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

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

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|---|---|
| Committee: | Achievement Committee |
| Policy Ratified: | July 2026 |
| Review Date: | July 2029 |

| Additional School Procedure (Complete Appendix A) | |
|---|---|
| Committee: | LGB |
| Procedure Adopted: | September 2026 |
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## 1. Purpose and Scope

Coastal Learning Partnership (CLP) is committed to ensuring that all pupils receive a high-quality Personal, Social, Health and Economic Education (PSHE) curriculum, including Relationships, Sex and Health Education (RSHE), that supports their wellbeing, personal development and preparation for life in modern society.

Relationships Education and Health Education are statutory subjects in primary schools and are delivered through the wider PSHE curriculum. Coastal Learning Partnership believes that PSHE and RSHE are fundamental to children's development as healthy, safe, respectful and responsible members of society.

This policy sets out the Trust-wide expectations for PSHE and RSHE across all schools within Coastal Learning Partnership and provides a framework through which schools implement a curriculum that reflects both statutory requirements and the values of the Trust.

Whilst this policy establishes a common Trust approach, individual schools remain responsible for implementing the curriculum in a manner that reflects the needs of their pupils and communities, whilst remaining consistent with Trust expectations.

## 2. Vision and Principles

Coastal Learning Partnership's values are to **Serve, Inspire and Empower**. It is within the spirit of these values that all schools within the Partnership embrace the responsibility to provide a curriculum that is broad, balanced and responsive to the needs of all pupils.

Through its curriculum design and delivery, Coastal Learning Partnership seeks to provide every pupil with an inspiring educational experience that enables them to flourish academically, socially, emotionally and spiritually, leaving them empowered for their lives ahead.

Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), is an essential component of the Trust curriculum. Through high-quality PSHE and RSHE education, pupils develop the knowledge, understanding, skills and attributes needed to lead healthy, safe and fulfilling lives.

The curriculum supports pupils to:

- understand themselves, their bodies, their emotions and their identities;
- develop positive and respectful relationships;
- understand physical and mental wellbeing;
- recognise and manage risk;
- understand and respect diversity;
- develop resilience and self-confidence;
- make informed and responsible choices;
- know how and when to seek support.

PSHE and RSHE form a key part of the Trust's commitment to safeguarding, inclusion, equality and personal development and contribute significantly to preparing pupils for life in modern Britain.

For schools with a religious character, this commitment is further underpinned by their Christian vision and values. Whilst reflecting their distinct ethos, Church schools within the Trust will deliver

PSHE and RSHE in a way that is inclusive, respectful and fully compliant with statutory requirements, ensuring that all pupils are valued, supported and enabled to flourish.

## 3. Roles, Responsibilities, Monitoring and Review

**Trust Board**
The Trust Board will:

- approve and review this policy;
- receive reports on PSHE and RSHE provision across the Trust;
- ensure that statutory duties are fulfilled;
- monitor the effectiveness of Trust-wide provision.

**CEO and Central Team**
The CEO and central team will:

- provide strategic leadership and guidance;
- support schools in implementing the Trust curriculum;
- facilitate professional development and training;
- provide oversight of curriculum implementation and support schools in maintaining high-quality provision;
- support compliance with statutory requirements.

The Trust will provide a programme of professional development, networking opportunities and curriculum support to enable PSHE and RSHE Leads to maintain high-quality provision across all schools.

This will include opportunities for PSHE and RSHE Leads to engage with Trust-led training, Jigsaw training, webinars and curriculum updates, ensuring that curriculum knowledge remains current and aligned with statutory guidance and best practice.

**Local Governing Bodies**
Local Governing Bodies will:

- ensure that schools maintain an up-to-date local policy reflecting this Trust policy;
- monitor implementation and impact;
- support appropriate consultation with parents and the wider community.

**Headteachers**
Headteachers will:

- ensure statutory requirements are met;
- ensure the curriculum is delivered effectively;
- appoint a member of staff to lead PSHE and RSHE;
- ensure staff receive appropriate training and support;
- oversee parental consultation and requests for withdrawal from sex education.

**PSHE / RSHE Leads**
PSHE and RSHE Leads will:

- coordinate the planning and delivery of the PSHE and RSHE curriculum;
- support teachers in delivering high-quality PSHE and RSHE lessons;

- monitor the quality and consistency of provision across the school;
- support policy review and curriculum development;
- work with senior leaders and governors to evaluate the impact of provision;
- attend Trust-led PSHE and RSHE network meetings, training and professional development opportunities;
- engage with Jigsaw training, webinars and curriculum updates to ensure curriculum knowledge remains current and aligned with statutory guidance;
- disseminate relevant training and updates to colleagues within their school;
- contribute to the ongoing development and improvement of PSHE and RSHE provision across the Trust.

