Relationships, Sex and Health Education (RSHE) Policy

Palace Fields Primary School

Approved by:	**Palace Fields Governing Body**	**Date:** September 2026
Last reviewed on: **25th September 2026**		
Next review due by:	September 2027	

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1. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- All of our policies fit within the Heath Family Trust Framework of values: Kindness, Integrity and Tenacity and supports our SHINE values: Safe, Healthy, Independent, Nurturing and Exploring.

2. Statutory requirements

As a primary academy, we must provide Relationships Education to all pupils and Health Education in accordance with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017.

We provide a broad and balanced curriculum. Relevant biological content, including elements relating to puberty and reproduction, is also taught through science.

In teaching RSHE, the school must have regard to the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The revised statutory guidance came into effect on 1 September 2026.

We also have regard to relevant legal duties, including:

· Sections 404 to 407 of the Education Act 1996

· Part 6, Chapter 1 of the Equality Act 2010

· The Public Sector Equality Duty (PSED), set out in section 149 of the Equality Act 2010. This requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Policy development

This policy has been developed in consultation with staff, parents/carers and, where appropriate, through meaningful engagement with pupils. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.

4. Pupil engagement – pupils' views are gathered in an age-appropriate way, for example through pupil voice, so that the curriculum remains relevant, accessible and appropriately sequenced.

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

The approved policy will be published on the school website and a copy will be provided free of charge to anyone who requests one.

4. Definition

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
- Have respect for others
- Know how to keep themselves safe
- Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is set out in Appendices 1 and 2 and may be adapted where necessary to reflect the needs and context of our pupils.

At Palace Fields Primary School, we follow the Jigsaw PSHE scheme of learning in full from Reception to Year 6. The six Jigsaw Puzzles are taught across the year: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

Jigsaw supports the delivery of statutory Relationships Education and Health Education, including age-appropriate learning about puberty. It also includes age-appropriate sex education relating to human reproduction within the Changing Me Puzzle. Relevant biological content is taught through the National Curriculum for science.

Jigsaw learning is complemented by other aspects of the wider curriculum, including science, RE, online safety, PATHS and wider personal development opportunities. Together, these support pupils to develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life beyond school.

Parent overviews for each Jigsaw Puzzle, outlining the content being taught, are available on the school website under Curriculum. Parents and carers who would like a hard copy can contact the school. Curriculum materials are also available for parents and carers to view on request.

Where the school provides non-statutory sex education, parents/carers will be consulted about the content. Parents/carers will be made aware in advance of the sex education content to be taught and of their right to request withdrawal from that non-statutory content.

The curriculum takes account of pupils' age, developmental stage, needs and experiences, including cultural and religious needs. Teaching is adapted where necessary to ensure that pupils with SEND can access the curriculum. Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

6. Delivery of RSHE

RSHE is taught primarily through the PSHE curriculum using Jigsaw, with relevant links made to science, RE (Religious Education), online safety and wider personal development.

Jigsaw lessons are taught using age-appropriate materials for each year group. Learning is carefully sequenced so that key knowledge, vocabulary and skills are revisited and developed as pupils move through school. Lessons provide opportunities for pupils to listen, reflect, discuss, ask questions and apply their learning to real-life situations.

We make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships Education includes learning about:

- families and people who care for me
- caring friendships
- respectful and kind relationships
- online safety and awareness
- being safe

Health Education includes learning about:

- the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- the relationship between physical health and mental wellbeing

Within Jigsaw, age-appropriate learning about puberty and human reproduction is taught through the Changing Me Puzzle. Statutory puberty content forms part of Health Education, while relevant biological content is also taught through the National Curriculum for science. Some aspects of human reproduction taught through Jigsaw are non-statutory sex education.

A range of appropriate resources may be used to support teaching, including diagrams, videos, books, games, discussions and practical activities.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Questions will be answered sensitively, honestly and in an age-appropriate way.

Where a pupil asks a question about a sex education topic that the primary school does not cover, or about sex education from which the pupil has been withdrawn, staff will respond in an age-appropriate and safeguarding-conscious way without undermining the parent/carer's withdrawal request. Where appropriate, the pupil will be encouraged to discuss the question with a parent/carer or another trusted adult, and staff will follow safeguarding procedures if a question raises a concern.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. All teaching and resources will be suitable for the age and needs of pupils, including those with SEND. Protective and preventative content will be introduced carefully so that pupils are informed and supported without causing unnecessary alarm.

