



Park Road Academy Primary School



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



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Our Vision for PSHE Education

At Park Road Academy Primary School, we believe that Personal, Social, Health and Economic Education (PSHE) is an essential part of children's education and development. We teach PSHE as a whole-school approach which supports children to develop as confident, healthy, respectful and responsible individuals. We recognise that children's personal, emotional and social development directly supports their capacity to learn and to thrive both in school and beyond.

Through high-quality PSHE, we aim to equip pupils with the knowledge, skills and attributes they need to stay safe, maintain their physical and emotional wellbeing, develop positive relationships, make informed choices and contribute positively to their communities. Our curriculum is developmental and progressive. From the Early Years onwards, children build emotional literacy, learn to recognise and talk about feelings, develop resilience and learn how to manage relationships and make increasingly independent decisions. We aim to create a school community in which respect, kindness, inclusion, responsibility and positive relationships are actively promoted and lived through everyday interactions.

Statutory Requirements

Under the Education Act 2002 and the Academies Act 2010, schools are required to provide a broad and balanced curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils for the opportunities, responsibilities and experiences of later life.

Relationships Education and Health Education are statutory for primary-aged pupils. At Park Road Academy Primary School, statutory Relationships Education and Health Education are taught through our wider PSHE curriculum using Jigsaw PSHE 3–11. Sex education itself remains non-statutory in primary schools. Where Park Road teaches additional content relating to human reproduction beyond statutory Relationships Education, Health Education and Science, this is clearly identified within this policy.

Our PSHE curriculum also includes age-appropriate economic education, helping children begin to understand money, spending, saving, aspirations and the world of work alongside citizenship education, British Values, rights, responsibilities and participation in society.



Our PSHE provision also contributes to the school's wider safeguarding responsibilities and supports children to recognise concerns, understand risk, stay safe online and offline and seek help when needed.

The Jigsaw Approach

Park Road Academy Primary School uses Jigsaw PSHE 3–11 as its main curriculum framework.

Jigsaw provides a carefully sequenced and progressive scheme of learning which enables children to revisit important themes with increasing depth as they mature. The programme supports children's development through a number of consistent approaches.

Emotional literacy

Children develop a broad vocabulary for feelings and emotions and learn to recognise, name and discuss emotions in themselves and others.

Mindful practice

Jigsaw lessons include opportunities for calm reflection through activities such as *Calm Me Time*. These support children's self-regulation and readiness to engage thoughtfully in discussion.

Connection and community

Activities such as *Connect Us* strengthen relationships within the class and help children develop a sense of belonging, cooperation and mutual respect.

Respectful dialogue

Children are given opportunities to listen carefully, express their own views appropriately, consider different perspectives and participate constructively in discussion.

Spiral progression

Key concepts are revisited from Reception through to Year 6, becoming increasingly sophisticated and age-appropriate.

Interactive learning

Teaching includes discussion, role play, problem-solving, reflection, creative activities and opportunities for children to apply their learning to situations they may encounter in everyday life.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised around six Jigsaw Puzzles which are taught across the school each year.

Autumn 1 – Being Me in My World

Children develop their understanding of personal identity, belonging, their place within the class and school community, rights and responsibilities, democracy and how they can make a positive contribution.

The Jigsaw Learning Charter is established and used to support a safe and respectful learning environment.

Autumn 2 – Celebrating Difference



Children explore similarities and differences between people, diversity, empathy and compassion. They learn how stereotypes can affect people and how to challenge them appropriately.

Anti-bullying education is embedded within this unit.

Spring 1 – Dreams and Goals

Children learn about aspirations, goal setting, achievement, perseverance and resilience. They consider future possibilities and develop skills for working collaboratively and overcoming challenges.

Spring 2 – Healthy Me

Children explore the relationship between physical and emotional health. Learning includes healthy lifestyles, nutrition, sleep, exercise, hygiene, medicines and drugs, emotional wellbeing, keeping safe and making healthy choices.

