

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

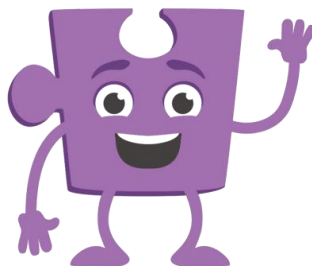
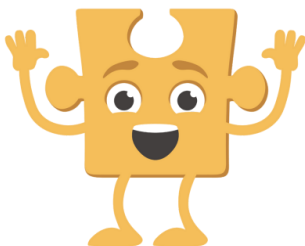


School Name: Bishop Wilson C of E School

Policy Date: July 2026

PSHE Lead: Claudia Walsh

Review Date: July 2027



Our School Vision

“Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.”

1 Peter 4:10

“Each of you should use whatever gift you have received to serve others...” (1 Peter 4:10)

Our vision is rooted in Christian service. We aim to create an inclusive school community where every child is valued, supported and encouraged to use their gifts for the benefit of others. Christian values, including those reflected in the Fruits of the Spirit (Galatians 5:22–23), underpin daily life in school and guide relationships, behaviour and learning.

Context

Personal, Social, Health and Economic (PSHE) education is our planned curriculum for supporting pupils’ personal development, health and wellbeing, and understanding of relationships.

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils.

These statutory subjects are delivered through our wider PSHE curriculum. Where appropriate, elements of sex education are also taught in line with the principles of the statutory Relationships, Sex and Health Education (RSHE) guidance (2025). In primary schools, sex education remains non-statutory, although it is recommended. Our PSHE curriculum also includes age-appropriate economic education, enabling pupils to develop an understanding of money, spending, saving, and the world of work. In addition, it includes aspects of citizenship education and British Values, supporting pupils to understand their rights, responsibilities, and role within society.

This policy sets out our whole-school approach to PSHE education and outlines how we meet our statutory responsibilities.

Intent

At Bishop Wilson Primary School, we believe every child deserves an education that prepares them not only for academic success but also to thrive as well-rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education is central to this commitment.

PSHE is not an additional element of the curriculum; it is fundamental to pupils’ development as confident, healthy and respectful members of society. Through high-quality PSHE education, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and develop positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the early years, pupils begin to develop emotional literacy by learning to recognise, name and express their feelings. This learning is built upon year by year, enabling pupils to manage emotions, develop resilience, and make informed decisions that support both their own wellbeing and that of others.

By embedding PSHE across school life, we foster a culture of respect, inclusivity and responsibility. In doing so, we prepare pupils for the challenges of childhood and for life beyond school, including adulthood, employment and active citizenship.

We are committed to:

- Supporting the whole child and recognising the importance of emotional and social development in enabling learning

- Creating a safe and inclusive environment where all pupils feel valued and able to express concerns without fear or stigma.
- Building foundations for the future through age-appropriate learning that prepares pupils for adolescence and beyond
- Working in partnership with parents and carers, recognising their role as the first educators in many aspects of relationships and health education
- Embedding PSHE across school life through our values, relationships and daily interactions, not solely within discrete lessons

1. Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools are required to provide a curriculum that:

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

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

We deliver statutory Relationships and Health Education within our PSHE curriculum, using the Jigsaw PSHE 3–11 programme. This provides a carefully sequenced, age-appropriate curriculum that meets statutory requirements while also supporting the development of wider personal and social skills.

Our PSHE curriculum also supports our safeguarding responsibilities as outlined in *Keeping Children Safe in Education* and the Prevent Duty. It helps pupils to recognise risks, stay safe online and offline, and know how to seek help when needed.

Our curriculum addresses all statutory requirements, including:

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

2. The Jigsaw Approach: A Whole-School Framework

We use the Jigsaw PSHE programme as our curriculum framework as it provides a comprehensive, sequenced scheme of work that ensures consistency and progression in pupils' learning throughout their primary education. It is informed by current research and best practice in child development, safeguarding and health education, and is regularly updated to reflect statutory guidance. This enables us to deliver high-quality PSHE education that meets the needs of our pupils.