## 4. Policy Framework Across the Trust

This policy applies to all schools within Coastal Learning Partnership.

The Trust has determined that all schools will deliver their PSHE and RSHE curriculum through the **Jigsaw PSHE programme**. This will apply to all schools from September 2027; legacy schemes will remain in place for those schools that have not adopted Jigsaw from September 2026. These will be mapped to meet the statutory framework.

The Trust has adopted Jigsaw because it:

- provides full coverage of statutory Relationships Education and Health Education requirements;
- offers a progressive and age-appropriate curriculum from Early Years to Year 6;
- supports consistency and equity of curriculum entitlement across the Trust;
- enables effective collaboration between schools;
- supports shared professional development and curriculum improvement;
- provides high-quality teaching resources that are regularly updated to reflect statutory guidance and best practice.

This common curriculum approach supports the Trust's commitment to ensuring curriculum equity, so that all pupils across Coastal Learning Partnership receive a consistent entitlement to high-quality PSHE and RSHE education, regardless of which school they attend.

Individual schools remain responsible for publishing and maintaining a local PSHE/RSHE policy which reflects this Trust policy and outlines:

- curriculum implementation;
- parental consultation arrangements;
- procedures relating to withdrawal from sex education;
- local curriculum adaptations;
- monitoring and evaluation arrangements.

## 5. Statutory Framework

This policy is written in accordance with current legislation and statutory guidance including:

- Education Act 2002
- Academies Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated July 2025)
- Keeping Children Safe in Education
- Equality Act 2010
- The Prevent Duty

The Department for Education states in its statutory guidance that:

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their personal and social lives in a positive way."

Schools must have regard to this statutory guidance when planning and delivering their RSHE curriculum and when developing their local PSHE/RSHE policy.

Revised RSHE statutory guidance was published by the Department for Education in July 2025. Schools within Coastal Learning Partnership will ensure that their curriculum and local policies align with this guidance and with the requirements implemented nationally from September 2026.

Coastal Learning Partnership will ensure that all curriculum provision, policies and procedures continue to reflect current statutory guidance and national requirements.

## 6. Principles for PSHE and RSHE

All CLP schools will deliver PSHE and RSHE that:

- supports pupils' spiritual, moral, cultural, mental and physical development;
- promotes positive relationships, kindness and respect;
- supports pupils' mental health and emotional wellbeing;
- equips pupils with the knowledge and skills to stay safe online and offline;
- develops resilience, confidence and decision-making skills;
- prepares pupils for the opportunities, responsibilities and experiences of later life;
- promotes respect for diversity, equality and inclusion;
- contributes to the Trust's preventative safeguarding curriculum, helping pupils recognise risk, understand boundaries and seek help when needed;
- supports pupils in developing respectful attitudes towards others and understanding that discrimination, harassment and harmful stereotypes are unacceptable;
- reflects the Trust values of **Serve, Inspire and Empower**;
- promotes dignity, equality and mutual respect;
- supports pupils in becoming responsible and active citizens within their communities.

## 7. Curriculum Expectations

Each school will deliver a planned and progressive PSHE and RSHE curriculum (using the Jigsaw programme from September 2027).

The curriculum will:

- be age-appropriate and developmentally appropriate;
- build knowledge and skills progressively;
- support pupils in understanding relationships, health and wellbeing;

- reflect the needs of pupils and local communities;
- be adapted appropriately for pupils with SEND;
- support safeguarding and personal development priorities across the Trust.

Schools are expected to ensure that PSHE and RSHE are embedded within wider school life and contribute to the culture, ethos and values of the school.

## 8. Relationships Education

Relationships Education is statutory.

Relationships Education focuses on the fundamental building blocks of healthy, respectful and positive relationships. It supports pupils in developing the knowledge, understanding and skills needed to form and maintain safe and healthy relationships throughout their lives.

By the end of primary school, pupils will understand that relationships can take many forms and that healthy relationships are characterised by kindness, honesty, trust, respect and mutual care.
Relationships Education also supports pupils in developing empathy, understanding diversity and recognising the importance of treating others with dignity and respect.

