



PERSONAL SOCIAL HEALTH EDUCATION POLICY (PSHE)

Aims

At St. Piran's, our PSHE curriculum is rooted in our values of 'Respect', 'Inclusion' and 'Kindness'. It has been created to support the spiritual, moral, social, cultural, mental and physical development of our pupils.

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- Gain the knowledge and skills necessary to make safe and informed decisions
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views
- Prepare for the opportunities, responsibilities and experiences of later life.

Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance
Pupils are expected to learn personal, social and emotional development (PSED) under the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

Content and delivery

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy on our website, for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see the attached curriculum map/below for more details about what we teach in each year/Key Stage.

We teach PSHE as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. In response to the emotional and intellectual needs of our pupils, we use a combination of our previous Jigsaw curriculum in addition to a new 'Life Lessons' one. trialling a new curriculum, Life Lessons, in Years 3 to 6, which currently complements the Jigsaw scheme of work that have been previously followed. Years Reception to Year 2

Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at St Piran’s School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: [Jigsaw 3 -11/12 Knowledge Content: Snapshot Overview](#) shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education 2024](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- [Mental Health and Behaviour in Schools](#) (advice for schools) [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Social, emotional and mental wellbeing in primary and secondary education.](#) (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#) (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#)) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils’ spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils’ spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. [uk-3-11-12-snapshot-overview-map.pdf](#)

It is also aligned with the Church of England's "A charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)). [Layout 1 \(churchofengland.org\)](#)

The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2020.

Rationale

The PSHE programme at St. Piran's School underpins the school's pastoral system and ethos. It focuses on staff and pupil relationships and pupil inter-relationships. It equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.

As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. The PSHE programme supports pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, learning about safety and relationships contributes to the school's approach to the safeguarding of pupils. The PSHE lessons help children to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action.

PSHE education at St Piran's provides opportunities for children to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. By developing an understanding of themselves, empathy and the ability to work with others, the children will be more able to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions

Through the implementation of the Jigsaw programme, PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge

- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle name	Content
Christmas 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Christmas 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) understanding and diversity work.
Easter 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Easter 2:	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement, and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

The Jigsaw Programme also covers teaching about LGBTQI+. Should parents wish to explore this topic further, they are encouraged to discuss it with the Head of PSHE.

Subject specific detail

Lower School: at least 40 minutes is allocated to the subject throughout the week

Middle and Upper School: a 40-minute period is timetabled each week.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: [Jigsaw 3-11/12 Knowledge Content: Snapshot Overview](#)

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: [Jigsaw 3-11/12 Knowledge Content: Snapshot Overview](#)

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Differentiation/SEN

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

The PSHE curriculum is fully inclusive, and all pupils are treated with sensitivity. PSHE education can help to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the safeguarding policy is followed.

Confidentiality and Child Protection Issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who takes action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Safeguarding and Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Provision for Gifted, Able and Talented (GAT) children

See separate GAT policy.

Use of ICT

ICT is used to support learning and give visual examples which bring key messages to life and clearly illustrate learning objectives.

Examples include:

- Knowledge Box
- SEAL photo cards
- You Tube clips
- PowerPoints
- Class notebooks
- Reflect
- AI – chatbots

Health and Safety Provision

In line with the aims and priorities of the Children Act 2004 which reinforces the five outcomes from Every Child Matters, the PSHE curriculum covers the issues of staying healthy and safe.

Environmental Awareness

Children are made aware of the importance of the environment and encouraged to join one of the strands of the St Piran's Eco-school initiative.

Cross-curricular links

Science – healthy eating, sex education.

Geography – Looking after our environment, Eco-schools, Sustainability, studying the developing world.

History – study of societies

English – Stories which raise issues.

Sport / PE – water safety, staying fit and healthy, team spirit.

RE – Comparative religions

ICT – Friendship posters, Reflect, Class notebooks.

Art – paintings which depict social differences.

