

PSHE/RSE Policy



July 2026

Date updated: May 2026
Date of review: September 2026

As a Rights Respecting School, this policy links with many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 12 – Children have the right to give their opinion and their views must be taken seriously.

Article 19 – Every child has the right to be safe.

Article 24 – Every child has the right to be healthy.

Article 28 – Every child has the right to an education

Article 33 – Every child must be protected from the use of illegal and harmful drugs.

Article 34 – Every child has the right to privacy of their body

● Name of school	● Grafton Primary School
● Date of policy	● July 2026
● Member of staff responsible	● PSHE Lead: Nadine McCafferty
● Review date	● July 2027

Curriculum Intent

At Grafton we want our children to have happy, healthy, successful and content lives far beyond the time that they leave the school.

Our Personal, Social, Health, Citizenship curriculum is based around the acronym **REAL**.

Our **REAL** Curriculum is...

R - Relevant, research-based, reflective

E - Engaging, enquiry-led

A - Aspirational, achievement for all

L - For life-long love of learning

R: Relevant, research-based, reflective

The PSHE and C curriculum will be relevant to the needs of the local school community demographic and their families.

Some of the content of the curriculum is based upon local data and information provided by the borough and government as well as our local knowledge.

The learning that takes place is relevant to the children and offers them a safe space to express their ideas, thoughts and opinions as well as be challenged by.

E: Engaging, enquiry-led

The children will have the opportunity to consider the world in which they live and their own place in the world through key questions that will support their enquiry skills and support them to seek solutions.

Children will take part in discussions, which are question led and they are encouraged to think deeply about real life situations, solve problems and prepare themselves for life in order to be safe, healthy and happy.

A: Aspirational achievement for all

The curriculum and additional opportunities that we offer to children allow them to prepare for their future lives, including working on and growing positive attitudes and attributes that will help them to cope. Understand the need for economic stability, health and safety.

Provide opportunities to consider their future aims, aspirations and dreams for their lives by arranging visits, inviting guests, listening to speakers and watching drama that will inspire and educate them.

The children will have opportunities to have experiences that they might be exposed to outside of school.

L: Life-long love of learning

For the children to develop the skills and knowledge to live happy, successful lives

The children will be able to understand that there are careers for people who are well developed, caring and reflective people.

Aims of PSHE Policy

With our children and young people living in an ever changing online and offline world, facing increasing opportunities and more complex challenges, it has never been more important for us to equip our pupils with a strong foundation of the knowledge, attitudes and skills needed to manage their lives as engaged, respectful, healthy, happy, responsible and successful members of society.

We will achieve this through our PSHE aims to support our young people to:

- become confident individuals who know and understand how to live safe, happy, healthy, fulfilling lives.
- understand the importance of self-respect and self-worth, knowing the importance of personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- nurture mutual respect, treating others equally through an appreciation for diversity and respect of others.
- learn how to build and maintain safe, positive, respectful, kind and healthy relationships, including being able to identify risks and harms, within friendships both in person and online and relationships within the family.
- understand the importance of taking responsibility for one's own health and wellbeing, knowing links and differences between mental and physical health, and using self-care strategies for both.
- understand about consent in all relationships, including resisting pressure and/or not applying pressure through respect for others' boundaries.
- use critical thinking skills to understand and analyse information and keep themselves safer in digital and physical spaces.
- develop confidence in decision making, understanding consequences, acting on informed choices
- address concerns, including protecting themselves by asking for help and knowing where and how to get confidential advice and support

- develop financial capabilities and money management skills, including managing financial harms and risks, to achieve economic wellbeing.
- understand about becoming responsible citizens who have rights and responsibilities that help them make a positive contribution to society, including in their careers and other future opportunities.
- enjoy successes in their own progress, identifying and achieving academic and personal goals that enable them to thrive in all areas of their lives.

