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Bath and Wells Diocesan Academies Trust

PSHE and Relationships, Sex and Health Education (RSHE) School Procedures

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School procedures

For schools not using Jigsaw PSHE, they must adapt to include the relevant resources (see highlighted areas)

Trinity Anglican Methodist Primary School PSHE and RSHE Policy

Policy Date: September 2026
Review Date: September 2027
Member of staff responsible: Laura Harris

Our School Vision for PSHE/RSHE

At Trinity, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools." *DfE Guidance p.8*

Here at Trinity, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme, in line with the overarching approach and beliefs of the Bath and Wells Multi Academy Trust.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs.

PSHE Content and Delivery- a Whole-school approach

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Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

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

At Trinity, we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward system

- Learning Charter
- Through relationships child to child, adult to child and adult to adult across the school

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.

Although the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw (e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition).

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).

Many of the statutory Health Education outcomes are taught through the Healthy Me Puzzle, with others being taught through other puzzles and revisited throughout the Jigsaw programme(e.g. emotional and mental health is nurtured every lesson through mindfulness practices).

Sex Education

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 Trinity 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:

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.

We intend to teach this through our PSHE lessons during Changing Me at The end of Years 4, 5 and 6, gradually introducing the learning and allowing children to revisit the content each year.

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

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

Working with Parents and Carers

At Trinity, we recognise that parents and carers are the primary educators of their children, especially in matters of relationships and values.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

We are committed to building positive and supportive relationships with our parents and carers through mutual understanding, trust, and cooperation. To achieve this, we:

- Share information and consult about our RSHE policy and curriculum through letters, the school website, and parent meetings
- Share all curriculum materials with parents and carers on request.
- Welcome questions from parents/carers about our RSHE programme and their child's involvement
- Listen carefully to any concerns raised by parents/carers about the policy or curriculum content
- Consider parental feedback when reviewing our RSHE policy and resources
- Provide guidance on how parents/carers can support RSHE learning at home

We believe that children benefit most when they receive consistent messages at home and school. We therefore invite parents of Key Stage 2 children to information sessions where they can learn about curriculum content and view resources before more sensitive topics are taught.

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 Laura Harris or Emma Howe 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. Where concerns relate to sex education, we will discuss the right of withdrawal and support parents to make informed decisions.

Right to Withdraw from Sex Education

Parents cannot withdraw their child from Relationships Education, Health Education, or the Science Curriculum, as these are statutory requirements.

However, parents do have the right to request that their child be withdrawn from some or all of the Sex Education delivered as part of our RSHE curriculum (specifically lessons covering human reproduction beyond the Science Curriculum).In Jigsaw, we feel these lessons are:

- Year 5, changing me: Lesson 3 – review previous year's content
- Year 5, changing me: Lesson 4 – conception and sexual intercourse – what happens in order for conception to take place?
- Year 6, changing me: Lesson 3 - body development and birth – childbirth

If a parent wishes to withdraw their child, they should:

1. Contact the Headteacher in writing
2. Meet with the Headteacher to discuss their concerns
3. Understand which specific lessons their child would be withdrawn from

During this discussion, the Headteacher will:

- Explain the content and purpose of the Sex Education curriculum
- Discuss the benefits of receiving this education in school
- Consider any potential social or emotional impacts of being withdrawn

If a child is excused from Sex Education, they will be provided with purposeful, supervised education during this time. Their secondary school will be informed as part of our transition process.

Addressing Sensitive Questions and Topics

Our staff approach all RSHE topics with professionalism and objectivity. While we respect that people hold different personal views, all topics are presented factually and without bias, allowing pupils to form their own informed opinions while respecting diverse viewpoints.

When pupils ask questions, teachers will:

- Respond in an age-appropriate way
- Consider whether to answer immediately, later in a small group, or individually
- Use age-appropriate, factual language

- Redirect questions to parents/carers when they go beyond the planned curriculum, if appropriate

We have established clear protocols for handling questions, including:

- Anonymous question boxes where pupils can submit queries
- Guidelines for teachers on addressing different types of questions
- Procedures for consulting with senior staff or our Designated Safeguarding Lead when needed

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

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

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

Teaching about Families and Relationships
Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

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

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

Including LGBT Content
Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching. In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others.

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

Supporting Children with SEND
Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

- Visual supports, simplified language, concrete examples
- Additional pre-teaching or small group work where needed
- Multi-sensory approaches and practical activities
- Extended time for processing and responding
- Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

Respecting Religion and Belief
We respect the religious backgrounds and beliefs of all families in our school community. PSHE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

Where relevant, we may discuss different views held by religious communities on particular issues, helping children to understand that people's beliefs inform their values and choices. This is done in a way that promotes respect for diversity of belief whilst being clear about the law and children's rights.

As an Anglican Methodist school, we ensure that PSHE content is consistent with the tenets of the [denomination] faith, and any guidance from our Diocese.

Resources

All resources used in our RSHE curriculum are:

- Age-appropriate and evidence-based
- Aligned with our school values and ethos
- Inclusive of diverse families and relationships

- Factually accurate and educationally sound
- Regularly reviewed and updated

We primarily use Jigsaw PSHE as our core teaching resource.

Safeguarding and Support

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

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

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

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

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

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

Signposting to Support
We actively encourage children to talk with their families about their worries and concerns, recognising that parents and carers are often the first and most important source of support. At the same time, we understand that for a small number of children, there may be times when they want

or need to seek support from other trusted adults, and we ensure children know how to do this when needed.

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

- Named trusted adults within school
- How to access pastoral support
- External helplines relevant to their age (e.g., Childline)
- Basic first aid knowledge and understanding of when and how to seek medical help
- Emergency services and how to access them

It is positive and healthy for all children to have a range of trusted adults they can turn to for support - within their family, at school, and in the wider community. Our PSHE curriculum emphasises that seeking help is a sign of strength, not weakness, and that support is always available.

Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Are accessible for all pupils, including those with SEND
    - Are sensitive to pupils' needs
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say

    - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender
- We **won't**, under any circumstances:
    - Work with external agencies that take or promote extreme political positions
    - Use materials produced by such agencies, even if the material itself is not extreme
    - Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

Connections to Other Trust Policies and School Procedures:

Our RSHE policy connects to several other school policies including:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- SEND Policy

Staff Development

All staff teaching RSHE receive appropriate training and support. Professional development opportunities include:

- In-school training sessions
- Attendance at relevant external courses
- Mentoring from experienced colleagues
- Access to up-to-date resources and guidance

Staff are encouraged to discuss any concerns about teaching RSHE with the PSHE Lead or senior leadership team.

Monitoring and Assessment

The delivery and impact of our RSHE curriculum is monitored through:

- Lesson observations and learning walks
- Review of planning and resources
- Pupil feedback and questionnaires
- Discussion with teachers
- Regular reports to governors

The PSHE Lead works with class teachers to evaluate the effectiveness of our RSHE provision and make improvements where necessary.

Jigsaw PSHE documents needed to explain these procedures:

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE jigsaw-making-connections.pdf (windows.net)

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) jigsaw-pshe-3-11-rshe-2026-mapping-document-april-2026.pdf
- Jigsaw information leaflet for parents jigsaw-information-leaflet-for-parents-and-carers-2026.pdf
- What does Jigsaw PSHE 3-11 teach about LGBT+ relationships https://jigsawlivestcmsuk.blob.core.windows.net/umbraco-media/sdmpsrnr/lgbt-parent-leaflet-a4-2023.pdf