



## **PERSONAL, SOCIAL AND HEALTH EDUCATION and RELATIONSHIPS AND SEXUAL EDUCATION POLICY**

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**Latest review date:** July 2027

**Staff responsible:** Cleo Walters (Head of PSHE) and Florence Clayton (Assistant Head Pastoral)

**Chair of Governors:** Mark Taylor

This policy should be read in conjunction with the following policies:

- *St Michael's Safeguarding and Child Protection Policy*
- *St Michael's Equal Opportunities for Pupils Policy*
- *St Michael's Pastoral Care Policy*
- *The Science Curriculum (Long Term Plans)*
- *Children and Social Work Act 2017 (Gov UK)*
- *Keeping Children Safe in Education 2025 (Gov, UK)*
- *Relationships Education, Relationships and Sex Education and Health Education (DfE, 2025)*
- *Equality Act 2010 (Gov UK)*
- *SMSC requirements for independent schools (Gov UK)*
- *The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 (Gov UK)*
- *Education Act 2002 (Gov UK)*
- *Working Together to Safeguard Children (statutory guidance on multi-agency working to help, protect and promote the welfare of children)*
- *SEND Code of Practice 0-19 Jersey*
- *Promoting Children and Young People's Emotional Health and Wellbeing*
- *Teaching Online Safety in Schools*
- *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))*

### Rights Respecting School policy statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the following articles:

- *Article 2 - No discrimination*
- *Article 3 - Best interests of the child*
- *Article 4 - Making rights real*
- *Article 5 - Family guidance as children develop*
- *Article 12- Respect for children's views*
- *Article 13 - Freedom of expression*



- *Article 14 - Freedom of thought and religion*
- *Article 17 - Access to information*
- *Article 24 - Health, Water, Food, Environment*
- *Article 29 - Aims of education*

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## **Context**

*All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the [Education Act 2002](#) and the [Academies Act 2010](#), a PSHE curriculum:*

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

*This policy meets the requirement that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.*

*Relationships education is compulsory for all pupils receiving primary education and relationships and sex education (RSE) is compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) is compulsory in independent schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.*

*The development of the PSHE and RSE curriculum has been done with the following in mind:*

- *Engagement with pupils (through appropriate questionnaires)*
- *Engagement and transparency with parents (through questionnaires and ongoing feedback)*
- *Engagement with staff (through feedback in meetings, questionnaires and observation)*
- *Contextual information on our school and community*
- *Positivity*
- *Careful sequencing*
- *Relevant and responsive*



- *Skilled delivery of participative education*
- *Whole school approach*

The policy covers:

- Subject content (how and when it will be taught and who is responsible for teaching it, as well as any external providers. If external providers for RSE are not listed, they will always be communicated to parents beforehand)
- The difference between relationships and sex education (where sex education is taught), so that parents have clear information.
- Information about a parent's right to request that their child is withdrawn from sex education.
- How content will be made accessible to all pupils, including those with special educational needs (SEND).
- How the subject is monitored and evaluated.
- How teachers answer questions about topics in sex education that the school does not cover (in primary) or that relates to sex education from which the child has been withdrawn.
- How the policy has been produced, who approves the policy and how and when it will be reviewed (as above).

### Governing Body

The governing body monitors this policy on an annual basis and any modifications are discussed and implemented alongside the DSL/Assistant Head Pastoral.

### **SECTION 1: PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)**

Personal, Social and Health Education at St Michael's can be seen in many areas of school life and is the responsibility of all teaching staff. It is not simply the concern of the form teacher, but all staff who have contact with the children. Indeed the ethos and atmosphere within the school created by the Head, staff and the children themselves aims to produce a caring community that is sensitive to the needs of all, and encourages the pupils' social, moral, spiritual and cultural development through the whole curriculum and whole school experience. Through the PSHE curriculum, we aim to give pupils the skills, knowledge and understanding to lead confident, healthy, independent lives and to become caring, informed, active and responsible citizens of the school community and their local communities, whilst developing their well-being, self-belief and confidence through a variety of activities and discussions.

The PSHE curriculum at St Michael's is delivered through three complementary strands: the Jigsaw PSHE Programme, the Zones of Regulation programme and a progressive Online Safety and Digital Citizenship curriculum. Together, these provide pupils with a coherent and age-appropriate curriculum that develops personal wellbeing, emotional literacy, respectful relationships and responsible participation in an increasingly digital world. In Years 5–9, Online Safety and Digital Citizenship learning is further reinforced through the ICT curriculum.

The Department for Education (DfE) specified as part of its national curriculum guidance that "all schools should make provision for PSHE". At St Michael's School, we have chosen to



embed compulsory Relationships and Sex Education content within the wider framework of Personal, Social and Health Education. Our PSHE curriculum covers all aspects of Relationships and Sex Education in an age appropriate way across our Pre-Prep, Junior and Senior school. At the heart of our provision is a focus on keeping children safe, and we ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum. The PSHE programme complements the existing academic curriculum content without duplication and regular feedback from teachers is used to help assess the impact and effectiveness of the PSHE delivery. All subjects covered are set within the context of a wider whole-school approach to supporting pupils to have a good sense of self and be prepared for life beyond school.

We have chosen The Jigsaw Programme as a base as this 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. Jigsaw also supports the personal development of our pupils, 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.

Jigsaw 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

### 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 'The Jigsaw Charter' is agreed to at the beginning of the year and is reinforced in every Piece. It needs to 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)

In addition to the Jigsaw curriculum, we have embedded the *Zones of Regulation* programme to support the development of pupils' emotional regulation skills. We have also



incorporated additional contextual learning elements (see full plans below) to ensure that our PSHE curriculum is tailored to the specific needs of our school community, while fully meeting statutory requirements and expectations of the wider PSHE curriculum.