The programme is distinctive in its approach, including:

Emotional literacy at the core

Each Jigsaw lesson systematically develops pupils' emotional vocabulary and understanding. Pupils learn to recognise, name and express a wide range of emotions in themselves and others. This supports their ability to communicate effectively, seek help when needed, and develop positive relationships.

Mindful practice

Every lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a calm, focused environment for learning. This routine supports pupils' emotional wellbeing and readiness for reflection and discussion.

Connection and community

The 'Connect Us' activity in each lesson promotes positive relationships within the class and develops pupils' social skills. It fosters a sense of belonging, inclusion and mutual respect that underpins learning.

Respectful dialogue and oracy skills

PSHE lessons provide structured opportunities for pupils to develop communication skills, including active listening, clear expression of ideas, consideration of different viewpoints, and respectful discussion. These skills support positive relationships and enable pupils to engage confidently in dialogue and democratic processes.

Age-appropriate spiral curriculum

Learning is revisited across year groups with increasing depth and complexity, allowing pupils to build on prior knowledge in line with their developing understanding and maturity. Teachers are able to adapt learning in response to the needs of their pupils.

Interactive and participative learning

Lessons are active and engaging, using discussion, role-play, problem-solving and creative tasks to develop both knowledge and skills. Pupils are encouraged to explore ideas in age-appropriate ways and apply their learning to real-life contexts.

3. The Six Jigsaw Puzzles

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

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

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our pupils, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider the content and delivery of each lesson to ensure it is appropriate and relevant for our pupils, considering:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice, gathered through lesson feedback, informal discussions with pupils, pupil feedback on PSHE lessons, and contributions from the School Council and Worship Council
- Local context and community considerations
- Feedback from parents, pupils and staff

- The school's distinctive values and ethos

Where adaptations to the programme are made, these decisions are taken thoughtfully, in consultation with senior leadership and with reference to statutory requirements. Parents and carers are informed of any significant adaptations, particularly where these relate to sensitive content.

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4. Curriculum Time and Whole-School Approach

PSHE is taught weekly through a dedicated 30-minute session delivered by class teachers. Learning is also integrated across the curriculum, enabling teachers to make meaningful links between PSHE and other areas of learning.

Beyond the Classroom: Embedding PSHE in School Life

We recognise that effective PSHE education extends beyond discrete lessons. The knowledge, skills and values developed in PSHE are reinforced and embedded throughout school life, including:

- **Collective worship and assemblies**, which regularly explore PSHE themes, celebrate achievements, address moral and social issues, and promote whole-school awareness of wellbeing and relationships.
- **Behaviour and relationships**, where our policy reflects PSHE principles of respect, kindness, responsibility and positive conflict resolution. Staff consistently model these values in their interactions with pupils and each other.
- **The Jigsaw Learning Charter**, established in each class at the beginning of the year, which is used as a shared reference point to support behaviour and resolve difficulties.
- **Playtimes and social times**, where pupils apply friendship and conflict-resolution skills, supported by staff who can reinforce PSHE learning in real situations.
- **Emotional literacy development**, where the vocabulary and understanding of feelings taught in PSHE is reinforced across the school day. Staff support pupils to recognise, name and express emotions, and to understand the emotions of others. Visual prompts and displays support this learning consistently.
- **Recognition and reward systems**, which celebrate not only academic achievement but also personal and social qualities such as kindness, perseverance, respect, courage and contribution to the school community.
- **Learning environments**, which reflect PSHE values through displays, vocabulary support, the Jigsaw Charter, and visual prompts that reinforce emotional literacy and wellbeing strategies.

Learning Outdoors: Connecting PSHE to Our Environment

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

DfE RSHE Guidance 2025, para-40.

We use our school grounds and local outdoor spaces to enhance PSHE learning, providing opportunities for pupils to experience the wellbeing benefits of time in nature, develop environmental awareness, and apply their learning in different contexts.

