

Vigo Primary School



**Personal Development Learning (PDL) Policy
Including Relationships Education, Sex Education, Health
Education and Drugs Education**

**This policy has been adopted by the Governing Body in March 2026
and will be reviewed in March 2027.**

Signed: *Marty Johnson* (CoG)

Introduction

Vigo Primary School is committed to providing a curriculum that is broad, balanced and responsive to the needs of all pupils, in line with the Education Act 2002. Our Personal Development Learning (PDL) curriculum aims to:

- Promote pupils' spiritual, moral, cultural, mental and physical development
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Support safeguarding, wellbeing, inclusion and equality

Since September 2020, Relationships Education and Health Education have been statutory for all primary schools. Vigo Primary School meets these requirements through the Jigsaw PSHE Scheme of Learning, a comprehensive and progressive programme that ensures consistent, age-appropriate coverage from EYFS to Year 6.

PDL is central to the ethos of Vigo Primary School and plays a key role in embedding our MIRROR values: *Motivation, Independence, Resilience, Respect, Open-mindedness and Responsibility*. Through PDL, we aim to equip pupils with the knowledge, skills and attitudes they need to thrive academically, socially and emotionally, and to contribute positively to the wider community.



****This policy should be read alongside the school's Behaviour, Mental Health, and SEND policies. It is also informed by the following statutory and advisory guidance: ****

- I. Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019; updated 2025)
- II. Keeping Children Safe in Education (2025)
- III. Working Together to Safeguard Children (2023)
- IV. Equality Act (2010)
- V. Preventing and Tackling Bullying (DfE, 2017)
- VI. Drug and Alcohol Education Guidance (DfE, 2012)
- VII. Mental Health & Behaviour in Schools (DfE, 2018)

Statutory Requirements

Vigo Primary School complies with:

- Relationships Education (compulsory for all primary pupils)
- Health Education (compulsory for all primary pupils)
- Science curriculum (statutory biological content)
- Equality Act 2010
- Keeping Children Safe in Education
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2019; updated 2025)

The school chooses to teach age-appropriate Sex Education to prepare pupils for puberty, bodily changes and healthy relationships.

Aims of the PDL Curriculum

The PDL curriculum at Vigo Primary School is designed to support pupils in developing the knowledge, skills and attributes they need to thrive as individuals, learners and citizens. Through a carefully sequenced and inclusive programme, we hope to deliver the tools students need in order to:

- Understand their own feelings and those of others
- Build and maintain healthy, respectful relationships
- Make informed, safe and responsible choices
- Communicate effectively
- Develop resilience, independence and self-worth
- Recognise diversity and challenge discrimination
- Lead healthy lifestyles and understand physical and emotional wellbeing
- Prepare for puberty and the changes associated with growing up
- Navigate the online and offline world safely
- Contribute positively to their school and wider community

These aims are embedded within Vigo's MIRROR values: Motivated, Independent, Resilient, Respectful, Open-minded and Responsible. These values underpin all aspects of school life and are woven throughout the PDL curriculum in the aim that pupils will develop strong character, emotional literacy and a secure sense of identity.

Roles and Responsibilities

The governing body will approve the PDL policy, and hold the headteacher to account for its implementation. The headteacher, is responsible for ensuring that the PDL curriculum is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff are responsible for:

- Delivering the school's complete PDL curriculum in a sensitive, inclusive way at all times
- Modelling positive attitudes towards themselves, others and achievements
- Monitoring progress
- Responding to the needs of individual pupils during both PDL lessons and the school day
- Responding appropriately to pupils whose parents or carers wish for them to be withdrawn from the (non-statutory/non-science) components of PDL and RSE.

Training:

Staff receive training on the delivery of PDL and RSE as part of their induction and it is included in our continuing professional development calendar. Staff will also receive training from the PDL Lead and Headteacher demonstrating the use of Jigsaw PSHE and ensure to the best of their abilities that all teachers are confident in delivering the Jigsaw Scheme. The headteacher will also invite visitors from outside the school to provide support and training to staff teaching RSE where needed.

Pupils:

Pupils are expected to engage fully in every PDL session and, when discussing issues related to RSE, treat others with respect and sensitivity. The pupil voice will be used to review and tailor our PDL curriculum to match the different needs of our pupils, to ensure inclusion of all.

Curriculum Design and Delivery

PDL at Vigo Primary School is taught primarily through the Jigsaw PSHE Programme, which provides a whole-school, spiral curriculum from EYFS to Year 6. Jigsaw integrates:

- PSHE
- Emotional literacy
- Social skills
- Mindfulness

Jigsaw Structure

Jigsaw is organised into six half-termly units, known as Puzzles:

- I. Being Me in My World
- II. Celebrating Difference
- III. Dreams and Goals
- IV. Healthy Me
- V. Relationships
- VI. Changing Me (includes RSE content)

Each Puzzle contains six lessons, known as Pieces. Every Piece includes:

- *A PSHE learning intention*
- *An emotional literacy or social skills learning intention*

All year groups study the same Puzzle at the same time, creating whole-school cohesion and enabling shared themes, assemblies and language around personal development.