### **Zones of Regulation**

The Zones of Regulation is a comprehensive, research-based framework that builds emotional and behavioral regulation skills through a lens of inclusion, accessibility, and science. Grounded in cognitive behavioral theory and designed with real-world application in mind, The Zones gives learners of all ages - and their support networks - a common language and set of tools for understanding and managing emotions. It ensures:

- A visual, colour-coded system for recognising states of alertness and emotion
- Practical strategies for self-regulation and sensory processing
- Support for co-regulation - empowering educators, caregivers and peers to partner in growth
- Flexibility to be used in classrooms, in the playground, around the school, at home and beyond
- The Zones supports everyone, including neurodivergent learners, by fostering awareness, resilience and meaningful connection

To find out more about the programme, please visit: <https://zonesofregulation.com/>

### **Online Safety and Digital Citizenship**

Online safety is a key element of our PSHE curriculum and is delivered progressively across all year groups. Pupils are taught how to use technology safely, respectfully and responsibly, how to protect their personal information, and how to recognise and respond to online risks including bullying, misinformation and unsafe contact.

In Years 1 and 2, pupils are introduced to the foundations of safe, responsible and respectful technology use through age-appropriate ICT learning. In Year 1, pupils learn how to care for devices, understand the importance of keeping personal information and passwords private, and know when and how to ask a trusted adult for help. In Year 2, this learning is developed further as pupils explore how the internet connects devices, the importance of adult supervision, protecting personal information and creating secure passwords. Pupils learn to recognise when something online makes them feel worried or uncomfortable and to 'Stop, Think, Tell' a trusted adult. They also explore respectful and kind behaviour online and begin to understand that what is shared online can contribute to a lasting digital footprint.

In Years 3 and 4, Online Safety and Digital Citizenship are reinforced as pupils begin to use technology with increasing independence. At the start of the academic year, pupils revisit the relevant expectations within the school's *Acceptable Use Policy* and discuss safe and responsible use of technology.

In Year 3, this is supported by dedicated learning before pupils begin using Chromebooks, including what personal information is safe and unsafe to share online.

Both year groups participate in Safer Internet Day and online safety is revisited throughout the year in response to emerging issues, ensuring that learning remains relevant to pupils'



experiences and needs.

In Years 5-9 Online Safety and Digital Citizenship are embedded throughout the curriculum and form an integral part of the school's safeguarding culture. At the beginning of each academic year, pupils in Years 5-9 complete a dedicated two-lesson unit focusing on online safety, digital citizenship, the school's *Acceptable Use Policy*, responsible technology use and expectations for safe online behaviour. This learning is continually reinforced through PSHE, ICT and the wider curriculum, ensuring that online safety remains an ongoing conversation rather than a standalone topic.

The school adopts both a proactive and responsive approach to online safety, equipping pupils with the knowledge and skills to navigate an increasingly digital world while responding sensitively to emerging issues and individual needs. Robust safeguarding systems, including Lightspeed filtering and Chromebook Monitoring, support staff in maintaining a safe online environment. All concerns are managed promptly, discreetly and in accordance with the school's safeguarding procedures.

### **The Wellbeing Hub**

As a school, we have subscribed to The Wellbeing Hub, an excellent online platform supporting the mental health and emotional wellbeing of our whole school community. This platform can be accessed by all teachers and parents, with resources shared regularly to support the wellbeing of our school community.

The Wellbeing Hub provides:

- On-demand guidance from qualified experts on topics such as anxiety, resilience, relationships, sleep, social media, and more.
- Articles, podcasts, and videos that can be shared with pupils and parents to support conversations around wellbeing.
- Live webinars and workshops led by psychologists and education professionals.
- Confidential support and practical advice for managing challenges both inside and outside the classroom.
- Resources tailored to age and role, making it easy to find what's relevant for you or for a particular pupil or parent.

**Children in Years 6 and above will be introduced to The Wellbeing Hub this term, but all parents from Nursery upwards are encouraged to sign up to access the resources. I will be directing parents to relevant sessions and will also signpost individual parents to support and sessions as needed.**

**There is also a staff section to support staff wellbeing.**

### **SECTION 2: RELATIONSHIPS AND SEX EDUCATION (RSE)**

The Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education and Relationship and Sex Education (RSE) compulsory for all pupils receiving secondary education. The Department for Education introduced a statutory duty for all schools in England to teach Relationships Education for primary pupils and RSE for secondary pupils from September 2020.



St Michael's delivers Relationships, Sex and Health Education through its progressive PSHE curriculum, which is underpinned by the Jigsaw PSHE Programme and enhanced through the Zones of Regulation programme and a progressive Online Safety and Digital Citizenship curriculum. Relationships Education is taught throughout the primary years, with statutory Relationships, Sex and Health Education delivered throughout the secondary phase. Learning is carefully sequenced, age-appropriate and reinforced through the wider curriculum, including Science and, in Years 5–9, ICT.

In order to embrace the challenges of creating a happy and successful adult life, St Michael's pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. RSE supports young people in developing resilience, to know how and when to ask for help, and to know where to access support.

In teaching RSE, we ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Compliance with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics, is ensured.

In line with the Department for Education's guidance on sexual violence and sexual harassment between children in schools, we are committed to minimising the risk of such incidents occurring and responding appropriately when they do occur or are alleged to have occurred. The guidance makes it explicitly clear that sexual violence and sexual harassment are not acceptable, will never be tolerated, and are not an inevitable part of growing up. This message is further reinforced through our Relationships and Sex Education (RSE) programme.

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education equips pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe. Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms.

There is a range of teaching and learning styles, which may be employed in the RSE programme, but much of sex education is also concerned with values, attitudes and behaviour. The climate of the teaching environment will be such that pupils feel able to discuss sensitive issues without embarrassment and to respond to each other sensitively with a consideration and tolerant approach. The negotiation of ground rules as to what is acceptable within the classroom is recommended as is a discussion of confidentiality and the limits of any such confidentiality. It is also important that young people are shown respect for personal privacy and are given the 'right to pass' if they do not wish to discuss a particular topic that is especially sensitive for them. The broad course has been developed, taught and organised in mixed groups, so that sex education is not further isolated within the whole



curriculum. It is important that boys and girls are encouraged to communicate with each other and so develop understanding and empathy for alternative points of view. However, it may be necessary to create opportunities for single gender group work to address the different needs of girls and boys.

### Compulsory aspects of RSE

Relationships Education is compulsory for all pupils in primary schools, and Relationships and Sex Education (RSE) is compulsory for all pupils in secondary schools, in accordance with statutory guidance issued by the Department for Education.