Where appropriate, teachers plan opportunities for PSHE learning to take place outdoors. We also encourage pupils to spend time outdoors during break and lunchtimes, recognising that unstructured play supports emotional regulation, creativity and the development of social skills.

5. Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged pupils and there is no right of withdrawal. It focuses on teaching the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

By the end of primary school, pupils will understand:

- Families and people who care for me – That families come in many forms and can provide love, security and stability; the characteristics of positive family life; how to recognise when family relationships are unhealthy and how to seek help; marriage and civil partnerships as legal commitments.
- Caring friendships – How friendships contribute to wellbeing and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to manage friendship difficulties; and how to make and maintain positive friendships.
- Respectful relationships – The importance of considering others' needs; setting and respecting boundaries; communicating effectively; managing conflict respectfully; the importance of self-respect and respect for others; different types of bullying and how to respond; and understanding and challenging stereotypes.
- Online safety and awareness – How to behave respectfully online; evaluating online relationships and information critically; understanding privacy and personal information; recognising and reporting online risks; age restrictions for online platforms; and recognising that online content can be inappropriate or harmful.
- Being safe – Understanding appropriate boundaries; concepts of privacy and consent; that the body belongs to the individual; recognising unsafe relationships or interactions; responding to unsafe adults; and how to report concerns and seek help.

Health Education

Health Education is compulsory for all primary-aged pupils and there is no right of withdrawal. It supports pupils to make informed decisions about their health and wellbeing.

By the end of primary school, pupils will understand:

- Mental wellbeing – The range of normal emotions; how to recognise, express and manage feelings; simple self-care strategies; that mental health difficulties are common and can be supported; and how to seek help when needed.
- Internet safety and harms – Benefits and risks of internet use; managing screen time; respectful online behaviour; age restrictions for games and apps; evaluating online information; and reporting concerns.
- Physical health and fitness – The benefits of physical activity; developing active lifestyles; risks of inactivity; and when to seek support for health concerns.
- Healthy eating – What constitutes a balanced diet; principles of healthy meal planning; the impact of unhealthy eating, including on teeth and weight; and the effects of alcohol on health.

- Drugs, alcohol, tobacco and vaping – Age-appropriate understanding of legal and illegal substances and associated risks, including nicotine addiction.
- Health protection and prevention – Recognising signs of illness; sun safety; sleep hygiene; dental health; personal hygiene and infection control; and awareness of vaccination and immunisation.
- Personal safety – Identifying hazards and managing risk; road, water and rail safety; and knowing when and how to seek help in emergencies.
- Basic first aid – How to contact emergency services and respond to common injuries, including head injuries.
- Developing bodies – Understanding growth and changes during puberty; correct anatomical terminology; and the menstrual cycle, including physical and emotional changes. (Although the average age of menstruation is around 12, it can begin from age 8; therefore, this content is taught prior to pupils experiencing it.)

Building Foundations for Secondary RSHE

The primary PSHE curriculum is designed to be age-appropriate and relevant to pupils' current stage of development, while also building strong foundations for future learning in secondary education.

For example:

- Pupils develop skills to manage emotions such as anger and disappointment, supporting positive relationships in their current lives and preparing them for increasingly complex social situations.
- Pupils learn about boundaries, privacy and consent in age-appropriate ways from early years, enabling them to recognise unsafe situations, understand bodily autonomy, and seek help appropriately.
- Pupils are taught to recognise healthy and unhealthy relationship characteristics across contexts, supporting safe navigation of friendships and family relationships.
- Online safety, digital literacy and respectful online behaviour are developed progressively. This is preventative in approach, equipping pupils with knowledge and skills to respond safely if they encounter online risks.
- Learning about emotional wellbeing and self-care is developed progressively, supporting both current wellbeing and longer-term resilience.

This ensures that PSHE learning is relevant to pupils' present lives while providing secure foundations for more complex learning at secondary level.

Challenging Stereotypes and Promoting Respect

Throughout the PSHE curriculum, we actively challenge harmful stereotypes, including gender stereotypes, which may limit aspirations or contribute to inequality or disrespectful behaviour. We also introduce protected characteristics in age-appropriate ways, helping pupils understand the importance of equality and respect under UK law.