Purpose of PSHE Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and pupils about our PSHE programme including:

- our overall intention and aims for delivering PSHE, including Relationships, Sex and Health Education
- our definitions for Relationships Education, Sex Education and Health Education
- guidance for staff and outside visitors about the implementation of PSHE, including content, organisation and principles that guide safe and effective delivery
- information for parents/carers about our full PSHE programme, including specific information on Sex Education, our annual parental engagement procedures and parents' right to withdraw their child from sex education
- our commitment to supporting a skilled delivery team through CPD opportunities
- how we monitor, evaluate and assess PSHE including arrangements for policy review

PSHE Policy Development

This policy has been developed by school governors, senior leadership team and PSHE Subject Lead, in line with the latest DfE statutory and non-statutory guidance. It has been informed by feedback gathered from school and community stakeholders, including pupils, parents/carers and wider partners.

Legislation and Guidance

From September 2026, it will be mandatory for all schools to follow the updated [DfE Statutory Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Guidance \(DfE, July 2025\)](#), made under sections 34 and 35 of the Children and Social Work Act 2017.

This guidance makes Relationships Education compulsory for all primary pupils, and Health

Education is compulsory for all primary pupils.

Our PSHE policy complies with these requirements and recommendations to deliver statutory Relationships and Health Education, as outlined and delivered through our PSHE curriculum.

In addition to statutory requirements, the DfE continues to recommend that all primary schools should have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils.

Links to Other Policies

PSHE sits within our whole school approach to supporting pupils' overall personal development, including their relationships, behaviour and overall safety, health and wellbeing. Within this context, it is important to read this PSHE policy with the following related school policies:

- Safeguarding/Child Protection Policy
- Behaviour/Anti-Bullying Policy
- Rights Respecting Policy
- Online Safety Policy
- Mental Health & Well-being Policy
- Equality, Diversity and Inclusion Policy
- SEND Information Report
- Managing Drug Related Incidents Policy

Definitions for Relationships Education and Health Education

Relationships Education:

"Relationships Education enables the physical, cultural, social and emotional development of pupils. It provides young people with the knowledge, skills, attitudes and positive values to have happy, healthy and safe relationships, to have an understanding of the legal aspects of human relationships and to develop an understanding of tolerance and diversity, now and in the future".

Health Education:

"Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our young people to understand about health related choices and behaviours, both mentally and physically, and take responsibility for their own in order to be happy, healthy and safe, now and in the future"

Organisation of PSHE

At Grafton Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. The school uses the Jigsaw Programme, which offers a comprehensive, carefully thought-through Scheme of Work that brings consistency and progression to children's learning. At Grafton Primary School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

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. We maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

What do we teach, and who teaches it?

Whole-school approach:

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	Key Content
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene;

		emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships,

Please click on the link to view the content overview of the programme. Teachers will review and adapt content as required.

[PSHE Knowledge Content Snapshot Overview](#)

At Grafton Primary School, we allocate 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways:

- Our Rights Respecting Work,
- Assemblies,
- Praise and Reward system,
- Through relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community. All teaching staff deliver weekly PSHE lessons to all year groups across the school, alongside planned enrichment opportunities, such as Anti-bullying week & Safer Internet Day.

Where appropriate, external professionals and health specialists support the delivery of sessions, including local and/or national organisations.

We deliver the vast majority of PSHE through whole class lessons, within which we may run smaller, targeted groups or occasional 1:1 sessions, in response to identified needs of specific pupils. We may occasionally deliver in same sex groupings, for example when exploring specific or sensitive issues such as puberty or gender stereotypes, although this is followed up with whole class learning, to ensure that pupils also have the opportunity to engage with everybody's ideas, experiences and understanding.