Where appropriate, curriculum content may be adapted to respond to issues affecting pupils or the wider school context. Any significant changes to published content will be communicated to parents and carers.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

For more information about our RSHE curriculum, see Appendices 1 and 2.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences

- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

A whole-class setting
Small groups or targeted sessions
1-to-1 discussions
Digital formats

And give careful consideration to the level of differentiation needed.

7. Use of external organisations and curriculum materials

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

7.1 Use of external organisations

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

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs

Comply with:

This policy
The Teachers' Standards
The Equality Act 2010
The Human Rights Act 1998

The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
- How confidentiality will work in any lesson
- How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform external organisations that the school is legally obliged to have regard to the statutory RSHE guidance, including the expectation that parents/carers are able to view all curriculum materials used to teach RSHE on request
- Ensure that parents/carers are able to view all external curriculum materials used to teach RSHE on request, subject to applicable copyright requirements
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies that impose contractual restrictions preventing parents/carers from viewing curriculum materials that the school will use. The school will communicate to providers that it is legally obliged to have regard to the statutory guidance, including the expectation that all content can be shared with parents/carers for viewing. The school will not agree to contractual restrictions that prevent this.

7.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Parent overviews for each Jigsaw Puzzle are available on the school website, providing parents and carers with clear information about the content being taught. Parents and carers may also request to view the curriculum materials used. Hard copies of the parent overviews are available from the school on request.

We will proactively engage parents/carers about what is being taught in RSHE, show a representative sample of resources where appropriate, and ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents and carers on the subject content, teaching materials and any external providers used by the school.

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for ensuring that parents and carers can access clear information about the curriculum and materials used, and for managing requests to withdraw pupils from the non-statutory sex education elements of Jigsaw.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately where a parent/carer requests withdrawal from the non-statutory sex education elements of Jigsaw
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL), Miss G Hitchin

Teachers do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or content taught as part of the National Curriculum for science.

At Palace Fields Primary School, we follow the Jigsaw PSHE scheme of learning in full. The Changing Me Puzzle includes statutory learning about growing, changing and puberty, alongside age-appropriate sex education relating to human reproduction.

Parents/carers have the right to request that their child is withdrawn from some or all of the non-statutory sex education taught through Jigsaw. In primary schools, the headteacher will automatically grant a request for withdrawal from this non-statutory sex education.

Before withdrawal, the headteacher will offer parents/carers the opportunity to discuss their request and the nature and purpose of the curriculum. Requests should be made in writing using the form in Appendix 3 and addressed to the headteacher.

Where a pupil is withdrawn from non-statutory sex education, the school will provide purposeful alternative education during the period of withdrawal.

Parent overviews for each Jigsaw Puzzle, outlining the content taught, are available on the school website. Parents and carers may also request to view the relevant Jigsaw materials. Hard copies of the parent overviews are available from the school on request.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff.

11. Monitoring arrangements

The delivery and effectiveness of RSHE are monitored by Miss K Edwards (PSHE Lead) and Miss G Hitchin (Headteacher) through:

planning and curriculum reviews, learning walks, pupil voice, work scrutiny and assessment information.

Evaluation will consider curriculum coverage and sequencing, pupil engagement and understanding, accessibility for pupils with SEND, assessment information, feedback from pupils and parents/carers, and whether any changes are needed to content, resources or delivery.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually. At every review, the policy will be approved by the governing board.

Appendix 1: Curriculum maps for PSHE (Jigsaw) and PATHS (Barnados)

Jigsaw PSHE is taught as a whole-school, progressive programme. The overview below is based on Jigsaw Education Group's 3-11/12 Knowledge Content Snapshot (July 2024) and shows the Jigsaw knowledge content followed at Palace Fields Primary School from Reception to Year 6. All six Puzzles are taught across the year: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	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 Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	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	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety	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	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

			Identifying and overcoming obstacles Feelings of success	Linking health and happiness	Being a good friend to myself Celebrating special relationships	Transition

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 Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	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 New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
	Being Me In My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Ages 8-9	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 Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

Ages 9-10	Planning the forthcoming year 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 Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Ages 10-11	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 Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