Pupils learn that all individuals deserve respect regardless of sex, and that stereotypes about gender roles, interests or abilities are outdated and unhelpful. We emphasise that qualities such as kindness, strength, empathy and resilience are human qualities, not gendered traits.

We also address how stereotypes and prejudiced attitudes, including misogyny, can contribute to bullying and disrespectful behaviour. Pupils are taught that everyone has a responsibility to treat others with respect and that harmful language or behaviour is not acceptable.

This approach supports safeguarding and promotes equality, inclusion and healthy relationships, ensuring all pupils feel valued and respected.

6. Sex Education in Bishop Wilson C of E 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 pupils are prepared for the changes associated with puberty and understand how human life begins.

At Bishop Wilson C of E Primary School, our approach to sex education is as follows:

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. This extends beyond the statutory content on puberty to include information about human reproduction. We believe this is important to ensure pupils receive accurate, age-appropriate information before leaving primary school, particularly as they may otherwise seek information from unreliable sources.

For the purposes of this policy, sex education is defined as learning about human reproduction, including sexual intercourse, conception, pregnancy, birth, and the emotional aspects of having a baby. It does not include teaching about sexual activity beyond this context.

This content is distinct from statutory Health Education (including puberty and menstruation) and from the Science curriculum (including life cycles and reproduction in animals), from which pupils cannot be withdrawn.

The following Jigsaw *Changing Me* lessons include non-statutory sex education content:

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

Parent Engagement and the Right to Withdraw

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

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

Before a withdrawal decision is made, parents are invited to discuss their concerns with the PSHE Lead and a member of Senior Leadership Team. This provides an opportunity to explain the curriculum content, clarify its purpose, outline the educational benefits, and consider the impact of withdrawal on the child's learning.

Where a withdrawal request is made, the school will:

- Meet with parents to discuss the request and review curriculum content.
- Share relevant teaching materials.
- Explain arrangements for the child during withdrawal to ensure they receive appropriate, supervised learning.
- Respect the final decision of the parent whilst recording professional advice provided.

Parents are informed about sex education content through written communication and a parent meeting held at the beginning of the summer term, where curriculum materials are shared. A withdrawal request form is provided alongside this information.

Responding to Pupils' Questions

We recognise that pupils may ask questions that go beyond the planned curriculum. Staff use professional judgement to respond appropriately, which may include providing a brief, factual answer where suitable, deferring the question to be discussed with parents or carers, or explaining that the topic will be covered in later learning.

Where a pupil who has been withdrawn asks questions related to sex education content, staff will sensitively explain that this is a topic their parents have chosen to discuss at home. Parents will be informed where appropriate so they can follow up.

Inclusive Practice and Equality

We are committed to delivering an inclusive PSHE curriculum that is accessible to all pupils and respectful of all families.

Meeting the Equality Act 2010

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

- Does not discriminate against any pupil
- Promotes equality of opportunity
- Fosters good relations between people with and without protected characteristics

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

Teaching about Families and Relationships

Our curriculum reflects the diversity of modern families and ensures that all pupils see themselves and others represented positively. We recognise that families may include:

- Single-parent families
- Same-sex parent families
- Grandparent-led or extended family care arrangements
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from a range of cultural and religious backgrounds
- Service families, including those with a parent or carer in the armed forces.
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We ensure that no pupil is stigmatised based on their home circumstances. Across all teaching, we emphasise that families are characterised by love, care, stability and security, rather than a single structure.

Including LGBT Content

Across PSHE education, pupils are taught that all people should be treated with respect and kindness, regardless of difference. This principle underpins all teaching.

When teaching about families and relationships, same-sex parents are included alongside other family structures. This is presented in a factual and age-appropriate way as part of the diversity of modern families. Pupils are taught about respect for others, the importance of treating everyone with dignity, and that discrimination and bullying are never acceptable. They also learn how to report concerns for themselves or others.

