



The Coppice Primary School

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

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School Vision:

‘Happy, confident and successful learners that are well prepared for the next stage of their education’

1. Introduction:

Both PSHE and RSHE provide a vital foundation for the personal development of our children in preparing them for adult life. We aim to give our children the knowledge, skills, and understanding they need to lead confident, healthy and independent lives. PSHE and RSHE aid the building of a curriculum that is broad and balanced, promoting the spiritual, moral, cultural mental and physical development of each child. This is underpinned by our whole school Thrive culture, which acknowledges the uniqueness of each child and the emotional readiness to learn.

2. Purpose of the policy:

This policy reflects the school’s values and philosophy in relation to the teaching and learning of PSHE and RSHE at The Coppice Primary School. It sets out a framework within which teaching and non-teaching staff can operate and sets out the school expectations of planning, teaching and assessment. It provides clear guidance on the statutory and non-statutory curriculum requirements regarding PSHE and RSHE within primary education.

3. This document is intended for:

- All teaching and school management staff
- All Teaching Assistants and pupil support staff
- School Trustees
- Parents and carers
- Inspection teams

The Board of Trustees and the Headteacher have consulted with staff (via the Trustees’ Curriculum Committee), parents (via the school’s Parent Forum) and pupils (via School Council) and members of the wider community in order to develop this policy.

4. Our Vision for PSHE Education

At The Coppice, we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern British 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, 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

5. Statutory guidance:

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) makes clear that Relationships Education and Health Education **is 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. At The Coppice, 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.

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.

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://www.coppice.worcs.sch.uk/curriculum/ks1-ks2-curriculum-content-assessment/>

6. The Jigsaw Approach: A Whole-School Framework

At The Coppice 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.

7. Values Framework:

Morals and values

The following morals and values are entwined in the ethos of the Jigsaw approach:

- Respect for self.
- Respect for others.
- Responsibility for their (children's) own actions.
- Responsibility for their (children's) family, friends, schools and the wider community.
- Value and respect for stable, loving and respectful relationships.
- Value for diversity by respecting differences in people's religion, culture, sexual orientation, physical and mental ability and social background.
- Strong emotional literacy and communication.
- Understanding of personal physical development and appropriate choices regarding a healthy lifestyle.

The programme is distinctive in its approach and includes:

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.

Term	Puzzle	Key Content
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 8).

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, considering:

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

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.

8. Curriculum Time and Whole-School Approach

PSHE is taught weekly through dedicated curriculum time of 30 minutes/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.

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:

- 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. OPAL 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.
- 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 and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

9. PSHE and RSHE in the Foundation Stage:

The Jigsaw scheme is implemented in the Foundation Stage, ensuring consistency within The Coppice curriculum. Children in Nursery and Reception learn the importance of cooperating, sharing, respecting other people and their property, communicating with their peers and understanding that they have choices and decisions to make. They begin to learn that they are part of a community and that they are unique and special. They understand that they have similarities and differences to their friends and family and begin to understand that we live in a multicultural world. Staff in The Foundation Stage do not always wait for a circle time session to address issues and all adults model appropriate actions and behaviour daily, as and when is necessary as part of their everyday provision. Jigsaw compliments the Thrive Approach and ensures coverage of 'The Statutory Framework for the Early Years Foundation Stage' and 'The Early Learning Goals'.

10. The Learning Environment:

Establishing a safe, open and positive learning environment based on trusting relationships between peers and adults is vital. To enable this 'ground rules' are agreed at the beginning of the year and are reinforced in every piece (lesson) – by using The Jigsaw **Charter**. Teachers

and children will devise their own **Jigsaw Charter** at the beginning of the year, however, it will always include the aspects below:

- We take turns to speak.
- We use kind and positive words.
- We listen to each other.
- We have the right to pass.
- We only use names when giving compliments or when being positive.
 - We respect each other's privacy (confidentiality).

