



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

School Name: Friskney All Saints C of E Primary

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PSHE Lead: Debbie Gains

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Governor/Trustee Approval: **Approval pending**

**Friskney All Saints Church of England Primary School.**  
**A Church School within the Lincoln Anglican Academy Trust.**

**School mission statement:**  
**‘Trust shows the way’**

Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education explores old and new horizons, and strives to deliver a rigorous curriculum of excellence so that each person is empowered to realise their gifts to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

**School Values:**  
**Love, Trust, Kindness, Hope Respect.**

This policy has been developed in consultation with all stakeholders, including governors, staff, pupils and parents/carers.

**Personal, Social, Health and Economic Education (PSHE)** is our comprehensive curriculum for supporting children's personal development, health, wellbeing and understanding of relationships.

All Church of England and Methodist schools within the Diocese of Lincoln are statutorily required to teach **Relationships Education** and **Health Education** to all primary aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools. Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the need to love your neighbour as you love yourself (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

Our PSHE curriculum also includes age-appropriate aspects of **economic education**, preparing children to understand spending, saving and the world of work, and **citizenship education** including British Values, helping children understand their rights, responsibilities and role in society.

This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

## **1. Our Vision for PSHE Education**

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

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

**We are committed to:**

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health
- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

## **2. Statutory Requirements and Curriculum Framework**

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

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

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

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed. Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms

- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via our website [Friskney All Saints - Our Curriculum](#)

### 3. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

**Emotional literacy at the core** - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

**Mindful practice** - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

**Connection and community** - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

**Developing skills for respectful dialogue** - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

**Age-appropriate spiral curriculum** - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

**Interactive, participative teaching** - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

#### The Six Jigsaw Puzzles

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

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
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 - see Section 6).

### Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons and informal discussions with children.
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

As we have mixed age classes, we run terms 1-5 on a 2 year rolling cycle for Y1/2, Y3/4 and Y5/6. Nursery and Reception have a one year programme that nursery get access to at an appropriate level.

### Year A

Hedgehogs: Age 3-5 units  
Rabbits: Age 5/6 units  
Foxes: Age 7/8 units  
Badgers: Age 9/10 units

### Year B

Hedgehogs: Age 3-5 units  
Rabbits: Age 6/7 units  
Foxes: Age 8/9 units  
Badgers: Age 10/11 units

The Term 6 Unit, Changing Me, is always taught in single year groups every year.

Children in our SENDHub cover the PSHE topics in the same terms as the main school. Content is adapted and delivered in different ways where needed.

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

## **4. Curriculum Time and Whole-School Approach**

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

### **Beyond the Classroom: Embedding PSHE in School Life**

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

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.
- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff
- who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.
- Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

- Our Christian School Values of Love, Trust, Kindness, Hope and Respect underpin our PSHE learning and are integrated throughout the school.

### **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, including our field and peace garden, as well as local outdoor spaces to enhance PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts.

Teachers plan regular opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

## **5. Relationships and Health Education: Statutory Content**

### **Relationships Education**

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

By the end of primary school, our children will understand:

- Families and people who care for me - That families come in many forms and all can provide love, security and stability; the characteristics of healthy family life; how to recognise unhealthy family relationships and seek help; marriage and civil partnerships as legal commitments.
- Caring friendships - How friendships contribute to happiness and security; characteristics of healthy friendships including mutual respect, trust, loyalty and kindness; how to recognise and navigate friendship difficulties; how to make and maintain positive friendships.
- Respectful, kind relationships - The importance of paying attention to others' needs; setting and respecting boundaries; communicating effectively and managing conflict with kindness; the importance of respect and self-respect; different types of bullying and how to respond; understanding stereotypes and how to challenge them.
- Online safety and awareness - How to behave respectfully online; critically evaluating online relationships and information; understanding privacy and personal information; recognising and reporting online risks; age restrictions for social media; understanding that content online can be inappropriate or upsetting.
- Being safe - Understanding appropriate and inappropriate boundaries; concepts of privacy and consent; that each person's body belongs to them; how to recognise when relationships are unsafe; how to respond to concerning adults; how to report abuse and seek help with confidence.