In line with Jigsaw PSHE 3–11, we do not teach content on gender questioning or transgender topics at primary level. Our focus is on promoting respect for all, reinforcing that stereotypes about gender roles are unhelpful, and ensuring pupils understand that all individuals deserve equal respect.

Further information about how Jigsaw PSHE 3–11 addresses LGBT content is available in the supporting document *“Including and Valuing All Children: What does Jigsaw PSHE 3–11 teach about LGBT relationships?”*.

Supporting Pupils with SEND

Pupils with special educational needs and/or disabilities (SEND) receive appropriately adapted PSHE provision to ensure accessibility and understanding. PSHE is particularly important for pupils with SEND, who may be more vulnerable to safeguarding risks such as exploitation, abuse or bullying.

Adaptations may include:

- Visual supports, simplified language and concrete examples
- Pre-teaching or small-group reinforcement
- Multi-sensory and practical approaches
- Additional time for processing and response
- Personalised resources or social stories where appropriate

For some pupils, aspects of PSHE may need to be taught at different times or in alternative ways 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 is delivered in a factual and balanced way, presenting accurate scientific and medical information while being sensitive to differing beliefs.

Where appropriate, pupils may explore a range of viewpoints, including those held by religious communities, to understand how beliefs can influence values and choices. This is taught in a respectful way, while ensuring clarity about legal rights and responsibilities.

As a Church of England school, PSHE content is consistent with the Christian faith, the school's Trust Deed, and guidance from the Diocese. Faith perspectives may be explored where relevant, while ensuring all statutory requirements are fully met.

Safeguarding and Support

PSHE education makes a significant contribution to the school's safeguarding responsibilities. Through the Jigsaw programme and wider PSHE provision, pupils develop the knowledge, skills and understanding needed to keep themselves safe, maintain positive relationships and seek support when required.

PSHE education enables Bishop Wilson pupils to:

- Recognise when relationships, situations or behaviours are unsafe or unhealthy.
- Understand that abuse, neglect and exploitation are never their fault.
- Identify a range of trusted adults and know how to seek help.
- Develop the vocabulary and confidence to communicate worries and concerns.
- Understand that it is important to keep asking for help until they are listened to.
- Understand their rights over their own bodies, personal information and boundaries.
- Recognise emotional, physical and sexual abuse in age-appropriate ways.
- Identify risks both online and offline, including those relating to peer relationships and digital technology.
- Develop resilience, emotional literacy and strategies for managing difficult situations.
- Understand how to access support for mental and physical health concerns.

PSHE education supports the school's wider safeguarding curriculum and contributes to the prevention of abuse, bullying, discrimination, exploitation and harmful behaviours.

Managing Disclosures and Concerns

Some PSHE lessons may raise sensitive issues or lead to disclosures from pupils. All staff delivering PSHE are trained to respond appropriately and in line with the school's Safeguarding and Child Protection Policy.

Staff will always:

- Respond calmly, sensitively and supportively to any disclosure.
- Never promise confidentiality and explain that information may need to share to keep a child safe.
- Listen carefully without asking leading questions or investigating the concern.
- Reassure pupils that they have done the right thing by speaking to an adult.
- Make an accurate and timely record of the concern.
- Report concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.

All staff delivering PSHE, including external visitors and agencies, are familiar with the school's safeguarding procedures and are briefed on relevant expectations before working with pupils.

Signposting to Support

Bishop Wilson School encourages pupils to discuss worries and concerns with their parents and carers, recognising families as a primary source of support. However, pupils are also taught that they can seek help from other trusted adults whenever necessary.

Through PSHE lessons, whole school assemblies and wider school communications, pupils are made aware of sources of support including:

- Named, trusted adults within school.
- Pastoral, wellbeing and mental health first aiders available in school.
- The role of the Designated Safeguarding Lead.
- Age-appropriate external support services, including Childline.
- Basic first aid knowledge and when to seek medical assistance.
- Emergency services and how to contact them in an emergency.
- Support services that can help with online safety, mental health and family concerns.

Pupils are encouraged to build a network of trusted adults both in and outside school. They are taught that seeking help is a sign of strength and that support is always available.

