feelings. This is supported consistently by staff and reinforced through displays, visual prompts and classroom practice
- Recognition and reward systems, which celebrate personal development alongside academic achievement, including qualities such as kindness, resilience, respect, courage and contribution to the school community
- The learning environment, which reflects PSHE values through displays, working walls, and visual resources that reinforce key concepts, including the Jigsaw Charter, emotional vocabulary and strategies to support wellbeing

5. Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is a statutory requirement for all primary-aged pupils, and parents do not have the right to withdraw their child from this subject. It focuses on helping children develop the essential foundations for positive and respectful relationships with family members, friends, peers, and adults.

By the end of primary school, pupils will understand:

- **Families and people who care for me**

That families can take many different forms, all of which can offer love, security, and stability. Children will learn about the features of healthy family relationships, how to identify when family relationships may be unsafe, and how to seek support. They will also understand that marriage and civil partnerships are formal, legal commitments.

- **Caring friendships**

The role friendships play in promoting happiness, wellbeing, and security. Pupils will explore the key qualities of positive friendships, including trust, respect, loyalty, and kindness. They will learn how to manage challenges within friendships, as well as how to build and maintain healthy, supportive relationships.

- **Respectful and kind relationships**

The importance of recognising and valuing the needs of others, setting and respecting personal boundaries, and communicating clearly and respectfully. Children will also learn how to manage conflict in a constructive way, understand the impact of bullying (including different forms it may take), and challenge stereotypes while promoting respect for themselves and others.

- **Online safety and awareness**

How to interact safely and respectfully in online environments. Pupils will learn to think critically about online relationships and information, understand how to protect their privacy and personal data, recognise potential online risks, and know how to report concerns. They will also be taught about age restrictions and the possibility of encountering inappropriate or upsetting content online.

- **Being safe**

The importance of personal boundaries, privacy, and consent, including the understanding that everyone has ownership over their own body. Children will learn how to recognise unsafe situations or relationships, respond appropriately

to concerns about adults or others, and develop confidence in reporting worries or seeking help.

Health Education

Health Education is a statutory subject for all primary-aged pupils, and there is no parental right to withdraw. It supports children in developing the knowledge and skills needed to make informed choices about their physical health and emotional wellbeing.

By the end of primary school, pupils will understand:

- **Mental wellbeing**

The full range of normal emotions and how these may change over time. Children will learn to recognise, express, and manage their feelings, use simple self-care strategies, and understand that mental health challenges are common and can be supported. They will also know how and where to seek help when needed.

- **Internet safety and harms**

The benefits and potential risks associated with using the internet, including the importance of balancing screen time. Pupils will learn how to behave responsibly online, understand age restrictions for games and apps, critically assess online information, and know how to report concerns or harmful content.

- **Physical health and fitness**

The importance of regular physical activity for a healthy lifestyle. Children will understand how to incorporate exercise into daily routines, recognise the risks associated with inactivity, and know when to seek support for their health.

- **Healthy eating**

What makes a balanced and nutritious diet, including the basic principles of planning healthy meals. Pupils will learn about the risks linked to poor diet, such as impacts on dental health and weight, as well as the harmful effects of alcohol on the body.

- **Drugs, alcohol, tobacco and vaping**

Age-appropriate information about legal and illegal substances, including their risks and effects. Pupils will also learn about the dangers of nicotine addiction and its impact on health.

- **Health protection and prevention**

How to recognise the early signs of illness and take steps to stay healthy. This includes understanding sun safety, the importance of sleep, dental hygiene, personal cleanliness, preventing the spread of germs, and the role of vaccinations and immunisations.

- **Personal safety**

How to identify hazards and reduce risks in everyday situations, including staying safe near roads, water, and railways. Pupils will also learn when and how to seek help in emergency situations.

- **Basic first aid**

Essential first aid skills, including how to make an emergency call and respond to common injuries such as head injuries.

- **Developing bodies**

An understanding of how bodies grow and change during adolescence, including correct terminology for body parts. Pupils will learn about the menstrual cycle, including both physical and emotional changes, in a timely and sensitive way before most children experience puberty.

Building Foundations for Secondary RSHE

The primary PSHE curriculum is carefully structured to be appropriate for children's developmental stage while also preparing them for more complex learning in secondary school.

For example:

- Children develop strategies for managing challenging emotions, such as disappointment or anger, within friendships. These skills are essential for maintaining positive relationships now and as social situations 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.