Summer 1 – Relationships

Children learn about different types of relationships including families and friendships. They explore communication, managing friendship difficulties, conflict resolution, recognising healthy and unhealthy relationships, loss and bereavement.

Summer 2 – Changing Me

Children learn about change, human growth and life cycles, body image, self-esteem, changing relationships and puberty.

In upper Key Stage 2, this also includes specific teaching about human reproduction where identified as non-statutory sex education within Section 7 of this policy.

Adapting the Curriculum for Our School Community

Although we use Jigsaw as our curriculum framework, we recognise that effective PSHE must respond to the children and families within our school community.

The PSHE Lead and teaching staff consider:

- children's ages and developmental stages
- specific needs and experiences within each class
- pupil voice and feedback
- the local context and community
- feedback from pupils, parents and staff
- the school's values and ethos
- statutory curriculum and safeguarding requirements.

Lessons may therefore be adapted appropriately while ensuring that statutory requirements remain fully covered.

Where significant adaptations relate to particularly sensitive content, parents and carers will be informed where appropriate.

Curriculum Time and the Whole-School Approach

At Park Road Academy Primary School, we allocate approximately one hour each week to PSHE in order to teach knowledge and skills in a developmental and age-appropriate way. Lessons are delivered by class teachers and/or teaching assistants to their own classes.



PSHE learning is not confined to this weekly lesson. It is reinforced through the wider life of the school, including:

- assemblies and collective worship
- the Jigsaw Learning Charter
- behaviour and relationships across the school
- praise and reward systems
- playground and social interactions
- emotional literacy and wellbeing support
- pupil leadership and responsibilities
- relationships between children and adults and between children themselves.

We aim to live the learning so that children can apply the knowledge, vocabulary and skills taught in PSHE to everyday situations.

Relationships and Health Education

Relationships Education

Relationships Education is statutory for all primary-aged pupils and parents do not have the right to withdraw their child from this learning.

By the end of primary school, children will have developed age-appropriate understanding within the following areas:

Families and people who care for me

Children learn that families can take different forms and that healthy family relationships provide love, care, security and stability. They learn how to recognise when relationships may be making someone feel unhappy or unsafe and how to seek support.

Caring friendships

Children learn about the characteristics of healthy friendships including kindness, trust, loyalty, mutual respect and support. They develop strategies for managing friendship difficulties and resolving conflict appropriately.

Respectful and kind relationships

Children learn the importance of kindness, respect, self-respect, appropriate boundaries and communication. They learn about bullying, stereotypes and discrimination and how these can be challenged safely and appropriately.

Online relationships and safety

Children learn that the same principles of respect apply online and offline. They develop understanding of privacy, personal information, online risks, age restrictions, harmful content and how and where to report concerns.

Being safe

Children learn about personal boundaries, privacy and age-appropriate concepts of consent. They understand that their body belongs to them and learn how to recognise inappropriate or unsafe situations, identify trusted adults and seek help.

Health Education

Health Education is statutory for all primary-aged pupils and parents do not have the right to withdraw their child from this learning.

Our curriculum includes:



Mental wellbeing – recognising and managing emotions, self-care, resilience, seeking support and understanding that mental wellbeing is part of everyday health.

Internet safety and harms – understanding positive and negative aspects of internet use, appropriate screen use, respectful online behaviour, age restrictions and how to report concerns.

Physical health and fitness – the benefits of physical activity and the importance of active lifestyles.

Healthy eating – understanding a balanced diet, healthy choices and the relationship between food and health.

Drugs, alcohol, tobacco and vaping – age-appropriate learning about medicines and legal and illegal substances including the risks associated with smoking, vaping and nicotine addiction.

Health protection and prevention – hygiene, germs, dental health, sun safety, sleep, vaccination and recognising when medical support may be needed.

Personal safety – recognising hazards, managing risk and age-appropriate learning relating to road, water and rail safety.