This policy should be read alongside the Bishop Wilson's Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy, Relationships and Sex Education (RSE) Policy and Equality Information and Objectives.

9. Working in Partnership with Parents and Carers

We as a school recognise that parents and carers are children's first and most influential educators, particularly in relation to relationships, health and wellbeing. High-quality PSHE education is strengthened through effective partnerships with families, enabling parents and carers to support and extend learning at home.

Consultation and Communication

We as a school are committed to working collaboratively with parents and carers and seek their views when developing, implementing and reviewing our PSHE curriculum and policy.

We engage with parents and carers through:

- Ongoing communication and opportunities to provide feedback.
- Opportunities to view curriculum materials and resources.
- Parent information meetings in Summer 2 to explain curriculum content and respond to questions.
- Regular updates through newsletters, class communications and the school website.

We value parent's perspectives and aim to ensure that our PSHE provision reflects the needs of our school community while meeting statutory requirements.

Accessing PSHE Teaching Materials

We aim to ensure that parents and carers feel informed and confident about what their children are learning in PSHE.

We provide several ways for parents to access curriculum information:

- **Knowledge Organisers** – For each Jigsaw Puzzle (half-term unit), we provide a summary of the key learning objectives and content. These reflect any school-specific adaptations and are available to view or download off the Jigsaw website.
- **Access to Lesson Materials** – Parents can access Jigsaw lesson plans, presentation slides and resources for their child's year group. We as a school provide secure access codes that are available on a half-termly basis and may be requested via the class teacher. Access codes expire at the end of each Puzzle.
- **Viewing Materials in School** – Parents are welcome to arrange an appointment to view PSHE materials with a member of staff. In Summer 2, the PSHE lead and DSL meet with the parents to present the material to them. This provides an opportunity to discuss curriculum content; teaching approaches and any adaptations made for our pupils.
- **Parent Information Leaflets** – Where appropriate, we provide information leaflets on specific topics, such as diverse families, puberty education and online safety, are available on request or via the school website.

We encourage parents and carers to engage with these resources and to continue discussions at home, recognising that open communication supports children's understanding and wellbeing.

Responding to Concerns

We welcome questions and concerns from parents regarding PSHE education. In the first instance, parents should contact a member of the Senior Leadership Team or Mrs Walsh.

We aim to resolve concerns through open, respectful and constructive dialogue by:

- Sharing curriculum material and resources.
- Explaining the rationale and statutory requirements for curriculum content.
- Outlining how topics are taught in an age-appropriate, inclusive and sensitive manner.
- Discussing any adaptations made to meet the needs of pupils.

Where concerns relate to sex education, we will explain the parent's right to request withdrawal from the non-statutory elements of sex education and support families in making informed decisions.

10. Supporting Staff to Deliver High-Quality PSHE

Supporting Our Teachers

We support staff delivering PSHE through:

- **Comprehensive resources** – The Jigsaw programme provides detailed lesson plans, teaching materials, assessment guidance and supporting resources, reducing planning workload and ensuring consistency across year groups.
- **Regular professional development** – Staff receive training on:
 - Effective use of the Jigsaw programme
 - Teaching sensitive and potentially challenging topics
 - Managing difficult questions and discussions
 - Safeguarding and responding to disclosures.
 - Creating safe, inclusive classroom environments
 - Current issues affecting children, including online safety and mental health.
- **Collaborative planning and review** – Staff are given opportunities to plan together, share effective practice, discuss challenges, and support one another in delivering sensitive content.
- **Senior leadership support** – The PSHE lead and senior leadership team provide ongoing support, including lesson monitoring where appropriate, guidance on complex situations, and support for staff wellbeing.
- **Access to specialist support** – Where appropriate, we access external expertise, including school nurses, PSHE consultants, mental health professionals and local services, to support staff knowledge and enhance delivery.