### **Health Education**

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

By the end of primary school, our children will understand:

- Mental wellbeing - The normal range of emotions; how to recognise, talk about and manage feelings; simple self-care techniques; that mental health challenges are common and can be supported; where and how to seek help when needed.
- Internet safety and harms - The benefits and risks of internet use; rationing screen time; recognising and displaying respectful online behaviour; age restrictions on games and apps; being discerning about online information; where to report concerns.

- Physical health and fitness - Benefits of an active lifestyle; building regular physical activity into routines; risks of inactive lifestyles; when to seek health support.
- Healthy eating - What constitutes a healthy diet; principles of healthy meal planning; risks of unhealthy eating including impacts on teeth and weight; impacts of alcohol on health.
- Drugs, alcohol, tobacco and vaping - Age-appropriate facts about legal and illegal substances and associated risks, including the risks of nicotine addiction.
- Health protection and prevention - Recognising early signs of illness; sun safety; importance of good quality sleep; dental health and oral hygiene; personal hygiene and germ spread; facts about vaccination and immunisation.
- Personal safety - Recognising hazards and reducing risks; road, water and rail safety; when and how to seek help in emergencies.
- Basic first aid - How to make emergency calls; dealing with common injuries including head injuries.
- Developing bodies - Understanding growth and body changes during adolescence; correct names for body parts; facts about the menstrual cycle including physical and emotional changes (noting that whilst average age of menstruation is 12, it can begin from age 8, so we teach this content before girls experience menstruation).

### **Building Foundations for Secondary RSHE**

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. For example:

- Children learn skills for managing difficult feelings in friendships like disappointment or anger. These are essential skills for their current friendships and family relationships, and support them to behave with kindness as their relationships become more complex.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary. This learning is crucial for safeguarding - enabling children to recognise when something doesn't feel right, to understand that they have rights over their own bodies and personal information, and to seek help when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- We teach children to recognise healthy relationship characteristics and warning signs across all relationships. This helps them navigate their current friendships and family relationships, with skills they'll continue to apply throughout their lives.
- Understanding of online safety, digital literacy and respectful online behaviour builds progressively throughout primary. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with knowledge and skills to stay safe if they do encounter online content or situations, rather than normalising excessive or unsafe internet use. This prepares children to navigate the more complex digital relationships and challenges they'll encounter as teenagers.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood, whilst ensuring they reach secondary with established vocabulary, awareness and strategies for protecting their mental health.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

### **Challenging Stereotypes and Promoting Respect**

Throughout our PSHE curriculum, we actively work to break down harmful stereotypes, including gender stereotypes that can limit children's aspirations, reinforce inequalities, or contribute to disrespectful behaviour, and explain how some characteristics are protected under UK law. As children progress through the programme, they encounter a number of protected characteristics in age-appropriate ways, understanding why certain groups have legal protection from discrimination and how this relates to treating all people with dignity and respect.

For example, children learn that all people deserve respect regardless of their sex, and we challenge outdated ideas about what boys and girls "should" be like, what they can achieve, or how they should behave. We help children understand that boys and girls can have diverse interests, strengths, and personalities, and that qualities like kindness, strength, nurturing, and courage are human qualities that everyone can demonstrate, not traits that belong only to one sex.

Age-appropriately, we address how stereotypes and prejudiced attitudes, including misogyny, can lead to unkind behaviour, bullying, and a lack of respect in relationships. We make clear that everyone - boys and girls - has responsibility for treating others with kindness and respect, and that harmful attitudes or language are never acceptable.

This approach supports both safeguarding and the development of healthy, equal relationships, helping all children to feel valued and to respect others.

## **6. Sex Education in Friskney All Saints 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 children are prepared for the changes adolescence brings and understand how human life begins.

At Friskney All Saints C of E Primary School, our approach to sex education is **as part of PSHE (subject to parental withdrawal)**

We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is **not** learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

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

Year 5: Conception

Year 6: Babies: Conception to Birth

### **Parent Engagement and the Right to Withdraw from Sex Education**

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

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

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with Tina Wood as Headteacher. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

**Where a parent requests withdrawal, we will:**

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by: Sending curriculum information letters at the start of the summer term, holding parent information sessions on request, and making all materials available for viewing on request.