Sex education is not compulsory in primary schools; however, St Michael's recognises the importance of preparing pupils appropriately for the physical and emotional changes they will experience. As such, sex education is taught in Years 5 and/or 6, in line with the National Curriculum for Science, which includes learning about the human body, growth and development (including puberty), and factual descriptions of conception and birth. Where human reproduction is covered, this is delivered factually and sensitively, in line with the science curriculum. Parents are consulted in advance about the content of sex education taught in primary school and are supported in continuing these conversations at home. Parents retain the right to request withdrawal from sex education lessons, in line with statutory guidance.

In **secondary school**, RSE builds upon the foundations laid during primary Relationships Education and provides a clear progression of knowledge, understanding and skills. The curriculum is designed to equip pupils with the information they need to develop **healthy, respectful and safe relationships**, both now and in later life. This includes understanding consent, boundaries, sexual health, how to avoid sexually transmitted infections and unplanned pregnancy, and how to recognise and respond to unhealthy or abusive behaviours, including online.

RSE at St Michael's does not encourage or normalise early sexual experimentation. Instead, it focuses on self-respect, respect for others, confidence and self-esteem, enabling pupils to make informed choices and to resist pressure. Teaching is age-appropriate, inclusive and sensitive, and reinforces the clear message that being a victim of abuse is never the fault of the child or young person.

Teaching approaches within RSE are participative and interactive, allowing pupils to develop skills, ask questions and critically engage with complex scenarios in a safe and supportive environment. When delivering sensitive content, staff use established strategies such as ground rules, distancing techniques and anonymous question boxes to ensure pupils feel safe, respected and supported.

Section 3 below outlines the specific compulsory RSE content taught in each year group, demonstrating how the curriculum is sequenced, progressive and aligned with statutory requirements.



## Equality

The school is committed to ensuring that its PSHE curriculum, including RSE, is delivered in line with the Equality Act 2010 and the Public Sector Equality Duty (PSED). This means taking active steps to eliminate discrimination, advance equality of opportunity, and foster good relations between those who share protected characteristics and those who do not.

RSHE is taught in a way that does not discriminate against pupils or amount to harassment. Teaching is carefully planned to be inclusive, respectful and age-appropriate, ensuring that all pupils are able to access the curriculum fairly and safely. Pupils are supported to develop an understanding of equality and respect, and by the end of their secondary education they will learn about the law relating to protected characteristics. These include age, disability, gender reassignment, sexual orientation, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex.

Throughout their education, pupils are taught the importance of equality and respect for all. This includes learning about sexual orientation and gender reassignment as protected characteristics, alongside all others. In primary education, pupils learn about healthy, loving relationships and a range of family structures, including same-sex parents, in an age-appropriate manner. At secondary level, pupils have equal opportunity to explore the features of stable and healthy same-sex relationships, with this content integrated across the RSHE curriculum rather than delivered as a standalone unit.

Pupils are taught factual information and the law relating to biological sex and gender reassignment. This includes an understanding that people have legal rights based on their biological sex, and that individuals with the protected characteristic of gender reassignment, like all those with protected characteristics, are entitled to protection from discrimination and to be treated with dignity and respect.

The school encourages pupils to express their views thoughtfully and respectfully, and to listen to the opinions of others, even when they differ from their own. Clear expectations are in place that bullying, discriminatory language or disrespectful behaviour are never acceptable and will be addressed in line with the school's behaviour and safeguarding policies.

Where external resources are used to support RSHE teaching, the school ensures that materials are appropriate, accurate and sensitive. Resources that oversimplify complex topics, perpetuate stereotypes, or are not suitable for the age and maturity of pupils are avoided. All materials are made available to parents on request, in line with the school's approach to openness with parents.

RSHE is delivered with sensitivity to pupils' religious backgrounds. Religion or belief is a protected characteristic under the Equality Act 2010, and the school ensures that teaching respects this. All schools may teach about faith perspectives within RSHE, and schools with a religious character may teach their distinctive faith perspective on relationships, while allowing space for balanced discussion on contentious issues. When content reflects religious belief, this is made explicit, and pupils are supported to engage respectfully with differing viewpoints.

Through this approach, the school ensures that equality is embedded within PSHE and RSHE, supporting pupils to develop into respectful, informed and compassionate individuals



who understand both their rights and responsibilities within a diverse society.

### Pupils with Special Educational Needs (SEND)

Teaching will be made accessible for all pupils with SEND and prepare pupils for adulthood, as set out in the SEND Code of Practice. We are aware that pupils with SEND may be more vulnerable than their peers and RSE is particularly important for these pupils.

RSE sessions will continue to be planned with great sensitivity shown to all pupils, so that those pupils with additional learning needs feel included and supported within the sessions. Where necessary, further support and guidance will be taken from the school's SEND department so that the content can be made accessible to suit individual SEND needs. Distancing techniques, including stories and role-plays may be implemented to further support different learning styles.

### Addressing sexual harassment and sexual violence

The school is committed to creating and maintaining a safe environment in which all pupils feel protected, respected and able to learn without fear of harassment, abuse or harm. As part of our PSHE curriculum, including Relationships, Sex and Health Education (RSHE), we take a proactive and preventative approach to addressing sexual behaviour, sexual harassment and sexual violence.

Through RSHE, pupils are taught clear, age-appropriate content that helps them to understand healthy relationships, boundaries, consent and respectful behaviour. This includes learning what constitutes appropriate and inappropriate behaviour, how to recognise harmful or abusive conduct, and how to seek help or report concerns. Teaching explicitly addresses that sexual harassment and sexual violence are never acceptable and are always wrong, whether they occur online or offline, between peers, or within any context of school life. Pupils are taught that consent must be freely given, informed, and can be withdrawn at any time. They are supported to understand the importance of mutual respect, communication and empathy within relationships, and to recognise behaviours that may be coercive, controlling or abusive. Lessons are carefully sequenced to ensure pupils develop this understanding progressively and in line with their age and maturity.

The school also ensures that pupils understand how to stay safe online, including the risks associated with sharing images, exposure to harmful content, and peer-on-peer pressure. All teaching on sexual behaviour and sexual violence is delivered sensitively and with due regard to pupils' wellbeing. Staff are trained to recognise signs that a pupil may be distressed or at risk, and safeguarding procedures are always followed where concerns arise. Pupils are regularly reminded of trusted adults they can speak to within school, and how to access support if they feel unsafe or uncomfortable.