We organise all statutory content, and elements of the non-statutory guidance as follows:

Statutory content

Relationships Education (KS 1 & 2: age 5-11 years)

- Families and People who Care for Me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

Health and Wellbeing Education (KS1&2: age 5-11 years)

- General Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention
- Personal Safety
- Basic First Aid
- Developing Bodies (*including puberty and naming correct body parts*)

Science Curriculum (statutory content related to Relationships and Sex Education)

Key Stage 1 (age 5-7 years)

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents/carers
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Non-Statutory Content: (KS1&2: age 5-11 years)

- Economic Wellbeing – *beyond compulsory content included in the statutory relationships and health education including financial wellbeing online, identifying and managing financial safety, harms, scams, risks etc.*
- Careers

Non-statutory Sex Education

One lesson(s) on conception* in Y5(Changing me: Lesson 4) & Y6 (Changing Me:Lesson 3)

** this is the only content that parents/carers can withdraw from*

Cross curricular links

Through identified cross curricular links with relevant subjects, including RE, Science, DT, Computing, PE, we further complement, reinforce and extend our pupils' PSHE learning through related contexts, being clear not to duplicate or repeat any learning.

Adaptations to the PSHE Curriculum

The organisation of our PSHE curriculum is flexible where needed, allowing us to respond to the feedback gathered by school and community stakeholders, alongside emerging concerns, relevant local health information, data such as from the local SHEU survey, community issues, and/or news related events.

We regularly engage our pupils, parents/carers and wider stakeholders in the review and development of our PSHE curriculum, as follows:

- Pupil engagement – annual surveys, focus groups, subject reviews, PSHE discussions, pupil voice
- Parental engagement – annual RSE information, Head Teacher forum meetings, policy 'feedback comments',
- Community partners – partner discussions, external training content, local/national data provided by partner organisations, policy 'feedback comments',

Issues Specific to Sex Education

Definition for Sex Education

Sex Education is lifelong learning about the physical, social and emotional aspects of human sexuality, including skills, attitudes and information on topics like reproduction (conception and birth), relationships, and identity.

Sex Education aims to equip young people with the knowledge, skills, and values to have safe, fulfilling, and responsible relationships and to take responsibility for their own health and wellbeing.

DfE Recommendation for Sex Education

Whilst Sex education is not compulsory in primary schools, we are following the DfE recommendation to deliver Sex Education in years 5 and 6, in 1 lesson about conception/how a baby is made and birth. We feel this non-statutory content is important to address many of the questions that children have and are taught in the context of healthy adult relationships, complementing the factual description of human reproduction and conception covered in statutory science, and sitting alongside statutory Relationships and Health Education including content on puberty and changing bodies.

Engaging with Parents/Carers

On entry to the school, parents/carers are invited to read our PSHE policy, including our approach to Sex Education. We place the utmost importance on sharing equal and joint responsibility with parents/carers for their children's education, including sexual matters, and as such, we prioritise open and transparent engagement, keeping all parents/carers fully informed of the content and delivery of our PSHE curriculum, reinforcing this dual responsibility for PSHE learning.

We do our best to find out any religious or cultural views parents/carers may have, which may affect the Sex Education they wish to be given to their children. We always carefully consider any request that compromises our Equality, Diversity and Inclusion policy.

We take every opportunity to inform and involve parents/carers, providing transparency of the content and delivery of our relationships, sex and health education, in the following ways:

1. By inviting parents/carers to discuss personal development, including PSHE, during our HT forum meetings.
2. Parents/Carers have been consulted on the new PSHE policy via a parent/carer survey. All feedback was considered as part of the consultation process before this policy was finalised.
3. Beyond the HT forum, parents/carers can request to see planning and curriculum resources used in the teaching of sex education at any time.
4. By sharing Curriculum Overviews/ Parent Knowledge Organisers with parent/carers each half term regarding PSHE teaching and how to support your child at home, including key vocabulary, knowledge and social and emotional skills.

Amendments to Policy followed statutory parent consultation

A parent support meeting will be held in Summer 1 term each year to give parents/carers guidance about how to speak to their child about RSE. Further information and resources will be shared to support this, including a glossary of terms used in RSE.