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 (upon request).
- Parent information sessions to explain curriculum content and answer questions (upon request).
- Regular communication about PSHE curriculum through newsletters, class communications and our website
- Viewing PSHE Teaching Materials
- [Schools should edit this section to reflect how they choose to share information with parents. Not all options need to be included - select those that are appropriate for your school's approach.]
- 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.
- 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. To request access parents should contact their class teacher to request parent access code.
- 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, we welcome you to arrange this with a member of staff.
- Parent Information Leaflets - We also provide specific information leaflets on topics that parents commonly have questions about which are available on request or via our website.

- We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact the school.

Supporting parents:

- We provide information to parents about the PSHE topics being covered each term. We are happy to discuss these when needed.

Responding to Concerns:

- We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact class teacher.
- 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.
- age. This learning is vital for safeguarding, helping children understand their rights, recognise when something feels wrong, and seek support when needed.
- Pupils learn to identify the characteristics of healthy relationships and recognise warning signs across different contexts. These skills help them navigate their current relationships and provide a foundation for the future.
- Online safety and digital awareness are developed progressively throughout primary school. Children are equipped with the knowledge and skills to stay safe online, enabling them to manage risks and make informed choices as they engage with digital environments.
- Learning about emotions, mental health, and self-care begins early and is revisited regularly. This helps children build resilience, develop a shared language around wellbeing, and adopt strategies to support their mental health both now and in later life.

This progressive and developmental approach ensures that PSHE remains relevant to children's lives while establishing strong foundations for more advanced understanding as they grow.

Challenging Stereotypes and Promoting Respect

Within our PSHE curriculum, we actively challenge harmful stereotypes, including gender stereotypes that can restrict children's ambitions, reinforce inequality, or lead to disrespectful behaviour. We also help pupils understand that some personal characteristics are protected under UK law. As children move through the programme, they are introduced to these protected characteristics in age-appropriate ways, developing an understanding of why certain groups are legally protected from discrimination and how this links to treating others with fairness, dignity, and respect.

For example, pupils learn that everyone deserves equal respect regardless of their sex. We challenge outdated assumptions about how boys and girls "should" behave, what they can achieve, or what their interests should be. Children are supported to recognise that individuals of all genders can have a wide range of talents, interests, and personalities, and that qualities such as kindness, resilience, empathy, and courage are human traits that belong to everyone.

In a developmentally appropriate way, we also explore how stereotypes and prejudicial attitudes—including misogyny—can contribute to unkind behaviour, bullying, and unhealthy relationships. Pupils are taught that all individuals have a responsibility to treat others with kindness and respect, and that discriminatory language or behaviour is not acceptable.

This approach plays an important role in safeguarding and supports the development of positive, respectful relationships. It helps ensure that all children feel valued, included, and empowered to show respect towards others.

6. Sex Education in Rokeby Park 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 Rokeby Park, our approach to sex education is:

Sex Education as part of PSHE (subject to parental withdrawal)

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

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 a member of the Senior Leadership Team. 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

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

A withdrawal request form is available from the school office.

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

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.

Supporting Children with SEND
Children with special educational needs and/or disabilities receive appropriate, differentiated 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.

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 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)
- 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 (upon request).

· Parent information sessions to explain curriculum content and answer questions (upon request).

· 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.

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We actively encourage parents to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE content or would like to access any of these materials, please contact the school.

Supporting parents:

We provide information to parents about the PSHE topics being covered each term. We are happy to discuss these when needed.

Responding to Concerns:

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact class teacher.

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 children's self-assessments and reflections
- Brief formative assessments to check understanding

Monitoring Quality and Impact

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

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work
- 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

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

Evaluating Impact

We evaluate the impact of PSHE education by looking at:

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

- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

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

12. Links to Other Policies and Curriculum Areas

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

· Safeguarding and Child Protection Policy

· Behaviour Policy

· Anti-Bullying Policy

· Online Safety / E-Safety Policy

· Equality and Diversity Policy

· SEND Policy

· Health and Safety Policy

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 and trust subject leaders
- Parents and carers through inviting them to feedback throughout the year
- Pupils through pupil voice
- Governors / Trustees

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Jigsaw PSHE programme of study and supporting documentation
- Constellation Trust 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, personal development lead 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

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 Rokeby Park, please contact:
Mrs Tamasevicius (PSHE Lead)
Mr Shaw (Head of School)

Key documents and resources are available:

- On our school website: PSHE - Rokeby Park Primary School
- From the school office
- Via Arbor

External resources and guidance:

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

Policy Approval

This policy was approved by the Board of Trustees on: July 2026

Headteacher:  Date: July 2026

Next Review Date: July 2027