Developing Confident and Skilled Practitioners

We recognise that effective PSHE teaching requires specific professional skills, including:

- Creating safe, respectful and non-judgemental classroom environments
- Using distancing techniques when exploring sensitive issues
- Facilitating interactive and discussion-based learning
- Responding appropriately to unexpected questions or disclosures
- Balancing planned curriculum content with responsive teaching
- Supporting pupils who may find certain topics emotionally challenging

Ongoing professional development enables staff to develop and refine these skills, ensuring consistently high-quality PSHE provision across the school.

11. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it meets pupils' needs, is delivered consistently across the school, and has a positive impact on pupils' wellbeing and development. We assess pupils' progress in PSHE to ensure learning is embedded and to identify where additional support may be required. Assessment focuses on:

- Knowledge and understanding of key concepts
- Development of skills (e.g. communication, conflict resolution and decision-making)
- Ability to apply learning to real-life situations

The Jigsaw programme provides structured assessment materials and opportunities for pupils to reflect on their learning. Teachers use a range of assessment strategies, including:

- Observation of discussions, role play and collaborative activities
- Review of written work and pupil self-assessment or reflection
- Ongoing formative assessment to check understanding

The findings from monitoring and evaluation inform future curriculum development, staff training and school improvement priorities, ensuring that PSHE provision remains relevant, inclusive and responsive to the needs of our pupils.

The impact of PSHE education is also considered alongside wider school indicators, including attendance, behaviour, safeguarding trends, pupil well being and pupils' readiness for the next stage of education and life in modern Britain.

Monitoring Quality and Provision

The PSHE subject lead, Mrs Walsh, working alongside senior leaders and governors, monitors the quality, consistency and impact of PSHE education through:

- Review of planning and teaching materials
- Learning walks and lesson observations
- Scrutiny of pupils' work and assessment information
- Pupil voice activities to gather views on PSHE provision

- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

This monitoring identifies effective practice, highlights areas for development, and supports consistency and quality across the school.

Evaluating Impact

The impact of PSHE education is evaluated through a range of indicators, including:

- Pupils' knowledge, skills and confidence as demonstrated through assessment and pupil voice activities
- The quality of relationships between pupils and between pupils and staff
- Positive behaviour and pupils' ability to manage and resolve conflict
- Pupils' wellbeing, emotional literacy and resilience
- Pupils' confidence in seeking help and reporting concerns
- Safeguarding information, including pupils' ability to recognise and report risks
- Readiness for transition to secondary education and future learning

Findings from monitoring and evaluation inform ongoing improvements to PSHE provision and contribute to the annual review of this policy. The impact of PSHE education is also considered alongside wider school indicators, including attendance, behaviour, safeguarding trends, pupil wellbeing and pupils' readiness for the next stage of education and life in modern Britain.

12. Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation and is closely linked to other areas of school policy and the wider 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
- Science Policy (where relevant to RSHE content)

Links Across the Curriculum

PSHE learning is reinforced through and across other curriculum areas, including:

- **Science** – Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction
- **Computing / ICT** – Online safety, respectful online communication, and understanding the use and impact of technology
- **Physical Education (PE)** – Physical health, the benefits of exercise, teamwork, resilience, and managing success and challenge

- **Citizenship / Wider Curriculum** – Rights and responsibilities, democracy, community involvement, and understanding diverse communities
- **Religious Education (RE)** – Moral questions, values, beliefs and world views, diversity, and respect
- **English / Literacy** – Texts and discussion opportunities that explore themes such as relationships, identity, diversity, moral dilemmas and resilience

Teachers actively make meaningful connections between PSHE and other areas of learning to reinforce understanding and enable pupils to apply their knowledge and skills in a range of contexts. This supports pupils in making links across their learning and prepares them for life beyond primary school.