The Jigsaw Programme also incorporates mindfulness practice, helping pupils develop self-awareness, emotional regulation and readiness to learn. This aligns closely with the school's Behaviour Policy, Mental Health Policy and THRIVE approach.



Additional PDL Delivery

PDL is also delivered through:

- I. THRIVE sessions
- II. Philosophy for Children (P4C)
- III. Assemblies
- IV. School initiatives (Curriculum days, School Council)
- V. Targeted interventions (ELSA, Nurture, Social Skills, Stepping Stones, Ready to Learn Room)
- VI. Cross-curricular links (Science, PE, Computing, Literacy)

Curriculum Map

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition

Relationships and Sex Education (RSE)

Relationships and Sex Education at Vigo Primary School is delivered through the Jigsaw “Changing Me” Puzzle, which provides a clear, progressive and age-appropriate sequence of learning from EYFS to Year 6. This ensures that pupils develop the knowledge, understanding and emotional literacy needed to navigate growing up, form healthy relationships and stay safe.

Through the Jigsaw curriculum, pupils learn about:

- Body awareness, including correct terminology and understanding of private body parts.
- Puberty, including physical and emotional changes.
- Emotional changes associated with growing up and strategies for managing them.
- Reproduction, taught in line with the statutory Science curriculum.
- Healthy relationships, including friendships, family relationships and respectful interactions.
- Respect for personal boundaries, including understanding privacy and bodily autonomy.

Jigsaw ensures that RSE is taught sensitively, inclusively and in line with safeguarding expectations. Lessons are designed to build confidence, promote respect and equip pupils with the skills they need to make safe, informed choices as they grow.

Drugs and Alcohol Education

Drugs and Alcohol Education at Vigo Primary School is delivered through the Jigsaw “Healthy Me” Puzzle, which provides a clear, progressive and age-appropriate framework for teaching pupils how to make safe, informed and responsible choices. This content is fully aligned with the statutory requirements for Health Education and supports the school’s wider safeguarding, wellbeing and behaviour expectations.

Through the Jigsaw curriculum, pupils learn to:

- Understand the safe and appropriate use of medicines.
- Recognise the difference between legal and illegal substances.
- Understand the risks associated with alcohol and tobacco.
- Develop strategies to manage peer pressure.
- Make healthy lifestyle choices that support physical and emotional wellbeing
- Understand how emotional regulation and decision-making relate to risk-taking behaviours

The Jigsaw approach ensures that Drugs and Alcohol Education is taught sensitively, factually and without judgement, enabling pupils to explore attitudes, challenge misconceptions and build confidence in managing real-life situations.

This provision is closely linked to the school’s Behaviour Policy, which promotes responsible decision-making and self-regulation, and to the school’s safeguarding procedures, ensuring that any concerns arising from pupil discussions are addressed promptly and appropriately.

Equal Opportunities

Vigo Primary School is committed to providing an inclusive PDL curriculum that promotes equality of opportunity for all pupils. In line with the Equality Act 2010, the Public Sector Equality Duty, and the school’s wider ethos, we strive to ensure that Personal Development Learning—including content delivered through the Jigsaw PSHE Programme—is accessible, respectful and relevant to every child.

Our approach ensures that:

- All pupils, regardless of race, religion or belief, sex, gender identity, sexual orientation, disability, socio-economic background or family structure, can fully participate in PDL lessons
- Teaching materials and examples reflect the diversity of modern Britain, ensuring representation and avoiding stereotypes
- Lessons actively promote respect, inclusion and positive relationships, supporting pupils to understand and value difference
- Staff challenge discriminatory language, attitudes or behaviours in line with the Behaviour Policy
- Pupils with SEND receive appropriate adaptations to ensure equal access to learning
- The curriculum fosters a sense of belonging, ensuring that every child feels safe, valued and able to contribute

Equal opportunities are embedded throughout the Jigsaw PSHE Programme, particularly within the *Celebrating Difference* and *Relationships* Puzzles, which support pupils to develop empathy, challenge prejudice and understand the importance of fairness and equality.

This commitment underpins our wider responsibility to prepare pupils for life in a diverse society and to uphold the school’s values of respect, responsibility and open-mindedness

Supporting children with SEND

Jigsaw is designed as a universal, whole-school PSHE curriculum that is accessible to all pupils, including those with special educational needs and disabilities. Its structure, consistency and emphasis on emotional literacy make it particularly supportive for learners who benefit from predictable routines, visual scaffolding and explicit teaching of social and emotional skills.

At Vigo Primary School, we are committed to ensuring that every child can access and engage meaningfully with PDL lessons. To achieve this, staff may adapt teaching and resources to meet individual needs. Adaptations may include:

- Using simplified or concrete language
- Providing visual supports, symbols or task-steps
- Pre-teaching vocabulary or concepts
- Delivering content through small-group or 1:1 sessions
- Offering additional THRIVE, ELSA or Nurture support
- Adjusting pacing or breaking learning into smaller steps
- Using multisensory or practical activities to aid understanding

The SENCO and Inclusion Leader work closely with class teachers to ensure that PDL content is accessible, developmentally appropriate and aligned with pupils' individual support plans, EHCPs or identified needs.