The school takes a clear, consistent approach to unacceptable behaviour. Incidents of sexual harassment or sexual violence are taken seriously and responded to promptly, proportionately and in line with the school's safeguarding, behaviour and child protection policies. Victims are supported and listened to, and the school ensures that no pupil is made to feel responsible for the behaviour of others.

Through a clear, consistent and preventative approach, the school aims to equip pupils with



the knowledge, language and confidence to understand healthy relationships, challenge harmful behaviours, and contribute to a safe and respectful school community.

### Managing Difficult Questions

The teaching of RSE will often bring up difficult questions. Children will ask teachers and other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. These questions should not go unanswered given the ease of access to the internet and inappropriate sources of information. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class. An open door policy from the leadership team and the continuous feedback to and from the Assistant Head Pastoral allows for the handling of difficult questions and deals with the teacher's capacity to do so.

Working with external agencies can enhance the delivery of PSHE subjects and bring specialist knowledge and new ways of engagement. All visitors or visiting organisations credentials are checked by the member of staff organising the session, as is the content of the visitors' teaching session. The use of visitors is used to enhance rather than replace existing teaching. Pupils may also be given the opportunity to ask questions anonymously, and the manner in which this is facilitated is dictated by the member of staff in charge of the session.

### Working with parents and carers

The school is committed to working openly and collaboratively with parents in the delivery of PSHE, including Relationships, Sex and Health Education (RSHE). We recognise the vital role parents play in supporting their children's wellbeing, safety and personal development, and we believe that transparency and communication are essential in building trust and shared understanding.

In line with statutory guidance, the school takes proactive steps to engage parents and ensure they are fully aware of what is being taught as part of the PSHE and RSHE curriculum. This includes sharing curriculum overviews, communicating ahead of the delivery of sensitive topics, and offering opportunities for parents to discuss content, ask questions, and raise concerns. Where appropriate, parents may be invited into school to review curriculum content and to discuss the importance of RSHE in supporting pupils' emotional wellbeing, healthy relationships and personal safety. The school also aims to support parents in continuing and managing conversations at home following learning in school.

Parents are formally consulted when developing and reviewing the school's PSHE and RSHE policy, in accordance with statutory requirements. While parents do not have the right to veto curriculum content, their views are valued and carefully considered as part of this process.

The school will show parents a representative sample of the resources used to teach PSHE and RSHE and will ensure that parents are able to view all curriculum materials upon request. This enables parents to understand what their children are being taught and to continue learning conversations at home. The school will always respond positively to reasonable requests to view materials, particularly where sensitive topics are concerned.

There is a clear public interest in parents being given access to RSHE teaching materials if



they wish. When working with external providers, the school will not agree to any contractual arrangements that restrict the sharing of teaching content with parents. Providers are made aware that the school is legally required to have regard to statutory guidance, including the expectation that all materials can be shared with parents.

Through this open and transparent approach, the school aims to ensure parents feel informed, supported, and confident in the PSHE and RSHE provision offered to their children.

### Parental Right to Withdraw

From September 2020, parents are not able to withdraw their child from any aspect of Relationships or Health Education. However, parents will be able to withdraw their child (following a discussion with the school) from any or all aspects of Sex Education, other than those which are part of the Science curriculum.

Where pupils are withdrawn from Sex Education, the parents/carers receive a phone call or meeting to discuss why they wish to withdraw and if/how they will compensate for lost learning and lack of understanding around missed topics. The process is documented and the child receives alternative purposeful tuition in a separate space, during the period of withdrawal. It is important for parents to be aware that there is a likelihood that their child will hear their peers' version of what was said in class, which may not be accurate.

Please see below for details of specific sessions or lessons from which you may choose to withdraw your child, should you wish to do so. If you would like to request a withdrawal, please email the Head of PSHE, your child's class teacher, or the Assistant Head (Pastoral). We ask that this is done at least 48 hours in advance of the lesson being delivered. This allows time for your request to be acknowledged, for a discussion to take place beforehand, and for appropriate alternative arrangements to be made for your child.

Communication regarding any lessons from which withdrawal is permitted will always be shared with parents in advance of the content being delivered.

Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Topics relating to relationships, health, or sex education may arise incidentally within other subject areas. In these cases, which are often limited and unplanned, it is not possible to withdraw pupils from such discussions.

### Safeguarding

Discussions about sensitive topics in RSHE can lead to increased safeguarding reports. Should there be a disclosure of a child protection issue, then the member of staff in charge of the session should immediately consult our designated safeguarding lead, as per our Safeguarding and Child Protection Policy. Visiting speakers will be asked to read our Safeguarding quick guide when signing in at the office. Visiting Speakers will always be told who to direct any safeguarding concerns to on the day of delivery, and will be reminded of confidentiality.



### **SECTION 3: DELIVERY OF PSHE AND RSE AT ST MICHAEL'S**

#### **Whole-school approach**

To ensure clear progression and a coherent spiral curriculum, the school uses Jigsaw, the mindful approach to PSHE, as the foundation of its teaching and learning programme, which is then thoughtfully tailored to meet the specific needs of our pupils. Jigsaw provides a structured and sequenced framework, ensuring that key knowledge, skills and understanding are revisited and developed in increasing depth as pupils move through the school.

The programme's complimentary update policy ensures that teaching materials remain current and aligned with the latest statutory guidance, while also providing strong professional support for staff delivering the curriculum. The Jigsaw Programme covers all areas of PSHE from EYFS through to Year 9, including statutory Relationships and Sex Education (RSE) and Health Education.

The six core learning themes, known as *Puzzles*, are taught across all year groups, with learning deepening and broadening year on year to reflect pupils' age, maturity and developmental stage.

As outlined in Section 1, the school has further strengthened the PSHE curriculum by embedding the Zones of Regulation programme to support pupils' emotional literacy and self-regulation skills. In addition, the curriculum is regularly reviewed and adapted using feedback from parents, staff and pupils, alongside analysis of pastoral data and identified contextual safeguarding risks, ensuring that PSHE provision remains relevant, responsive and firmly rooted in the needs of our school community.