Basic first aid – knowing how to make an emergency call and understanding basic responses to common injuries.

Developing bodies – understanding growth, correct names for body parts, physical and emotional changes associated with puberty and menstrual wellbeing.

Puberty education, including menstruation, forms part of statutory Health Education and children cannot be withdrawn from this teaching.

Preparing Children for Secondary RSHE

Our primary PSHE curriculum provides foundations for the more complex Relationships, Sex and Health Education children will encounter during secondary school.

Children progressively learn about:

- recognising and managing emotions
- friendship difficulties and conflict
- personal boundaries, privacy and consent
- characteristics of healthy and unhealthy relationships
- online safety and respectful digital behaviour
- seeking help and reporting concerns
- physical and emotional changes associated with puberty
- strategies for maintaining mental and physical wellbeing.

Learning is always delivered at an age-appropriate level and is intended to support children's current wellbeing as well as prepare them for later stages of development.

Challenging Stereotypes and Promoting Respect

Throughout PSHE, children are encouraged to challenge harmful stereotypes and prejudiced attitudes which may limit people's aspirations or contribute to discrimination or disrespect.

We teach children that interests, strengths, personalities, aspirations and personal qualities are not determined by whether somebody is a boy or a girl.



Age-appropriately, children also learn that prejudiced and misogynistic attitudes or language can lead to unkindness, bullying and unhealthy relationships.

We make clear that everyone has a responsibility to treat others with kindness, dignity and respect.

Sex Education

Sex education is not compulsory in primary schools. However, the Department for Education recommends that primary schools provide age-appropriate teaching which prepares children for adolescence and helps them understand how human life begins.

At Park Road Academy Primary School, we believe that children should understand age-appropriate facts about human reproduction before leaving primary school.

We teach non-statutory sex education through PSHE in Years 5 and 6 as part of the Jigsaw *Changing Me* Puzzle.

For the purposes of this policy, sex education refers to learning about human reproduction, including factual teaching relating to sexual intercourse, conception, pregnancy and birth.

This is distinct from:

- statutory Relationships Education
- statutory Health Education including puberty and menstruation
- statutory National Curriculum Science relating to life cycles and reproduction.
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The following Jigsaw lessons contain non-statutory sex education content:

Year 5 – Conception

Year 6 – Babies: Conception to Birth

Parents' Right to Request Withdrawal

Parents and carers have the right to request that their child be withdrawn from some or all of the non-statutory sex education taught as part of PSHE.

Parents do not have the right to withdraw their child from:

- statutory Relationships Education
- statutory Health Education including puberty and menstruation
- statutory Science curriculum content.
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Before non-statutory sex education is taught, parents and carers will be informed about the content.

Parents considering withdrawal are encouraged to discuss their concerns with the Headteacher and/or PSHE Lead. This enables the school to explain the purpose and content of the curriculum, share relevant teaching materials and discuss any potential implications of withdrawal.

Where a parent chooses to withdraw their child, the school will respect the parent's final decision and provide appropriate alternative learning during the relevant lesson.



Responding to Children's Questions

Children may sometimes ask questions which extend beyond planned curriculum content. Teachers will use professional judgement when responding, taking account of the child's age and developmental stage. They may answer briefly and factually when appropriate, suggest that the child discusses the question with a parent or carer or explain that the topic will be explored when they are older.

Equality, Inclusion and Respect

Park Road Academy Primary School is committed to providing a PSHE curriculum which is inclusive, accessible and respectful of all children and families.

We comply with the Equality Act 2010 and the Public Sector Equality Duty.

PSHE is taught in a way which:

- promotes equality of opportunity
- fosters positive relationships between people
- challenges discrimination and prejudice
- ensures children understand the importance of dignity and respect.

Children learn that families take many different forms. These may include single-parent families, families with same-sex parents, adoptive and foster families, kinship care arrangements, blended families, families headed by grandparents or other relatives and families from different cultural and religious backgrounds.