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Overview of PATHS Programme

Reception	Unit 1 Lessons 1–4 Fostering A Positive Classroom Climate	Unit 2 Lessons 5-9 Basic Feelings 1	Unit 3 Lessons 10-13 Basic Feelings 2	Unit 4 Lessons 14-19 Introduction to Self-Control & EmotionSharing	Unit 5 Lessons 20-24 Sharing, Caring and Friendship Unit	Unit 6 Lessons 25-27 Basic Problem-Solving Unit	Unit 7 Lessons 28-30 End of Year Review		
Year 1	Unit 1 Lessons 1–4 Fostering A Positive Classroom Climate	Unit 2 Lessons 5-9 Basic Feelings 1	Unit 3 Lessons 10-13 Basic Feelings 2	Unit 4 Lessons 14-19 Introduction to Self-Control & EmotionSharing	Unit 5 Lessons 20-24 Sharing, Caring and Friendship Unit	Unit 6 Lessons 25-27 Basic Problem-Solving Unit	Unit 7 Lessons 28-33 Intermediate Feelings Unit	Unit 8 Lessons 34-40 Advanced Feelings Unit	Unit 9 Lessons 41-44 PATHS Foundation Plenary Unit
Year 2	Unit 1 Lessons 1-3 Establishing A Positive Classroom Climate	Unit 2 Lessons 4-8 Introduction to Feelings	Unit 3 Lessons 9-12 Feelings and Behaviours	Unit 4 Lessons 13-16 Self-Control and Anger Management	Unit 5 Lessons 17-22 Anger Management and Problem-Solving	Unit 6 Lessons 23-29 Friendship and Feeling Lonely	Unit 7 Lessons 30-37 Manners and Listening to Others	Unit 8 Lessons 38-46 Feelings, Emotions, Behaviours	Unit 8 Lesson 46 End of Year Review
Year 3	Unit 1 Lessons 1-2 Establishing A Positive Classroom Climate & Enhancing Self-Esteem	Unit 2 Lessons 3-9 Basic Emotions	Unit 3 Lessons 10-13 Improving Self-Control and Anger Management	Unit 4 Lessons 14-17 Using Our Thinking Skills	Unit 5 Lessons 18-25 Friendship, Getting along With others	Unit 6 Lessons 26-31 Feelings in Relationships Unit 7 Lessons 32-34 Getting Along With Others	Unit 8 Lessons 35 –37 Feelings and Expectations	Unit 9 Lessons 38-40 Feelings About School	Unit 10 Lessons 41-44 Feelings in Relationships 2 Unit 11 Lessons 45-46 Endings and Transitions
Year 4	Unit 1 Lessons 1-5 Getting Started	Unit 2 Lessons 6-9 Self Control and Anger Management	Unit 2 Lessons 10-20 Feelings and Relationships		Unit 3 Lessons 21-25 Making Good Decisions	Unit 4 Lessons 26-28 Being Responsible and Caring for Others	Unit 5 Lessons 29-40 Problem-Solving		Unit 5 Lessons 41-42 PATHS Reaction and Review
Year 5	Unit 1 Lessons 1-8 Getting Started	Appendix A Self-Control Control Signals Poster	Unit 2 Lessons 9-16 Problem-Solving	Unit 3 Lessons 17-20 Goals and Identity	Unit 4 Lessons 21-29 Making and Keeping Friends	Unit 5 Lessons 30-39 Being Responsible and Caring for Others		Unit 5 Lessons 39-41 PATHS Reaction and Review	
Year 6	Unit 1 Lessons 1-7 Getting Back Into PATH	Unit 2 Lessons 8-14 Study and Organisational Skills		Unit 3 Lessons 15-20 Conflict Resolution	Unit 4 Lessons 21-27 Respect, Ourselves and Others	*Optional Unit 4 Lessons 21-27* *NOVEL: Number The Stars*	Unit 5 Lessons 28-32 Ending and Transitioning		

Classroom Rules; Positive Classroom Climate
Self Control; Anger Management
Friendship; Relationships
Good Manners
Respect
Feelings
Thinking Skills; Problem-Solving
Responsibility; Caring
Setting Goals
Self Management
Plenary

Appendix 2: National Curriculum: by the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	· That families are important for children growing up because they can give love, security and stability · The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives · That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care · That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up · That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong · How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	· How important friendships are in making us feel happy and secure, and how people choose and make friends · The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties · That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships

	· That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it · That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened · About managing conflict with kindness and respect, and that violence is never right · How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	· How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated · The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults · How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration · That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs · The practical steps they can take in a range of different contexts to improve or support their relationships · The conventions of courtesy and manners · The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests

	· Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs · About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help · How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust · What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	· How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met · That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations · That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. · The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them · That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults

	· That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online · How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met · How information and data is shared and used online, including where pictures or words might be circulated · Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up · That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	· What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example · About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe · That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact · How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know · How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust

	· How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so · How to ask for advice or help for themselves or others, and to keep trying until they are heard · Where to get advice, for example from their family, school and/or other sources
General wellbeing	· The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others · Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation · The importance of promoting general wellbeing and physical health · The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition · How to recognise feelings and use varied vocabulary to talk about their own and others' feelings · How to judge whether what they are feeling and how they are behaving is appropriate and proportionate · That isolation and loneliness can affect children, and the benefits of seeking support · That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others · That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently · Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried

	about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) · That it is common to experience mental health problems, and early support can help
Wellbeing online	· That for almost everyone the internet is an integral part of life · How to think about positive and negative aspects of the internet · How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection · The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing · How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online · Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted · The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive · How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them · That abuse, bullying and harassment can take place online and that this can impact wellbeing · How to seek support from trusted adults · How to understand the information they find online, including from search engines, and know how information is selected and targeted

	· That they have rights in relation to sharing personal data, privacy and consent · Where and how to report concerns and get support with issues online
Physical health and fitness	· The characteristics and mental and physical benefits of an active lifestyle · The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity · The risks associated with an inactive lifestyle, including obesity · How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	· What constitutes a healthy diet (including understanding calories and other nutritional content) · Understanding the importance of a healthy relationship with food · The principles of planning and preparing a range of healthy meals · The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	· The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection	· How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

and prevention	· About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer · The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn · About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist · About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing · The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	· About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks · How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	· How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them · Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	· About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process

	· The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts · The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent/carer form requesting withdrawal from non-statutory sex education

This form should be used if you wish to request that your child is withdrawn from some or all of the non-statutory sex education taught through the Jigsaw PSHE scheme.

Palace Fields Primary School

Badger Close, Runcorn,
Cheshire, WA7 2QW
Phone: (01928) 716521
office@pfp.theheathfamily.org.uk
www.palacefieldsprimary.org.uk
Miss Genna Hitchin
BSc (Hons), PGCE, NPQH
Head of School

Request to Withdraw from RSHE (non-statutory / non-science) Content

At Palace Fields Primary School, Relationships Education and Health Education are **statutory** for all pupils and cannot be withdrawn. Parents **do not** have the right to withdraw from:

- Statutory Relationships Education
- Statutory Health Education
- The National Curriculum Science Lessons (including puberty and human reproduction)

Parents may request to withdraw their child from **any non-statutory elements of sex education** (if taught). At present, Palace Fields Primary School does not teach any non-statutory sex education content. Therefore, **this form is included for completeness but is unlikely to apply.**

Parent / Carer Details:

- Name: _____
- Relationship to child: _____
- Contact number: _____
- Email address: _____

Pupil Details:

Child's full name: _____

Child's class / year group: _____

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Consent to Withdraw From:

Please specify the lesson(s) you are requesting withdrawing from e.g. *Year 6 non-statutory sex education lesson.*

_____

_____

Reason for Request (optional):

_____

_____

Acknowledgement:

I understand that:

- My child cannot be withdrawn from statutory Relationships Education, Health Education or Science Curriculum content.
- If this request is agreed, the school will discuss and agree with me alternative arrangements for my child during the relevant lessons.

Parent / Carer Signature: _____

Meeting held with parent / carer on: _____

Decision by Headteacher: _____

Alternative provision agreed: _____

Signed (Headteacher): _____ Date: _____

Appendix 4: Parent/carer form requesting to view resources

This form should be used if you wish to request the resources taught to your child.

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BSc (Hons), PGCE, NPQH
Head of School

Request to View RSHE Resources

At Palace Fields Primary School, we are committed to working in partnership with parents and carers. Parents have the right to view the materials used to deliver Relationships, Sex and Health Education (RSHE) lessons.

Please use this form if you would like to request access to view RSHE resources.

Please note:

- Viewing appointments will usually be arranged within **10 school days** at a request.
- Resources must be viewed on school premises; copies cannot be taken away due to copyright restrictions.
- Staff will be available to answer questions and explain how the materials are used in lessons.

Parent / Carer Details:

- Name: _____
- Relationship to child: _____
- Contact number: _____
- Email address: _____

Pupil Details:

Child's full name: _____

Child's class / year group: _____

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Head of School

Resource(s) Requested:

Please specify the topic or lesson materials you wish to view, e.g. *Year 5 puberty lesson or online safety resources.*

_____

_____

_____

School Use Only:

- Date request received: _____
- Request acknowledged by (staff name): _____
- Date / time of viewing appointment offered: _____
- Resources viewed on: _____
- Staff member present: _____

_____

Parent / Carer Signature: _____ **Date:** _____