Adelaide Primary School

PSHE Policy

Respect – Equality - Effort

"Our vision is to provide all of our children with a body of knowledge, skills and vocabulary alongside the development of an exceptional character so that they thrive and succeed in all that they do!"

Reviewed: September 2026

Next review: September 2027

Introduction
Adelaide Primary School believes that to prepare for the opportunities and responsibilities of adult life, children need to have the knowledge, skills and self-confidence to make informed and ethical decisions about their wellbeing, health and relationships. PSHE is about giving children the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. Adelaide Primary School recognises that physical health and mental wellbeing are interlinked, and it is important that pupils can recognise when things are not right in their own health or the health of others and can seek support when needed.

Adelaide Primary School has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its school irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation.

Adelaide Primary school will ensure pupils understand the importance of equality and respect. The teaching of lesbian, gay, bisexual and transgender content will be sensitive and age appropriate and will be fully integrated into programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Adelaide Primary School is mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate and will be careful not to endorse any particular view or teach it as fact. However, we will ensure pupils are taught to recognise that all those with a protected characteristic should be treated with dignity and respect.

The school is aware of the need to be mindful of, and respectful to a wide variety of faith and cultural beliefs at the school and will make every attempt to be appropriately sensitive. Equally, it is essential that children still have access to the learning they need to stay safe, healthy, and understand their rights as individuals. Adelaide Primary School believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

1 Aims and Objectives

Through the delivery of high quality, evidence-based and age-appropriate PSHE, the school aims to:

- Develop pupils' confidence, resilience and self-esteem.
- Support pupils to form and maintain positive relationships.
- Promote physical health and mental wellbeing.
- Provide knowledge to make informed, safe and healthy choices.
- Prepare pupils for the changes of puberty and adolescence.
- Enable pupils to understand rights, responsibilities and diversity.

2 Definition of PSHE

Relationships education is about teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults and who can support them. It includes how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy, establishing personal space and boundaries.

PSHE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching about relationships, sex, sexuality and health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable, and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.

PSHE does not encourage early sexual experimentation. It teaches children to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for

delaying sexual activity so that they can develop safe, fulfilling, and healthy sexual relationships, at the appropriate time.

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.

3 Curriculum

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

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.

PSHE is taught weekly through dedicated curriculum time of 45 minutes - one hour per week by their class teachers. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

The Six Jigsaw Puzzles
Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for 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).

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 explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of 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.

- Jigsaw Games during the connect me part of the lesson complement our PSHE lessons by reflecting the themes of each Puzzle and offering children further opportunities to practise and live the learning in active, enjoyable ways. These games support children to apply PSHE concepts - such as cooperation, fair play, resilience, and problem-solving - in their everyday interactions, reinforcing the key messages from planned lessons.
- 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. The children use the emotional barometer every day and adults check in with the children to discuss their feelings.
- 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.

4. Delivery of PSHE

PSHE will be delivered in a non-judgmental, factual way, allowing scope for children and young people to ask questions in a safe environment. Teachers will tailor the delivery of PSHESE to meet the specific needs of the pupils in that class, and to be responsive to their behaviour and development. Classes will explore different attitudes, values, and social labels, and develop skills that will enable our pupils to make informed decisions regarding sex and relationships, as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics. Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and is not acceptable language to use.

Staff will ensure that all resources used are appropriate for the age and needs of their pupils.

5 Relationships and Health Education: Statutory Content

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. 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 https://adelaideprimary.org.uk/

6 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.

7 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).

8 Health education: Physical health and mental well-being
The school wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate, and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment.

9 Sex Education
Sex education is not compulsory in primary schools; however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Adelaide Primary school, our approach to sex education is:

Sex Education as part of PSHE (subject to parental withdrawal)
We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include scientific 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 their child's class teacher. 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 information letters at the start of summer term, holding parental information sessions and making all materials available for viewing upon request.

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.

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.

10. Changes to the curriculum after consultation with parents and faith leaders

- Y1&2 no changes
- Y3 – inside and outside body changes not taught in Y3, moved to Y4
- Y4 – Separate boys and girls lesson. Boys taught boys puberty (inside and outside body changes) from Y3. Girls taught girls inside and outside body changes from Y3 plus Y4 content.
- Y5 Separate boys and girls lesson – Boys taught inside and outside body changes from Y4 plus Y5 content. Girls no changes.

- Y6 – Separate boys and girls lesson. Use the BUPA materials. **DO NOT** teach the words masturbation and clitoris.

11. Roles and responsibilities

All members of the school community are expected to follow this policy. Roles, responsibilities and expectations of each section of the school and its community are set out in detail below.

The Headteacher
The headteacher, with support from their senior leadership team, will ensure that staff are supported, receive regular professional development training in how to deliver PSHE and are up to date with policy changes. They will ensure that PSHE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND, and that the subjects are resourced, staffed and timetabled appropriately. They will liaise with parents about any concerns or opinions regarding PSHE [and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of PSHE.]

Staff
Teachers of PSHE will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they cannot deal with alone, they will take this concern to their line manager.

Parents
The school hopes to build a positive and supporting relationship with parents through mutual understanding, cooperation, and trust. Parents are expected to share the responsibility of sex education and support their children's personal, social, and emotional development. The school hopes parents will create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Pupils
Pupils are expected to take PSHE seriously. Pupils are expected to listen, be considerate of other pupils' feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during class.

Pupils with special educational needs and/or disabilities

The school will endeavour to ensure that PSHE is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and PSHE may be particularly important for such pupils, for example those with social, emotional and mental health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.
Staff will make reasonable adjustments to alleviate disadvantages faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the school's SEND policy when planning for these subjects. Staff will use a variety of different strategies to ensure that all pupils have access to the same information.

Confidentiality and child protection
The school hopes to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the school's child protection and safeguarding procedures. Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the designated safeguarding lead to decide what is in the best interests of the child.

Equal opportunities
PSHE will be delivered equally to both genders, normally in mixed classes are single sex but all taught the same content. There are, however, certain topics that may be delivered in single sex groupings, e.g. menstruation and personal hygiene.

Commented [A1]: Note any consultation responses from parents and staff about delivery of RSE programme to mixed gender groups. For some children it is not culturally appropriate to address particular issues in a mixed group.

The school has a commitment to ensure that PSHE is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously in accordance with the school's behaviour policy.

Complaints
If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the headteacher in accordance with the school's complaints policy.