RSE lessons will be taught after lunchtime to limit the opportunity for children to share learning on the playground at lunchtime with their peers.

Parental Right to Withdraw from Sex Education

Parents/carers have the right to withdraw their child from non-statutory Sex Education, but **not** the right to withdraw their child from any lessons in statutory Science, Relationships Education or and Health Education.

In accordance with this, it is made clear to parents/carers of Yr 5 and 6 (children that they can withdraw their child from the non-statutory 1, lesson on conception and no other lessons.

If a parent wishes to withdraw their child from this non-statutory Sex Education, we ask that they discuss with their child's class teacher and then complete the 'Withdrawal from Sex Education To confirm, statutory Relationships Education does not involve explaining the details of different forms of sexual activity, but can cover sensitive topics such as sexual violence, in order to keep children safe. Equally, statutory Health Education includes content on puberty, changing adolescent bodies and labelling of all main body parts.

See our website for our PSHE Education Curriculum Overviews.

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 and Statutory Relationships and Health Education.

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.

Sex Education

We define Sex Education as learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about life cycles in science.

The DfE Guidance 2019 recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. However, 'Sex Education is not compulsory in primary school

Schools are to determine the content of sex education and should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Science and Health Education, we have chosen to deliver a further lesson in Year 6, which goes beyond the science curriculum and looks in more detail at how a baby is made. We feel this lesson is important as it addresses many of the questions that children have and is taught in the context of healthy adult relationships. In the RSE letter for Years 5 & 6, we will make clear which lesson sits within sex education and outline your right to withdraw your child from this specific additional lesson, as outlined below. This lesson will be taught in Summer 2.

Parents' right to request their child be excused from Sex Education

At Grafton Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude, from the DfE guidance, that sex education refers to Human Reproduction, and therefore inform parents of their right to request that their child be withdrawn from the PSHE lesson that explicitly teaches about conception. This is lesson three (conception, birth) in the Summer 2 Changing Me unit in Year 5 & Year 6. The school will inform parents of this right before the 'Changing Me' Puzzle is taught.

Principles for the Safe and Effective Delivery of PSHE

Creating a Safe and Supportive Learning Environment

PSHE often works within pupils' real-life experiences, addressing a wide range of personal, social, emotional and health issues. A safe, supportive, and respectful learning environment is created by establishing clear ground rules, developed and agreed with all pupils in each learning group across the school. These ground rules are referred to during PSHE lessons. This helps secure an atmosphere

within which pupils feel able to discuss ideas, share feelings, raise concerns, and explore sensitive or challenging issues.

Safeguarding and Confidentiality

Discussions about a wide range of PSHE issues, including sensitive areas, may lead to personal disclosures and increased safeguarding reports; for example, pupils may indicate in some way that they are vulnerable or at risk. In these circumstances, staff are aware that they must refer to the school's Safeguarding/Child Protection policy and procedures, in line with the current DfE guidance 'Keeping Children Safe in Education' 2025, to ensure that they are clear about what is required in such circumstances. Staff will work within the school's agreed procedure for recording and reporting disclosures and the nature of access to this information.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils, and that the pupils themselves know that teachers cannot offer them unconditional confidentiality, whilst always being reassured that their best interests will be maintained. The pupils will be reminded that if confidentiality has to be broken, they will be informed first and then supported as appropriate. They are encouraged to talk to their parents/carers and other trusted adults and are provided with support to do so.

A Skilled PSHE Delivery Team

To maintain the high quality, effective delivery of our programme, we provide a range of Continuing Professional Development (CPD)s opportunities for our staff to develop the high level of knowledge, skills and confidence needed to teach PSHE effectively, particularly the more complex, sensitive and challenging areas. This is achieved through a range of CPD activities, including on-site staff training, online courses, networking events, 1:1 mentoring and support. We ensure to draw on the expertise and specialism of relevant local and national organisations where possible to support our training and development programmes.