11. Jigsaw and the Thrive Approach:

At the Coppice, we are a Thrive school and we follow and use The Thrive Approach teaching programme to aid our PSHE planning. This programme uses research from current neuroscience, attachment research, studies of effective learning, and current models of child development in order to help adults understand children's behaviour as communication. The aim is to support adults in responding to a child's emotional situation in a way that supports their emotional and social development. Twice a year, teachers screen their class against the objectives set out in the Thrive programme. The results of the screening identify individual and class needs, providing a list of strategies and activities that could be implemented. Teachers use this assessment to adapt the Jigsaw planning, to ensure that learning outcomes address the needs of every member of the class.

12. 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).

13. 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.

14.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.

15. Sex Education in The Coppice 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 The Coppice 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 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

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.

16. 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.

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.

17. 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

18. Managing Disclosures and Concerns:

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

- Respond calmly and supportively to disclosures

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

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

All staff delivering PSHE education are familiar with our safeguarding and child protection policy and procedures.

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.

19. 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
- 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 and we provide information for parents to access about the curriculum through our website. Online parents can view the road map, curriculum topics

Responding to Parental Concerns:

We welcome parents' questions and concerns about PSHE education. Parents who have concerns should contact their child's class teacher in the first instance, or the PSHE lead / 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.

20. 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.
- **Collaborative planning and review** - to plan and share effective practice, discuss challenges, and support each other in delivering sensitive content.
- **Senior leadership/ Trustee support** - The PSHE lead and 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.

21. 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

Formative assessment:

Teachers are continuously assessing pupils' personal, social and emotional development, utilising observation, discussion and specific tasks set in planned activities. Teachers understand the importance of formative assessment to support judgements on children's development across the curriculum. All teachers, teaching assistants, midday lunch staff and administrative staff hold responsibility to inform the teachers about notable points of personal and social development in individual pupils. It is the responsibility of individual teachers and the SEND co-coordinator to identify children's progress which is well above or below that which is expected.

Summative assessment

Summative assessment is evidenced in the year group journals, which showcases three entries, per half term, consisting of a range of work. One journal entry will present the final assessment of each puzzle (unit). Teachers will ensure to display a range of work completed by all abilities. Each assessment piece provides all pupils with the opportunity to combine and display their understanding of the links between their learning. Assessment may take form as a written task, role-play or discussion.

The assessment piece and the on-going formative assessment are brought together to provide an overarching judgement of 'just below, on track or greater depth', focusing on both progress against PSHE outcomes and social emotional development. This assessment is used by teachers to inform their judgements when completing the Thrive Screening process, which identifies areas for the teacher to focus on. The screening also identifies pupils who may need additional support with their emotional and social development so that these children can receive extra support from the Thrive Team.

Monitoring Quality and Impact

The PSHE lead, working with senior leadership and Trustees, 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

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.

22. 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 the following policies, which are available on the school website: <https://www.coppice.worcs.sch.uk/key-informaton/policies/>

- Safeguarding and Child Protection Policy**
- Behaviour Policy**
- Anti-Bullying Policy**
- Online 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.
- ICT: Online safety, respectful online communication, understanding how technology works and is used.
- PE: Physical health, benefits of exercise, teamwork, resilience, managing success and failure.
- Citizenship: Rights and responsibilities, democracy, community involvement, understanding diverse communities.
- 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.

23. Policy Development, Review and Approval:

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- Jigsaw PSHE programme of study and supporting documentation
- Local authority / MAT guidance and support materials
- 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

24. 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
- Reporting to senior leadership and Trustees

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

The Board of 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

25. Key documents and resources are available:

- On our school website: <https://www.coppice.worcs.sch.uk/>
- From the school office

External resources and guidance:

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

26. Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
PSHE and RSE	Key information concerning the teaching and learning of PSHE and RSE	To inform all stakeholders on how PSHE and RSE is taught at The Coppice.	Children, Teachers, Parents, Trustees and Ofsted.	School P' Drive Google Drive

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
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