No child should feel that their family circumstances make them less valued than another child. When discussing families, we emphasise that healthy families are characterised by love, care, security and stability, rather than by one particular family structure.

LGBT Content

Throughout PSHE, children learn that all people deserve to be treated with kindness and respect regardless of difference.

Same-sex parents are represented naturally alongside other family structures as part of teaching about the different families children may encounter.

Children learn about respect, discrimination and the law in age-appropriate ways and understand that bullying or discriminatory behaviour is unacceptable.

Jigsaw PSHE 3–11 does not include teaching about gender questioning or transgender topics. At primary level, its focus is on respecting all people and challenging stereotypes about what boys and girls can do, be or achieve.

Supporting Children with SEND

We recognise that PSHE is particularly important for pupils with special educational needs and/or disabilities, some of whom may be more vulnerable to exploitation, abuse or bullying.



Teaching is adapted where necessary so that PSHE is accessible and meaningful. Adaptations may include:

- visual supports
- simplified or clarified language
- concrete examples
- additional modelling
- pre-teaching
- small-group or individual support
- multisensory activities
- additional processing time
- personalised social stories or resources where appropriate.

For some pupils, particular PSHE concepts may need to be taught differently or revisited more frequently to secure understanding and safety.

The SENDCO works with the PSHE Lead, teaching staff and other professionals where appropriate to ensure suitable provision.

Respecting Religion and Belief

We respect the religious backgrounds, beliefs and values represented within the Park Road Academy community.

PSHE content is delivered factually and sensitively. Where appropriate, pupils may learn that individuals and communities can hold different beliefs and perspectives.

Teaching promotes respectful discussion of these differences while remaining clear about statutory requirements, safeguarding, equality and children's rights.

Safeguarding and Support

PSHE has an important role within our whole-school safeguarding provision.

Through PSHE, children develop the knowledge, vocabulary and confidence to:

- recognise unsafe situations or relationships
- understand appropriate boundaries
- identify trusted adults
- recognise when something does not feel right
- ask for help for themselves or another person
- keep asking for help until they are heard
- understand that their body and personal information belong to them
- recognise risks online and offline
- report concerns.

Managing Disclosures and Concerns

Sensitive PSHE lessons may occasionally lead to disclosures or safeguarding concerns. Staff will follow the school's Safeguarding and Child Protection Policy and procedures.



Staff will:

- listen calmly and carefully
- respond supportively
- avoid asking leading questions
- never promise confidentiality
- explain when information needs to be shared to keep somebody safe
- record concerns promptly and accurately
- report concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead without delay.

Children are helped to understand appropriate confidentiality within PSHE discussions. They are taught to respect other people's contributions but also understand that adults must share information when they are concerned about a child's safety.

Any external visitors contributing to PSHE provision will be made aware of the school's safeguarding expectations and procedures.

Signposting Children to Support

Children are encouraged to talk to their parents and carers about worries and concerns wherever appropriate.

We also ensure that children understand that they can seek help from other trusted adults when needed.

Through lessons and wider school life, pupils learn about:

- trusted adults within school
- pastoral support
- how to seek medical help
- emergency services
- age-appropriate external sources of support.
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Children are taught that asking for help is a positive and responsible action.

Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators in many aspects of relationships, health and personal development. We aim to work openly and positively with families. Parents are kept informed about PSHE provision through appropriate school communication and information about the curriculum. Parents and carers may request further information about topics being taught and may ask to view relevant teaching materials. Where sensitive content is planned, particularly non-statutory sex education, the school will communicate this appropriately with parents before teaching takes place.

Questions or concerns about PSHE should normally be raised initially with the child's class teacher or the PSHE Lead. Where appropriate, the Headteacher may also meet with parents.



We aim to address concerns through open discussion, explaining the curriculum rationale and demonstrating how learning is delivered in an age-appropriate and sensitive way.