13. Policy Development, Review and Approval

Policy Development

This policy has been developed through consultation with:

- School staff, including teaching staff, support staff and senior leaders
- Parents and carers through parent meetings, school newsletters and school communications with opportunities to provide feedback
- Pupils through pupil voice activities, School Council and class discussions
- Governors / Trustees

The policy is informed by:

- *DfE Relationships Education, Relationships and Sex Education and Health Education* statutory guidance (July 2025)
- *Keeping Children Safe in Education* (current statutory guidance)
- The Prevent Duty (Counterterrorism and Security Act 2015)
- Jigsaw PSHE programme documentation and guidance
- Local authority / MAT guidance and resources
- Educational research and best practice in PSHE education

Review and Update

This policy will be reviewed annually, or sooner if required, to ensure it remains current and compliant with:

- Statutory guidance and legal requirements
- Updates to the Jigsaw programme
- The evolving needs of pupils
- Feedback from pupils, parents, carers and staff
- National and local developments in PSHE education
- Changes to school priorities or safeguarding requirements

Responsibilities

PSHE Lead

The PSHE lead is responsible for:

- Coordinating and leading PSHE education across the school.

- Keeping up to date with statutory requirements, national guidance and best practice in PSHE education.
- Supporting, advising and providing professional development opportunities for staff for delivering PSHE.
- Monitoring the quality, consistency and impact of PSHE provision.
- Leading policy development with reviewing where appropriate.
- Overseeing curriculum planning, progression and assessment within PSHE.
- Monitoring the effectiveness of resources and ensuring they remain appropriate and up to date.
- Liaising with parents, carers and external agencies where appropriate.
- Reporting on the quality and impact of PSHE provision to senior leaders and governors.
- Promoting the importance of PSHE as a key contributor to pupils' personal development, wellbeing and safeguarding.

Headteacher

The Headteacher is responsible for:

- Ensuring statutory requirements for PSHE, Relationships Education and Health Education are met.
- Supporting the PSHE lead and teaching staff in the effective delivery of the curriculum.
- Ensuring appropriate resources, staffing and professional development opportunities are in place.
- Communicating with parents and carers, particularly regarding sensitive content.
- Managing requests for withdrawal requests from the non-statutory elements of sex education.
- Ensuring PSHE is embedded within whole-school approaches to safeguarding, behaviour and personal development.
- Monitoring the effectiveness of PSHE provision as part of the school's wider curriculum and improvement priorities.

Governors / Trustees

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties in relation to PSHE, Relationships Education and Health Education.
- Approving and reviewing this policy.
- Monitoring implementation and impact of PSHE provision.
- Supporting and challenging school leaders to ensure high-quality provision.
- Ensuring that sufficient time, resources and support are allocated to PSHE education.
- Engaging in consultation and review processes where appropriate.

All Staff

All staff are responsible for:

- Delivering PSHE in line with this policy and the school's agreed curriculum.
- Reinforcing PSHE learning through everyday interactions and wider school life.
- Creating safe, inclusive and respectful learning environments.
- Responding appropriately to disclosures and safeguarding concerns in line with school procedures.
- Modelling the values, attitudes and behaviours promoted through PSHE education.
- Engaging in relevant professional development and seeking support when required.

Further Information and Resources

For further information about PSHE at Bishop Wilson C of E School, please contact:
 Mrs Walsh, Mr Ricketts or Miss Downs

Key documents are available:

- On the school website
- From the school office

External guidance and resources include:

- Jigsaw PSHE mapping documents aligned to statutory guidance.
- DfE *Relationships Education, Relationships and Sex Education and Health Education* guidance (July 2025)

Policy Approval

This policy was approved by the Governing Body on:

Headteacher: _____ Date: _____

Chair of Governors/Trustees: _____ Date: _____

Next Review Date: July 2027

Right to Withdraw Parent / Carer form

TO BE COMPLETED BY PARENTS			
Name of child:		Class:	
Name of parent:		Date:	
Reason for withdrawing from sex education:			
Any other information you would like the school to consider:			

Parent signature:	
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TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents:	
Signed:	

Further reading and key documents:

Department for Education – Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance

Up to date information for the new statutory PSHE curriculum can be found at
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Department for Education – Keeping Children Safe in Education (KCSIE)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

PSHE Association – Guidance and Resources

<https://pshe-association.org.uk/>

NSPCC – Support for Parents

<https://pshe-association.org.uk/>

Childnet – Online Safety Resources

<https://www.childnet.com/>