#### **Adapted Sequence of the Changing Me Unit**

As part of our carefully sequenced PSHE curriculum, St Michael's has chosen to adapt the delivery of the Jigsaw Changing Me unit in Years 1-4.

Rather than following the standard Jigsaw sequence, pupils study the Changing Me content one year later. This approach allows children additional emotional maturity and readiness before exploring body changes and puberty-related learning, while maintaining a progressive curriculum. All statutory Relationships Education and Health Education requirements continue to be fully met, and all pupils receive puberty education before the end of Year 6 in line with Department for Education expectations.



The table below outlines the whole school key themes covered across a year:

| <b>Term</b>  | <b>Puzzle (Unit)</b>   | <b>Content</b>                                                                                                                                           |
|--------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Michaelmas 1 | Being Me in my World   | Identity, belonging, rights and responsibilities, positive relationships and understanding our place within the school and wider community.              |
| Michaelmas 2 | Celebrating Difference | Respecting difference, inclusion, equality, challenging stereotypes and prejudice, and recognising and responding to bullying and discrimination.        |
| Lent 1       | Dreams and Goals       | Aspirations, goal-setting, resilience, recognising strengths, overcoming challenges and considering future opportunities and the world of work.          |
| Lent 2       | Healthy Me             | Physical and mental health, emotional wellbeing, healthy lifestyles, managing risk and making informed choices about health and wellbeing.               |
| Trinity 1    | Relationships          | Families, friendships and relationships; respect, communication, boundaries, conflict resolution, loss and developing healthy relationships with others. |
| Trinity 2    | Changing Me            | Growing and changing, identity, managing change, body changes and age-appropriate Relationships and Sex Education (RSE).                                 |



- Weekly assemblies and whole-school themes
- Pastoral Care and Form Tutor support
- Positive relationships between pupils and staff across the school community
- The school's Praise and Reward systems
- Pupil Voice and School Council
- The Zones of Regulation Programme
- Awareness Days and Themed Events throughout the year
- Educational visits, visiting speakers and external workshops
- Activity and Enrichment Weeks
- Fundraising and Community Projects
- Drama and Discussion-based Activities
- Cross-Curricular learning and opportunities to apply PSHE knowledge and skills in everyday school life

### Early Years Foundation Stage (EYFS)

The EYFS Statutory Framework recognises that children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. St Michael's provides strong, warm and supportive relationships with adults, enabling children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set simple goals and have confidence in their own abilities. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to develop positive friendships, cooperate with others and resolve conflicts appropriately. These foundations provide a secure platform from which children can thrive at school and in later life. PSHE and personal, social and emotional development are embedded throughout the EYFS day.

### Pre-Prep (Years 1 and 2)

PSHE: The children are class taught and the Form Teacher has the most important role in the development of the whole child. The skills and attitudes that the children develop and the knowledge they acquire are ongoing throughout the whole day, reinforced across the curriculum, alongside a weekly timetabled PSHE lesson. Please see the appendix for the content covered in PSHE in these Year Groups.

Zones of Regulation: Children are introduced to the four Zones of Regulation and develop a shared language for recognising and describing their emotions. They begin to understand that all feelings are valid and learn to identify how different emotions may affect their bodies and behaviour. With adult support, pupils begin to explore and practise simple strategies that can help them regulate their emotions and respond appropriately in different situations.

In line with the school's adapted Changing Me sequence, Year 1 pupils follow the Reception Changing Me content and Year 2 pupils follow the Year 1 Changing Me content. Parents are informed in advance of this unit and provided with information about the learning covered.



The grid below shows specific RSE learning intentions for each year group in the “Changing Me” puzzle.

| Year Group | RSE learning intentions<br>“Pupils will be able to...”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS       | In this unit, children begin to understand that they have grown and changed since they were babies and that all people continue to grow and change throughout their lives. They learn the correct names for the main external parts of the body, recognise that everybody is unique and begin to understand the importance of respecting themselves and others. Children explore a range of feelings linked to change, develop confidence to talk about their emotions, and learn that their body belongs to them. As part of the school's safeguarding curriculum, children are taught to identify trusted adults, understand that some parts of the body are private, and know that they should always tell a trusted adult if something makes them feel worried, uncomfortable or unsafe. Growing and changing is presented as a positive and natural part of life. |
| 1          | Children revisit and build upon the learning introduced in Reception, recognising that they have grown and changed since they were babies and that people continue to grow and change throughout their lives. They learn the correct names for the main external parts of the body and understand that everybody is unique. Children explore a range of feelings associated with growing up and changing, recognising that change is a positive and natural part of life. As part of the school's safeguarding curriculum, children learn that their body belongs to them, that some parts of the body are private, and that they should always speak to a trusted adult if they feel worried, uncomfortable or unsafe. Opportunities are provided for children to develop confidence in talking about feelings, change and personal safety in an age-appropriate way. |
| 2          | Children learn that all living things, including humans and animals, grow and change throughout their lives. They explore simple life cycles and recognise that growing up is a natural process. Children begin to understand that as they grow, they become more independent and take on greater responsibilities. They continue to use the correct names for the main external parts of the body and learn that every person is unique. As part of the school's safeguarding curriculum, children revisit the importance of body ownership, privacy and seeking help from a trusted adult if they ever feel worried, uncomfortable or unsafe. Change is presented as a positive and natural part of life, with opportunities for children to discuss their feelings and ask questions in a safe and supportive environment.                                          |

**EYFS:** Growing and changing, body awareness, trusted adults.

**Year 1:** Revisiting growth and change, body ownership, feelings about change.

**Year 2:** Growth and change in humans and animals, simple life cycles and increasing independence.



### Juniors School (Year 3 and 4)

PSHE: The children are class taught and the Form Teacher has the most important role in the development of the whole child. The skills and attitudes that the children develop and the knowledge they acquire are ongoing throughout the whole day, and there is also a weekly timetabled PSHE lesson. Please see the appendix for the content covered in PSHE in these Year Groups.

Zones of Regulation: Pupils develop a deeper understanding of emotional regulation by recognising how thoughts, feelings and behaviours are connected. They learn to identify personal triggers, recognise how emotions can change throughout the day and begin selecting appropriate regulation strategies to support themselves in different situations. Pupils are encouraged to reflect on how their behaviour can affect others, develop empathy and resilience, and apply a growing range of strategies to regulate their emotions both independently and with support when needed.