A withdrawal request form is asked to be sent via email to [enquiries@friskney.laat.co.uk](mailto:enquiries@friskney.laat.co.uk) or via a face to face conversation or meeting with Tina Wood, Headteacher.

**Responding to children's questions**

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

**7. Inclusive Practice and Equality**

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

**Meeting the Equality Act 2010**

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

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

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

**Teaching about Families and Relationships**

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

- Single parent families

- Same-sex parent families
- Families headed by grandparents or other relatives
- Adoptive families
- Foster families
- Kinship care arrangements
- Blended families
- Families from different cultural and religious backgrounds
- 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. For detailed information about what Jigsaw PSHE 3-11 teaches about LGBT relationships, schools can access our supporting document 'Including and Valuing All Children: What does Jigsaw PSHE 3-11 teach about LGBT relationships?' which provides specific examples from lessons and addresses common questions.

### **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 a Church of England School, we ensure that PSHE content is consistent with the tenets of the Christian faith, and any guidance from our Diocese/religious authority. We may explore faith teachings on topics within RSHE whilst ensuring all required content is covered.

## **8. Safeguarding and Support**

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

Through PSHE, children learn to:

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

### **Managing Disclosures and Concerns**

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

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

## **9. Working in Partnership with Parents and Carers**

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

### **Consultation and Communication**

We engage with parents and carers throughout the year and when developing and reviewing our PSHE policy, seeking their views on content, approach and resources. This includes:

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

### **Viewing PSHE Teaching Materials**

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Parent curriculum updates: For each half-term, we provide accessible summaries showing the key areas of learning and content from the Jigsaw programme. They provide a clear overview of what will be taught without overwhelming detail.
- Parent Access to Lesson Materials - Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. To request access, parents should contact their child's class teacher.
- Viewing Materials in School - We recognise that there is a large volume of teaching material across the full Jigsaw programme. For parents who would like to explore the materials in more depth or understand how we adapt content for our specific classes, we welcome you to arrange a time to view materials in school with a member of staff. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.

### **Responding to Concerns**

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact their child's class teacher, Debbie Gains as PSHE lead, or Tina Wood as 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.

## 10. Teacher Support and Professional Development

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

### Supporting Our Teachers

We support staff delivering PSHE through:

- Comprehensive resources - The Jigsaw programme provides detailed lesson plans, teaching resources, assessment materials and guidance, reducing planning burden and ensuring consistency across year groups.
- Regular professional development - Staff access training on:
  - Using the Jigsaw programme effectively
  - Teaching sensitive and controversial topics
  - Managing difficult questions and discussions
  - Safeguarding and responding to disclosures
  - Creating safe, inclusive classroom environments
  - Current issues affecting children (e.g., online safety, mental health)
- Collaborative planning and review - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- Senior leadership support - The PSHE lead and senior leadership team provide ongoing support, including observing lessons where helpful, advising on complex situations, and ensuring staff wellbeing.
- Access to specialist support - Where needed, we access support from external specialists including school nurses, PSHE advisors, mental health professionals and other local services to enhance staff knowledge and lesson delivery.

### Creating Confident, Skilled Practitioners

We recognise that teaching PSHE requires particular skills:

- Creating safe, non-judgemental spaces for discussion
- Using distancing techniques when discussing sensitive content
- Facilitating participative, interactive learning rather than delivering information
- Responding to unexpected questions or disclosures
- Managing the balance between planned content and responsive teaching
- Supporting children who may find topics triggering or upsetting

Ongoing professional development helps our staff to develop and refine these skills, ensuring that PSHE teaching is consistently effective across our school.