LGBTQ+ Inclusion

Vigo Primary School is committed to ensuring that all pupils feel seen, respected and valued. In line with the Equality Act 2010, the DfE statutory guidance for Relationships Education and Health Education, and our whole-school ethos, LGBTQ+ inclusion is embedded throughout our PDL curriculum.

The Jigsaw PSHE Programme supports this approach by integrating themes of identity, respect, diversity and family structures across its Puzzles, particularly Celebrating Difference and Relationships. This ensures that pupils learn about the world around them in a way that is developmentally appropriate, inclusive and rooted in kindness.

Our approach ensures that:

- LGBTQ+ content is integrated where relevant, rather than taught as a standalone topic
- Teaching is age-appropriate and contextual, focusing on respect, kindness and understanding
- Families of all structures are represented, including single-parent families, adoptive families, blended families and same-sex parent families
- Discriminatory language, stereotyping or prejudice is addressed promptly and consistently in line with the Behaviour Policy
- Pupils learn that everyone deserves respect, regardless of identity, background or family structure

LGBTQ+ inclusion is not about promoting any particular identity; it is about ensuring that all children understand the importance of respect, equality and positive relationships. This aligns with our safeguarding duties, our commitment to pupil wellbeing and our responsibility to prepare children for life in modern Britain.

Safeguarding and Confidentiality

PDL lessons may prompt pupils to share personal experiences or disclose concerns. In all such cases, staff must follow the school's safeguarding procedures without exception.

All staff must:

- Listen without judgement, allowing the pupil to speak freely
- Avoid making promises of confidentiality, explaining that information may need to be shared to keep them safe
- Record concerns promptly and accurately on CPOMS
- Report the concern immediately – or at the earliest possible time - to a Designated Safeguarding Lead

Safeguarding is the responsibility of every member of staff. This policy operates in full alignment with the school's Safeguarding and Child Protection Policy, Keeping Children Safe in Education, and all statutory guidance relating to pupil welfare.

Working with Parents and Carers

Vigo Primary School is committed to maintaining strong, transparent and supportive partnerships with parents and carers. We recognise that families play a vital role in their children's personal development, and we aim to work collaboratively to ensure consistency between home and school.

To support this partnership, the school will:

- Publish the full PDL curriculum and policy on the school website
- Notify parents in advance of any planned Sex Education lessons
- Offer opportunities for parents to view Jigsaw resources and discuss lesson content
- Respond to questions or concerns sensitively, promptly and professionally

Parents and carers are encouraged to discuss any queries or concerns with the class teacher, the PDL Lead or the headteacher. Open communication ensures that pupils receive consistent messages and feel supported both at home and in school.

Parental Right to Withdraw

Parents and guardians may withdraw their charges from non-statutory Sex Education only. They cannot withdraw from:

- Relationships Education
- Health Education
- Science curriculum content

Clarity about curriculum content will be provided to assist carers in their decision and in the circumstance that a guardian chooses to withdraw their child, alternative work will be provided for withdrawn the pupil.

Monitoring, reporting and evaluation

The effectiveness and consistency of PDL provision, including delivery of the Jigsaw PSHE Programme, is monitored regularly to ensure high-quality teaching and positive impact on pupils' personal development.

The PDL Lead (Mrs Claire Woodward) monitors:

- Lesson delivery, including fidelity to the Jigsaw scheme and quality of teaching
- Pupil voice, capturing children's understanding, confidence and experiences
- Planning and resources, ensuring progression, accuracy and appropriateness
- Assessment outcomes.

Findings are shared with the Senior Leadership Team and governors, informing ongoing curriculum development, staff training and whole-school improvement.

Parents are informed in writing about their child's progress within the area of PDL at the end of each academic year.

Assessment

Assessment is an integral part of the PDL curriculum at Vigo Primary School. The Jigsaw PSHE Scheme of Learning includes built-in assessment opportunities within each Puzzle, enabling teachers to monitor pupils' progress in a consistent and meaningful way. Teachers assess pupils' development across four key areas:

- Knowledge
- Skills
- Attitudes
- Emotional literacy

Pupils also engage in self-assessment through Jigsaw's reflective activities, supporting metacognition, personal responsibility and an understanding of their own progress.

In addition to Jigsaw's assessment framework, Thrive assessments are completed termly to identify pupils' emotional development needs. These assessments inform whole-class provision, targeted interventions and individual support plans, ensuring that PDL teaching remains responsive to pupils' wellbeing and developmental profiles.

This policy will be reviewed annually by:

- PDL Leader (C. Woodward)
- Headteacher (R. Dance)
- Governing Body (M. Johnson)

The review process ensures that the policy remains compliant with statutory guidance, reflects current best practice, and continues to meet the evolving needs of pupils at Vigo Primary School.