RSE: We have opted to teach the Jigsaw RSE curriculum down a year in Years 3 and 4. This means that our Year 3 pupils will cover the RSE content for Year 2 and our Year 4 pupils will cover the RSE content for Year 3. Once the pupils get to Year 5, they will follow the usual scheme of work for their Year Group, but the Year 4 human life cycle knowledge is covered in their Science curriculum (in the Trinity Term).

At St Michael's School, we believe children should understand the facts about human reproduction before they leave Year 6. We define Sex Education as understanding the process of human reproduction. The Changing Me unit is shared with parents in the transition meetings from Years 2 to 3 and Years 3 to 4.

The grid below shows specific RSE learning intentions for each year group in the "Changing Me" puzzle.

| Year group | RSE Learning Intentions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3          | Children build on their understanding that all living things, including humans, grow and change throughout their lives. They explore life cycles in greater depth and recognise that growing up brings increasing independence, responsibility and new experiences. Children learn that every person is unique and that bodies develop at different rates. As part of the school's safeguarding curriculum, pupils revisit the correct names for the external parts of the body, understand that their body belongs to them and know that they should speak to a trusted adult if they feel worried, uncomfortable or unsafe. Children continue to explore the emotions associated with growing and changing and are encouraged to ask questions in a safe, respectful and supportive environment. |
| 4          | Children compare different life cycles in nature, including that of humans, and explore the changes that occur between baby, toddler, child, teenager, adult and old age. They learn that as people grow, their independence, responsibilities and experiences continue to develop. As part of the school's safeguarding curriculum, pupils are taught and revisit the correct anatomical names for                                                                                                                                                                                                                                                                                                                                                                                                |



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|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>the private parts of the body (vulva, vagina, penis, testicles and anus) and understand that these parts of the body are private.</p> <p>They learn that nobody has the right to touch their body without permission and develop the confidence and assertiveness to seek help from a trusted adult if they ever feel worried, uncomfortable or unsafe.</p> <p>Growing and changing is presented as a natural part of life, and children are supported to explore the emotions associated with change in a safe, respectful and age-appropriate environment.</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Year 3:** Life cycles, growing independence, body awareness and personal safety.

**Year 4:** Human life cycles, body ownership, correct anatomical vocabulary and personal safety.

#### Senior School (Year 5-9)

PSHE in the Senior School is primarily delivered through one 35-minute lesson each week. The majority of lessons are taught by the Head of PSHE, with oversight provided by the Assistant Head (Pastoral) to ensure consistency, quality and progression across the curriculum. It is important to recognise, however, that pupils' personal, social and emotional development extends far beyond this timetabled lesson. The knowledge, skills, attitudes and values developed through PSHE are reinforced across the wider curriculum, through pastoral care, assemblies, educational visits, enrichment opportunities and everyday interactions with staff and peers. Online Safety and Digital Citizenship are further developed through the ICT curriculum, ensuring pupils receive a coherent and progressive understanding of safe, responsible and respectful technology use. This whole-school approach ensures that PSHE learning is embedded in everyday school life and prepares pupils for life beyond St Michael's.

**Zones of Regulation Programme:** The Zones of Regulation programme continues to support pupils' emotional literacy, self-regulation and wellbeing throughout the Senior School. Pupils develop a deeper understanding of how emotions, thoughts and behaviours are interconnected, enabling them to recognise personal triggers, identify early signs of dysregulation and apply increasingly independent regulation strategies. As pupils mature, they strengthen their resilience, empathy and self-awareness, learning to reflect on the impact of their actions on themselves and others. The programme equips pupils with practical tools to manage challenges, maintain positive relationships and support their mental wellbeing both within school and beyond.

Puberty is taught as a statutory requirement of Health Education and is covered through the Changing Me Puzzle within the Jigsaw PSHE Programme. The Department for Education (DfE) defines sex education in primary schools as teaching about human reproduction. In order to teach this within a scientific context, and in line with the National Curriculum for Science, pupils learn about human reproduction during Science lessons. As this forms part of the statutory Science curriculum, parents do not have the right to withdraw their child from these lessons.

At St Michael's, aspects of sex education are also taught through the Changing Me Puzzle within the Jigsaw PSHE Programme. Parents have the right to request that their child be withdrawn from any non-statutory sex education lessons that specifically teach human reproduction. Prior to the delivery of these lessons, parents will be informed of the lesson



content, structure and their right to request withdrawal. Parents of pupils in the Senior School are notified before the Trinity Term, when the Changing Me unit is taught.

Pupils may also receive additional age-appropriate input from external providers through workshops and enrichment activities throughout the year. Where these sessions include Relationships, Sex and Health Education (RSHE) content, parents will always be informed in advance and provided with appropriate information about the content being delivered.

The grid below outlines the specific RSHE learning intentions for each year group within the Changing Me Puzzle.

| Year group                              | RSE Learning Intentions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5<br><br>(Right to parental withdrawal) | Children revisit self-esteem, body image and identity, recognising that everyone has unique qualities and that perceptions of ourselves and others can be influenced by family, friends, the media and social media. They explore how comparison can affect confidence and wellbeing and develop strategies for building a positive self-image. Puberty is revisited in greater depth, with pupils developing a secure understanding of the physical and emotional changes experienced by males and females. Human reproduction is explained alongside the statutory Science curriculum, and pupils learn about pregnancy, including the development of a baby during pregnancy and that there are different ways families may be formed, including IVF. Pupils understand that becoming a parent is a personal choice and that families are diverse. They are encouraged to ask questions in a safe and respectful environment, explore the increasing freedoms and responsibilities associated with adolescence, and challenge stereotypes and misconceptions about young people. |
| 6<br><br>(Right to parental withdrawal) | Children build on their understanding of puberty by exploring the physical, emotional and social changes that occur during adolescence. They revisit the processes of human reproduction and pregnancy, learning about conception, foetal development and childbirth in an age-appropriate and factual manner alongside the statutory Science curriculum. Pupils explore the qualities of healthy, respectful relationships, including the importance of mutual respect, personal boundaries and consent in age-appropriate contexts. They discuss how feelings of attraction may develop during adolescence and recognise that everyone develops at their own pace. Pupils also explore self-esteem, body image and identity, considering how internal and external influences, including the media and social media, can affect confidence and wellbeing. Throughout the unit, pupils are encouraged to ask questions, challenge stereotypes and access accurate information in a safe, respectful and supportive learning environment.                                           |
| 7                                       | Children consolidate their understanding of puberty, recognising the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