St. Piran's Leadership Habits

At St. Piran's we have been working with, and exploring the use of, Growth Mindset and a range of resources and research focused on developing leadership habits within children and staff. Each of these have means to foster and develop the personal and learning skills of children beyond the curriculum; better equipping them for later life. Together they form the basis of the St. Piran's Leadership Habits: a progressive set of targets that run from Nursery through to Year 6. All lessons within this subject will develop these skills, alongside the continued learning set out in the curriculum.

Assessment and record keeping

This subject is not specifically assessed but the pupils' development is tracked as follows:

EYFS:	Tracking using pupil profile book.
Lower School:	Pastoral tracking system
Middle School:	Book creator PSHE book – this allows children to write personal messages and receive an appropriate response, ensuring all children have a place to be heard and to be listened to.
Upper School:	Class notebook online exercise book or PSHE book creator - this allows children to write personal messages and receive an appropriate response, ensuring all children have a place to be heard and to be listened to.

Built-in assessment tasks, usually in Piece 5 or 6 may also be used from time to time. This task is the formal opportunity for teacher assessment but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions. The task can usually be used as evidence in the Jigsaw Journal. The Knowledge organisers from Jigsaw are also used for assessment. They give the children an opportunity to answer key questions focused on their learning from each unit. The Jigsaw summative assessment sheets are also used to track pupils learning at the end of each unit.

Each Puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

The PSHE Lessons have also begun to incorporate Microsoft Reflect to help monitor children's emotional journeys as they progress through the school year. This allows staff to be instantly aware of how a child is feeling without it being publicised to the whole class. Staff are also able to track children's emotions and monitor for patterns of emotional reflection.

Recording and tracking progress

To support the teacher in tracking each child's Jigsaw Learning progress throughout the year, there is a Jigsaw summative assessment sheet. This sheet has the three attainment descriptors for each Puzzle. After each assessment task, the teacher, using a best-fit approach, decides whether the child is working at, towards or beyond and highlights the appropriate descriptor box on that child's overview sheet. There is also space for the teacher's comments. This sheet gives a quick visual representation of where the child is in each Puzzle.

The Attainment Descriptors

Please be aware that these attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally recognised. There are no national level descriptors for PSHE.

The Jigsaw philosophy is that children are praised, and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Appropriate time is allocated for this process.

Monitoring and evaluation

The PSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes.
- Staff meetings to review and share experience.

External contributors

External contributors from the community, e.g. health promotion specialists, social workers, school nurses, and community police and fire officers, make a valuable contribution to the Jigsaw PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Members of different faiths may also be called upon.

Teachers MUST always be present during these sessions and remain responsible for the delivery of the Jigsaw PSHE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- 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)

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE - and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

St Piran's believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces that cover SRE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Reporting to parents

St Piran's believes that it is important to have the support of parents, carers and the wider community for the Jigsaw PSHE programme. Reporting to parents is conducted orally on a regular basis in the school's open-door policy. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through:

- Parent/carer Jigsaw awareness session
- Parents'/carers' evenings
- Information leaflets/displays

Pupil Consultation

It is useful for pupils to be consulted on their own personal, social and citizenship development. Pupils are asked either in individual classes or through the school parliament what sort of person they would like to be by the time they leave this school; what qualities, skills, attitudes, values are important to them as people?

This is further developed by asking pupils how they feel the school could support them with this, what initiatives the school could implement to support this e.g. friendship benches, peer mentoring systems.

Training and support for staff

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. We have also carried out a staff survey.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

RSHE education

Please refer to the RSE policy.

Drug and Alcohol Education

Definition of 'Drugs'

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes;

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self o Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely. feel positive about caring for my body and keeping it healthy.
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs

4	Piece 3 Smoking	<p>understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.</p> <p>recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>
	Piece 4 Alcohol	<p>understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.</p> <p>recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>
5	Piece 1 Smoking	<p>know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p>
	Piece 2 Alcohol	<p>know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p>
6	Piece 2 Drugs	<p>know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>be motivated to find ways to be happy and cope with life's situations without using drugs.</p>

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) [Jigsaw 3-11 and Statutory Relationships and Health Education](#)
- Including and valuing all children. What does Jigsaw teach about LGBTQ+ relationships? [rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf \(windows.net\)](#)

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