Staff Support and Professional Development

Teaching PSHE requires staff to create safe, respectful and non-judgemental spaces in which children can participate confidently.

Staff are supported to:

- use Jigsaw resources effectively
- facilitate discussion of sensitive subjects
- manage unexpected questions
- respond appropriately to disclosures
- adapt learning for different needs
- use appropriate distancing techniques
- balance planned learning with appropriate responses to children's needs.

The PSHE Lead and senior leaders provide support and guidance to staff and identify professional development needs where appropriate.

Assessment

Assessment in PSHE focuses on children's developing:

- knowledge and understanding
- communication and relationship skills
- decision-making and problem-solving skills
- ability to apply learning to situations they may encounter.

Jigsaw includes opportunities for children to reflect on their learning and demonstrate their understanding.

Teachers may assess learning through discussion, role play, collaborative activities, children's work, self-reflection and formative assessment.

Assessment is used to inform subsequent teaching and identify concepts which may need to be revisited.

Monitoring and Evaluating Impact

The PSHE Lead, working with senior leaders and governors, monitors the quality and impact of PSHE provision.

Monitoring may include:

- review of curriculum planning and resources
- learning walks
- lesson visits
- review of children's work
- pupil voice



- discussion with staff
- assessment information
- relevant behaviour, wellbeing and safeguarding information
- feedback from parents and carers where appropriate.

We consider the impact of PSHE through children's knowledge and confidence, the quality of relationships across school, children's ability to resolve difficulties, their understanding of safety and wellbeing and their confidence in seeking help.

Monitoring informs future curriculum development and the annual review of this policy.

Links with Other Policies and Curriculum Areas

This policy should be read alongside relevant school policies including:

- Safeguarding and Child Protection
- Behaviour and Relationships
- Anti-Bullying
- Online Safety
- Equality
- SEND
- Health and Safety
- Science.

PSHE learning is also reinforced through other curriculum areas.

Science supports understanding of the human body, health, life cycles, puberty and reproduction.

Computing supports online safety, privacy and respectful digital communication.

PE supports physical health, teamwork, resilience and wellbeing.

Religious Education provides opportunities to explore beliefs, values, diversity and respectful discussion.

English and other curriculum areas provide opportunities to explore themes such as identity, relationships, empathy, resilience and moral choices.

Roles and Responsibilities

The PSHE Lead

The PSHE Lead is responsible for coordinating PSHE across school, maintaining awareness of statutory requirements, supporting staff, monitoring provision, reviewing curriculum materials and supporting policy review.

The Headteacher

The Headteacher is responsible for ensuring statutory requirements are met, supporting effective PSHE provision, ensuring staff have appropriate resources and support, engaging with



parents regarding sensitive curriculum content and managing requests for withdrawal from non-statutory sex education.

Governors

Governors are responsible for ensuring the school meets its statutory duties, approving this policy and monitoring the implementation and effectiveness of PSHE provision.

Teaching and Support Staff

Staff delivering or supporting PSHE are responsible for following this policy, creating an appropriate learning environment, reinforcing PSHE principles throughout school life and responding appropriately to safeguarding concerns and disclosures.

Policy Development and Review

This policy is informed by:

- Department for Education Relationships Education, Relationships and Sex Education and Health Education statutory guidance
- Keeping Children Safe in Education
- the Prevent Duty
- the Equality Act 2010
- SEND statutory guidance
- the Jigsaw PSHE 3–11 programme and supporting documentation
- relevant school and local guidance.

The policy will be reviewed annually and updated when required to reflect:

- changes to statutory guidance or legislation
- Jigsaw programme updates
- emerging needs within the school community
- feedback from pupils, parents, staff and governors
- developments in PSHE education and safeguarding.

Policy Date: September 2026

PSHE Lead: Gabrielle Fenner

Review Date: September 2027

Governor Approval: September 2026