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|----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(Right to parental withdrawal)</p>              | <p>physical, emotional and psychological changes that occur during adolescence.</p> <p>They develop a secure understanding of human reproduction, including the menstrual cycle, conception, pregnancy, IVF and the responsibilities of parenthood.</p> <p>Pupils explore different types of committed relationships, recognising the qualities of healthy, respectful and equal relationships.</p> <p>They consider how the media and social media can influence self-esteem, body image and identity, and develop strategies to manage these influences positively.</p> <p>Pupils also explore how changes in the adolescent brain can affect emotions, decision-making and behaviour, learning practical strategies to support their mental wellbeing and knowing when and how to seek support from trusted adults and appropriate services.</p>                                                                                                                                                                                                                                                     |
| <p>8</p> <p>(Right to parental withdrawal)</p>     | <p>Children further develop their understanding of healthy relationships, recognising the importance of respect, equality, trust, communication and consent.</p> <p>They explore the influence of peers, the media and social media on relationships, identity and self-esteem, developing strategies to challenge stereotypes and manage external pressures.</p> <p>Pupils build on their understanding of sexual health by learning about contraception, sexually transmitted infections (STIs) and how to access reliable health information and support. They also consider the importance of making informed, responsible decisions, respecting personal boundaries and recognising where to seek advice and support when needed.</p> <p>Throughout the unit, pupils are encouraged to reflect on their own values and prepare for increasing independence and future relationships.</p>                                                                                                                                                                                                           |
| <p>Shell</p> <p>(Right to parental withdrawal)</p> | <p>Children consolidate their understanding of healthy, respectful and equal relationships, exploring the importance of trust, communication, mutual respect and consent.</p> <p>They consider power and control within relationships, recognising the signs of unhealthy or abusive behaviours and developing the confidence and assertiveness to maintain personal boundaries and seek support when needed.</p> <p>Pupils develop their understanding of sexual health, including contraception, sexually transmitted infections (STIs), family planning and the consequences of unprotected sex. They also explore the law relating to sexual consent, the age of consent and the legal responsibilities associated with relationships.</p> <p>Pupils critically evaluate the influence of pornography, the media and gender stereotypes on expectations of relationships and body image, developing the skills to make informed, responsible and respectful decisions. Throughout the unit, pupils are encouraged to know where and how to access reliable advice, support and health services.</p> |



|  |                                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | As part of this unit, pupils also participate in a workshop delivered by Brook Jersey, providing age-appropriate education on sexual health, healthy relationships and accessing local support services. |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Year 5: Puberty, body changes, self-esteem, body image and pregnancy.

Year 6: Puberty, human reproduction, healthy relationships, consent, pregnancy and birth.

Year 7: Puberty, reproduction, healthy relationships, body image development and wellbeing.

Year 8: Healthy relationships, consent, contraception, sexual health, identity, media influence and informed decision-making.

Year 9: Healthy relationships, consent, contraception, sexual health, the law, pornography, family planning and accessing support.

## **SECTION 4: OTHER**

### **Common Entrance**

There is a close link between PSHE and Religious Studies (RS), particularly within the Common Entrance RS syllabus where pupils explore contemporary and ethical issues. Relevant learning within PSHE supports pupils in developing the knowledge, understanding and critical thinking skills required to engage thoughtfully with these topics.

Relationships, Sex and Health Education also provides important learning relevant to this area, including healthy and respectful relationships, consent, reproductive health, contraception, sexually transmitted infections (STIs), sexual health, the law and how to access appropriate advice and support. Teaching is age-appropriate and reflects pupils' increasing maturity as they progress through the Senior School.

The Jigsaw PSHE programme enables the school to identify clearly where statutory Relationships and Health Education and additional Sex Education content are taught. This supports effective communication with parents and carers and ensures that any requests for withdrawal from Sex Education can be considered in accordance with the school's RSE policy and relevant statutory guidance.

**If your child is in Years 5, 6, 7, 8 and Shell and you wish for your child to be withdrawn from any of the sessions highlighted above, please do get in touch with Mrs Florence Clayton ([ffc@stmichaels.je](mailto:ffc@stmichaels.je)) or Mrs Cleo Walters ([cdw@stmichaels.je](mailto:cdw@stmichaels.je))**

### **Careers**

The school's careers education provision is embedded within the PSHE programme and wider curriculum, reflecting the school's commitment to preparing pupils effectively for the next stage of their education and for life beyond school.

Discussions relating to future pathways, aspirations, employability skills, and the world of work are integrated throughout pupils' school experience. Staff incorporate career-related learning into curriculum teaching, pastoral interactions, and enrichment opportunities, ensuring that pupils develop an age-appropriate understanding of opportunities available to them.



A range of experiences supports this provision, including workshops, educational visits, assemblies, and visiting speakers from a broad spectrum of professions and industries. These opportunities expose pupils to diverse career pathways, challenge stereotypes, and promote ambition and aspiration across all age groups.

In Year 8, careers education is given a more explicit focus during the Trinity Term through a dedicated two-week careers programme. This includes input from external speakers, interactive career-focused sessions, and a careers fair representing a wide range of sectors. The programme is designed to support pupils as they consider subject choices and the skills and attributes required for different professions.