Participatory and Interactive Learning Approaches

Active, interactive and participative learning approaches are particularly effective for engaging pupils with the wide range of personal, social, emotional and health-related issues in PSHE, particularly when addressing the more sensitive and complex content. Our skilled staff, along with our external partners, use a wide range of teaching and learning activities, within the boundaries of the agreed ground rules, to effectively engage pupils including, for example through structured or open discussion, games, role-play, group debates, use of technology for mock interviews, blogs or vlogs, online games, alongside pupil presentations, the use of literature and visits by theatre groups.

External Organisations and Partners

We work with a range of various external organisations to enhance the delivery of PSHE across our planned programme, in order to bring in specialist knowledge and different ways of engaging our young people. Our partnership approach ensures that the activities and resources used by external organisations are delivered in accordance with the aims of this policy and the content of our planned programme. All external contributions complement the teaching delivered by our own staff, to

enhance and enrich the overall experience of our pupils.

All external contributors are made aware of our confidentiality and safeguarding policies to ensure any safeguarding issues that arise are dealt with in line with school policy and procedure.

Responding to all Pupils' Questions

We will ensure to respond to all pupils' questions in the most appropriate manner, with an emphasis on supporting the child. The form in which questions are addressed may be in smaller group activities, or on a one-to-one basis, as appropriate. We recognise that if children's questions go unanswered, particularly in relation to content not covered in our curriculum or from those pupils who have been withdrawn, they are likely to turn to other sources of support which may be unreliable, so no question will be disregarded. We will encourage children to talk to their own parents/carers or a trusted adult, or signpost them to organisations, for further information/support.

Meeting the Needs of SEND Learners

PSHE lessons need to be accessible to all pupils including those with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood outcomes. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils by adapting content and pace of learning where needed, using varying appropriate resources, adapting small group work, providing 1:1 support, and delivering relevant CPD for all staff.

Equality, Diversity and Inclusion

As an inclusive school, we value the differences and diversity of our community and the wider world. Within our PSHE programme, we teach and promote equality, tolerance, respect and the prevention of discrimination, in line with the Equality Act 2010 and the [Equalities Act and Schools Guidance 2010](#).

Within this duty to foster an understanding of equality and respect, we ensure that all pupils grasp the concept of protected characteristics as directed under British law, in an age appropriate way, and to avoid discrimination based on any of these characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We also promote British values within our whole school aims and values. The personal beliefs and attitudes of teachers will not influence the teaching of any elements of PSHE.

We recognise and value our diverse community at school, valuing all our young people, parents/carers, staff and visitors who may be, for example, from varying backgrounds, faiths, heritages, who are LGBTQ+, who are in different types of families such as single parents/carers or those who are married or in civil partnerships, children living in care, or young carers, or those living in poverty. In exploring and developing a wide range of issues related to acceptance, tolerance, and the avoidance of discrimination, our young people can live respectfully with all members of the community, in preparation for their lives in a globally connected world.

Impact: Monitoring, Evaluating and Assessing PSHE

The PSHE Lead will be responsible for ensuring the quality and effectiveness of the teaching and learning in PSHE and measuring the progress and outcomes of pupils within PSHE as follows:

- ensuring the policy and programmes are implemented as agreed
- monitoring and evaluating the teaching of PSHE through lesson observations, learning walks, planning scrutiny, pupil work scrutiny, PSHE floor book looks, pupil focus groups, and PSHE subject reviews
- the use of annual surveys and consultation processes to gather the views of pupils, staff and parents/carers and inform the continuing development of our PSHE programme

Disseminating and Reviewing the PSHE Policy

A copy of this policy will be supplied to all staff and governors. A full copy will be published on the school website and made freely available to parents/carers and partners on request.

The policy will be reviewed annually by the governors, senior leadership team and PSHE lead, informed by feedback gathered from pupils, parents/carers and partners.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

The DfE Guidance 2019 states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum" Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review:		