## 11. Assessment, Monitoring and Evaluation

We monitor and evaluate our PSHE provision to ensure it is meeting children's needs, is delivered consistently across the school, and is having positive impact on children's wellbeing and development. We track children's progress to ensure learning is embedded and to identify where additional support may be needed. Assessment in PSHE focuses on:

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

The Jigsaw programme includes assessment materials and opportunities for children to reflect on their learning. Teachers use a range of strategies including:

- Observation of discussions, role plays and collaborative activities
- Review of written work, children's self-assessments and reflections
- Brief formative assessments to check understanding

Progress in PSHE is reported to parents as part of their end of year report and during parents evening. Where beneficial, the school works with parents to provide targeted support such as ELSA, nurture groups or pastoral check-ins.

### **Monitoring Quality and Impact**

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

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work and assessment information
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data
- Parent feedback through surveys and consultation

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

### **Evaluating Impact**

We evaluate the impact of PSHE education by looking at:

- Children's knowledge, skills and confidence as evidenced through assessment
- Quality of relationships between children and between children and adults
- Positive behaviour and ability to resolve conflicts constructively
- Children's wellbeing and mental health indicators
- Children's confidence in seeking help and reporting concerns
- Safeguarding data and how well children identify and report concerns
- Preparedness for transition to secondary school

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

## **12. Links to Other Policies and Curriculum Areas**

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

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy
- Science Policy [where relevant to RSHE content]

### **Links Across the Curriculum**

PSHE learning is reinforced through other curriculum subjects including:

- Science: Learning about the human body, life cycles, health, drugs and their effects, puberty and reproduction.
- Computing: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Religious Education: Moral questions, values, beliefs and world views, diversity and respect.
- Literacy: Texts often provide opportunities to explore PSHE themes including relationships, diversity, moral dilemmas, resilience and identity.

Teachers actively make connections between PSHE and other learning, reinforcing understanding and helping children to see how PSHE knowledge and skills apply across different contexts.

### **13. Policy Development, Review and Approval**

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers via email consultation and a drop discussion
- Pupils via age-appropriate pupil voice gathering
- Governors and the academy discussion

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education 2025
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Evidence from educational research and best practice

### **Review and Update**

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- Jigsaw programme updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE education

### **Responsibilities**

The PSHE Lead is responsible for:

- Overall coordination of PSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of PSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the PSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring PSHE connects with whole-school safeguarding and behaviour approaches

Governors / Trustees are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality PSHE in line with this policy
- Reinforcing PSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through PSHE
- Engaging with professional development

### **Further Information and Resources**

For more information about PSHE at Friskney All Saints, please contact: Debbie Gains as PSHE lead or Tina Wood as Headteacher.

### **Key documents and resources are available:**

- On our school website: [Friskney All Saints - Our Curriculum](#)
- From the school office

### **External resources and guidance:**

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

### **Policy Approval**

This policy was approved by the Governing Body / Board of Trustees on: **Date Pending**

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

Chair of Governors/Trustees: \_\_\_\_\_ Date: \_\_\_\_\_

 Next Review Date: **May 2027**

## Appendix A: PSHE Curriculum Overview

This appendix provides a year-by-year overview of the PSHE curriculum, showing the specific themes and topics covered within each Puzzle for each year group from Nursery to Year 6.

### PSHE Knowledge Content Snapshot Overview

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

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

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

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

## Appendix B: Vocabulary Overview

Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
<b>Puzzle: Being Me In My World</b>  <b>Vocabulary :</b>	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights sad share similar taking turns turn taking unique	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special upset valued views	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible responsibilities reward rewards rights safe worried worries	achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group dynamics ideal school include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions support team work valued view point welcome wellbeing worries	authority charter choices community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy help included job description learning charter observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting welcome wellbeing	appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership learning charter manners migrant motivation opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth	behaviour choice choices collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard/risk illegal lawful laws learning charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities rewards rights trusted adult value welcome wants west Africa worries

Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
<b>Puzzle: Celebrating difference vocabulary</b>	differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind	bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair	assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help identity included inclusive kind kindness lonely male on purpose purpose respect sad self-respect shield similarities special stereotypes stand up for support teasing unkind unique value	banter bullying bystander caring compliment conflict connected consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely love loving protection resolve rights safe security self-regulation similarity solve it together special stability stereotype support tell unique unkind witness	accept appearance assumption bully bullying bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical features problem solve protected characteristics respect secret special surprised troll unique witness	appearance assumptions banter bullying colour community continuum culture cyber bullying difference direct developing world disability discrimination fair happiness homophobic indirect included name-calling race racist racism respected respect rumour sexist similarity stereotype texting	achievement accolade admiration argument assumption banter belonging bullying bullying behaviour celebration community conflict control difference direct disability discrimination empathy equality equality act harassment imbalance indirect misunderstanding normal paralympian perception perseverance power prejudice protected characteristics racism recipient respect rights sport stamina struggle stereotype

Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
<b>Puzzle: Dreams and Goals vocabulary</b>	achieve	achieve	achievement	ambitions	agree/disagree	adult	achieve
	challenge	achievement	calm	challenge	anxious	aspiration	achievement
	difficult	active	celebrate	challenges	attitude	attitudes	admire
	dreams	celebrate	challenge	community	celebrate	barrier	aspirations
	encourage	celebration	community	design	cope	career	awareness
	earn	challenge	courtesy	differences	courage	choice	collaborate
	frustrated	confidence	dream	dream	design	community	compliment
	future	coins	dream	dreams	determination	participation	concern
	goal	dreams	feelings	enthusiastic	determined	country	contribution
	job	feelings	goal	evaluate	disappointed	culture	cooperate
	keep	garden	group	frustration	disappointment	digital spending	dream
	trying	goal	health	future	disappointment	dream	feeling
	kind	goals	healthy choices	garden	dream / dreams	environment	feelings
	persevere	happiness	hobbies	goal	follower	financial harm	global
	proud	internal	interest	goals	goal	goal	goal
	reward	learning	interests	healthy	goals	grown up	issue
	skills	obstacle	learning	identity	help	identity	leadership skills
		overcome	motivated	include	hope / hopeful	influence	learning
		proud	obstacles	learning	hopes	job	money
		process	outdoors	motivated	hurt	lifestyle	motivate
		rest	responsible	obstacles	inspired	media	personal
		self-respect	respect	obstacles	internal	money	praise
		special	review	outdoors	treasure chest	motivation	prevention
		stepping stones	safe choices	responsible	leader	opportunity	recognition
		stretchy	self-esteem	respect	learning	profession	realistic
		success	self-review	review	manners	rallying	rescue
		team work	solution	safe choices	motivated	reliable	role
		treasure	strengths	self-esteem	plans	risk	safety
		treasure chest	success	self-review	positive	salary	strategy
		working	team work	solution	positive attitude	save	strengths
		together	safety	strengths	problem-solve	self-care	stretch
			self-care	success	proud	self-esteem	success
			self-esteem	team work	resilience	society	success criteria
			stress	teamwork	review	spend	suffering
			success	wellbeing	risk	spending	support
			team work	water safety	roles	decisions	unrealistic
			tense		safety	sponsorship	
			wellbeing		self-belief	support	
					self-esteem	team work	
					self-respect	technology	
					setback	values	
					success		
					wellbeing		

Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
<b>Puzzle: Healthy Me vocabulary</b>	asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe scared sleep stranger stretch teeth unexpected unplanned worried	balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean kerb less healthy listen look medicines nervous pavement safe scared sleep soap traffic traffic lights trust unhealthy virus wait	assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry	advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe	advice agree/disagree alcohol anxiety assertive believe disease emotions embarrassment fear follower friendship groups friendships guilt healthy leader liver lonely opinion peers pressure puberty relationships right roles smoking trust value vaping wrong	addicted alcohol altered body image calm celebrity choices comparison debate emergency fact healthy behaviour healthy lifestyle informed decision influence level-headed media motivation nicotine obesity opinion pressure procedure recovery position self-respect smoking social media tobacco unhealthy behaviour vaping	anti-social behaviour choice crime criminal drugs effects emotional health exploited gangs gang illegal immunisation managing stress mental health mental illness motivation new psychoactive substances over-the-counter prevention prescribed pressure reputation responsibility restricted strategies stress synthetic highs symptoms triggers unrestricted volatile substances vulnerable

Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
Puzzle: Relationships vocabulary	angry	appreciate	acceptable	age restriction	anger	addiction	age restrictions
	excited	belong	adult	appreciation	appreciation	age restriction	ai (artificial intelligence)
	falling out	celebrate	appreciate	careers	attraction	appropriate	anxiety
	family	community	celebrate	celebrating	betrayal	assertive	ashamed
	feelings	confidence	celebrate	conflict	boyfriend	being	assertive
	friends	different	communication	culture	care	responsible	authority
	happy	dislike	compliments	deprivation	close	bullying	bullying
	home	family	conflict	differences	comfortable	characteristics	communication
	hurtful	feel	cooperate	fairness	compromise	choices	consent
	jobs	feelings	different	family	conflict	community	control
	kind	friendship	dislike	feelings/emotions	critical thinking	controlling	control
	lonely	friends	diverse	female	emotions	data	courtesy
	problem	greeting	family	friendship	empathy	data protection	digital rights
	solve	help	frightened	gaming/apps	envy	devices	early warning
	relationships	helpful	friends	global	friendships	fake online	signs
	responsible	incredible	good secret	happiness	girlfriend	hoaxes	emotions
	solutions	kind	happy	influence	jealousy	gambling / betting	feelings
	unkind	like	honesty	inequality	lonely / loneliness	grooming	grief
	upset	praise	hugs	internet	loss	harassed	influences
	worried	proud	important	in-app purchases	love	hobbies	isolation
		qualities	like	internet	loyalty	interests	loneliness
		relationships	likes/dislikes	interconnected	manage	location	loneliness
		same	negative	job	memories	settings	mental health
		skills	not acceptable	location settings	memento	lonely	personal data
		special	physical	male	negotiate	loot boxes	power
		texture	contact	manners	negative	mental health	pressure
		touch	point of view	media	personal	offline	privacy
			positive	messaging	positive	online	real / fake
			problem	needs	pressure	personal	respect
			solving	personal	problem-solve	information	risks
			relationship	information	reality	personal	safety
			reliability	privacy	relationship	qualities	self-care
			sad	problem solving	remember	physical health	self-control
			secret	relationships	souvenir	privacy	signs
			special	respect	special	reliable	stigma
			stereotype	responsibilities	support	reporting	strategies
			surprise	rights	symbol	responsibility	stress
			touch	risky	trust	responsibilities	support
			trust	role	vulnerable	rights	targeting
			trustworthy	safe/unsafe		risk	technology
			worry secret	sex (male and female)		risky	true / untrue
				social media		safe	warning
				solution		screen time	
				stereotype		self-esteem	
				support		self-perception	
				trade		social	
				trusted adult		social network	
				trust		targeting	
				united nations		troll	
				unisex		trustworthy	
				wants		vulnerable	
				wellbeing		wellbeing	
				win-win			

Vocabulary								
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2	
<b>Puzzle: Changing Me  vocabulary</b>	achieved activities adult baby body vocabulary <b>(See P1)</b> change emotions exercise feeling food grow up healthy less healthy looking forward memories thoughts worries	adult adulthood anus anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried	adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina vulva young	animals babies birth breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries	acceptance anxious belonging care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values vagina vulva womb	If you are teaching Jigsaw PSHE in England, please check your school's policy on teaching Sex Education before planning for and teaching Piece 4 (Year 5) and Piece 3 (Year 6) and to take into account the arrangements for any pupils whose parents have chosen to withdraw them from this lesson.	affirmation anxious aspects authentic body image change characteristics cope conception contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope hormones influences larynx making love manage media media influencer menstrual cycle menstrual pads menstrual towels menstruation mental health/wellbeing milestone opportunities oestrogen ovary ovaries perception perceptions periods pregnancy puberty	adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions fetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real self relationship relationships responsibilities secondary self-esteem self-image sexting transition umbilical cord values worries

						relationships reliable sources responsibilities scrotum self self-esteem self-image sexual intercourse semen sperm teenager testicles testes testosterone vagina vulva wet dream womb/uterus	
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