Through this progressive and embedded approach, the school ensures that pupils:

- Develop an informed awareness of future educational and career pathways
- Understand the link between learning, skills, and future opportunities
- Are encouraged to aspire, set goals, and reflect on their strengths
- Are well prepared for the next stage of their education

### Workshops

As part of our PSHE and Pastoral programme, pupils have a range of workshops delivered by external providers throughout the year. When these involve RSE topics, parents will always be informed beforehand. Some of our regular workshops include:

- RNLI safety at sea (KS2 and KS3)
- Make The Call (KS2)
- NSPCC Speak out, Stay safe (Y2 and Year 6)
- Leadership programme (Y8)
- Careers talks (Year 8 and Shell)
- Dog Safety (Y1)
- Safety Sam Child Safety in the car and at home, calling emergency services (Y2)
- SPARKS - Jersey Fire and Rescue Service (Y4)
- Child Accident Prevention Jersey - Beach and Cycle Safety (Y3)
- Beep Beep Day - Road Safety for the very young (EYFS)

### Leadership

Opportunities to develop leadership skills are woven through daily school life. Pupils are encouraged to take on responsibility, work collaboratively, and contribute to the school community in age-appropriate ways. This includes roles such as house captains, classroom monitors, sport captains and prefect roles. Through these experiences, pupils develop key skills including communication, teamwork, initiative, and accountability.

Leadership is further promoted through curriculum discussions, group work, pupil voice activities, assemblies, and enrichment opportunities. Visiting speakers and themed events also provide pupils with insight into leadership in the wider world, helping them to understand the qualities and values associated with positive leadership.



In Year 8, leadership development becomes a more formalised focus. Pupils take part in a structured leadership programme designed to prepare them for senior school and future responsibilities. This programme includes dedicated workshops and reflection on leadership styles and personal strengths. Pupils are supported to understand what effective leadership looks like, how to lead with empathy and integrity, and how to apply these skills in both school and wider contexts.

## **Appendix 1: PSHE action plan, created following feedback from school community**

**Academic Year:** 2026–2027

**Lead:** Head of PSHE

Surveys were sent out to staff (all), parents (all) and pupils (Y5-9) in January 2026 whilst Assistant Head Pastoral and PSHE Lead were developing the new PSHE and RSE curriculum. The aim was to gather as much feedback from the school community as possible and to integrate this into the new PSHE curriculum.

### **Section 1: Context & Strengths to build on**

Staff feedback reflects a strong commitment to pupils' personal development and wellbeing. Key strengths identified include:

- A clear PSHE structure already in place.
- Strong use of the **Zones of Regulation** to support emotional literacy.
- Positive pupil engagement in discussion-based lessons.
- Effective pastoral care embedded across the school.
- Flexibility in EYFS and Pre-Prep to respond to emerging needs.
- Growing parent engagement in some areas.

This development plan aims to **build on these strengths**, ensuring the curriculum continues to evolve in response to pupil needs.

### **Section 2: Priorities**

#### **Priority 1: Deepen and embed learning:**

To build greater depth within existing PSHE themes, enabling pupils to develop increasingly sophisticated emotional and social skills as they progress through the school.

#### **Key Actions:**

- **Embed the revised long-term curriculum and monitor its effectiveness across year groups.**



- **Continue to strengthen teaching around resilience and perseverance, managing disappointment, friendship repair and conflict resolution, and positive playground relationships.**
- **Ensure progressive emotional vocabulary is developed and reinforced across year groups.**

**Priority 2: Ensure curriculum content remains responsive to modern needs**

To ensure PSHE continues to reflect pupils' lived experiences, emerging issues and the wider world.

**Key Actions:**

- **Embed and review progressive teaching around online safety, digital citizenship and responsible technology use across the school.**
- **Continue to develop age-appropriate learning around healthy screen use, AI awareness and responsible use of emerging technologies.**
- **Strengthen opportunities for pupils to develop their understanding of mental health, emotional wellbeing and strategies for managing anxiety.**
- **Use pupil voice, pastoral information and emerging safeguarding themes to identify and respond to changing needs.**
- **Continue to develop pupils' understanding of global issues, cultural diversity and life beyond the local context of Jersey.**
- **Review and utilise age-appropriate external workshops and specialist provision where these enhance the taught curriculum.**

**Priority 3: Embed consistent regulation and wellbeing practice**

To strengthen the consistent use of the Zones of Regulation across the school, supporting pupils to develop emotional literacy, self-awareness and increasingly independent regulation strategies.

**Key Actions:**

- **Review the consistency of Zones of Regulation practice across year groups and provide staff refreshers or support where needed.**
- **Continue to develop a shared language around emotions and self-regulation across the school.**
- **Ensure pupils have access to appropriate regulation strategies and resources within their classrooms.**
- **Monitor progression to ensure pupils move from adult-supported regulation towards increasingly independent use of strategies as they mature.**



#### **Priority 4: Support high-quality and confident PSHE delivery**

To ensure staff feel confident, well supported and appropriately equipped to deliver high-quality PSHE.

##### **Key Actions:**

- Provide targeted CPD, guidance and support where needed, particularly around sensitive or emerging areas of the curriculum.
- Continue to develop and maintain an accessible bank of high-quality PSHE resources for staff.
- Provide opportunities to share effective practice and maintain consistency across phases.

#### **Priority 5: Embed consistency in PSHE delivery**

To ensure all pupils experience a coherent, progressive and consistently high-quality PSHE journey across the school.

##### **Key Actions:**

- Monitor PSHE provision through planning, learning walks, resource and book reviews, and discussions with pupils.
- Use pupil voice to evaluate pupils' experiences of PSHE and identify areas for further development.
- Monitor curriculum continuity and progression between year groups and across phases.
- Support staff where needed to ensure agreed curriculum content is delivered consistently and appropriately.

#### **Priority 6: Protect PSHE curriculum time**

To ensure PSHE remains a valued and consistently delivered part of the curriculum across all year groups.

##### **Key Actions:**

- Protect allocated PSHE curriculum time and minimise displacement wherever possible.
- Ensure all core PSHE themes are delivered within the planned curriculum sequence.
- Coordinate external workshops and enrichment opportunities so that they complement and enhance planned PSHE learning.



### **Priority 7: Strengthen partnership with parents and carers**

To build on existing positive relationships with parents and carers, ensuring they are well informed about PSHE provision and supported in reinforcing relevant learning at home.

#### **Key Actions:**

- **Share clear information about the PSHE curriculum and relevant year-group learning.**
- **Provide parents and carers with appropriate information ahead of sensitive or significant areas of learning, where relevant.**
- **Offer opportunities for parent engagement, including information sessions, coffee mornings and guidance where appropriate.**
- **Seek and respond to parent feedback to inform the ongoing development of PSHE provision.**