Relationships Education is statutory and all pupils are expected to participate.

## 9. Health Education

Health Education is statutory.

Health Education supports pupils to understand and manage both their physical health and mental wellbeing.

The curriculum provides opportunities for pupils to develop knowledge and skills relating to:

- mental wellbeing;
- emotional literacy and resilience;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol, tobacco and vaping awareness;
- health protection and prevention;
- basic first aid;
- the changing adolescent body.

The curriculum promotes positive attitudes towards health and wellbeing and encourages pupils to make informed decisions that contribute to healthy and active lifestyles.

## 10. Sex Education

Whilst sex education itself is not compulsory within primary schools, Coastal Learning Partnership has determined that all schools will provide age-appropriate sex education (through the Jigsaw PSHE programme from September 2027).

The Trust believes that age-appropriate sex education supports pupils in:

- understanding human development;
- preparing for puberty and adolescence;
- understanding reproduction and the human life cycle;
- developing the knowledge needed to make informed and responsible decisions in later life;
- understanding the importance of healthy and respectful relationships.

Sex education will be delivered in a sensitive, factual and developmentally appropriate manner that reflects the age and maturity of pupils.

Parents retain the right to request that their child be withdrawn from non-statutory sex education lessons. How to do this is detailed in the school specific appendix.

## 11. Equality, Inclusion and Respect for Belief

All schools within Coastal Learning Partnership will ensure that PSHE and RSHE are delivered in accordance with the Equality Act 2010 and the Public Sector Equality Duty.

Teaching will:

- promote equality of opportunity;
- challenge discrimination and prejudice;
- foster respect for diversity;
- encourage understanding and inclusion;
- support positive relationships between individuals and communities.

The curriculum will recognise and reflect the diversity of pupils, families and communities served by the Trust. Teaching will be factual, balanced and age appropriate. Where matters are legally or socially contested, staff will not present one contested view as fact. Pupils will be taught to respect others, understand relevant legal protections and recognise that discrimination or harassment is unacceptable.

Schools will deliver PSHE and RSHE in a factual, age-appropriate and developmentally appropriate manner whilst being sensitive to the religious and cultural backgrounds of pupils and their families.

## 12. Church Schools

Coastal Learning Partnership is a mixed MAT. A number of schools have a religious character and are rooted in a distinct Christian ethos.

Church schools may reflect their Christian vision and values within curriculum delivery whilst ensuring that teaching remains inclusive, factual, age-appropriate and fully compliant with statutory requirements.

Church schools must also take account of guidance provided by the Church of England and their Diocese when implementing their curriculum and developing local policies. This includes the Church of England's *Flourishing for All* guidance, which emphasises the importance of enabling every child to flourish within a community characterised by dignity, belonging, inclusion and loving relationships.

This will be undertaken in a manner that reflects the Trust's commitment to ensuring that all pupils are known, valued and able to flourish.

Teaching in all schools will:

- promote dignity, equality and mutual respect;
- support pupils in understanding and valuing diversity;
- ensure all pupils feel safe, included and represented;
- recognise and respect the diversity of families and relationships within modern society;
- uphold safeguarding responsibilities and the Equality Act 2010;
- support pupils to flourish within their school community and beyond.

## 13. Safeguarding

PSHE and RSHE form an important part of the Trust's preventative safeguarding curriculum and support pupils in recognising risk, understanding healthy relationships and knowing how to seek help.

Through the curriculum, pupils learn to:

- recognise unsafe situations;
- understand personal boundaries;
- identify trusted adults;
- report concerns;
- recognise inappropriate behaviour;
- stay safe online and offline;
- understand consent and personal privacy at an age-appropriate level.

The curriculum supports the principles set out within *Keeping Children Safe in Education* and contributes to the development of safe, informed and resilient pupils.

Where safeguarding concerns arise during PSHE or RSHE lessons, staff will respond in accordance with the school's safeguarding and child protection procedures.

## 14. Parental Engagement

Coastal Learning Partnership recognises that parents and carers are the primary educators of their children in many aspects of relationships, health and wellbeing.

Schools will work in partnership with parents and carers by:

- consulting on policy development and review;
- informing parents about curriculum content;
- providing parents with clear opportunities to view curriculum materials used for RSHE, including non-statutory sex education materials, subject to appropriate copyright protections;
- explaining the right to withdraw from non-statutory sex education;
- providing information to support discussions at home;
- publishing PSHE/RSHE policies and curriculum information on school websites.

The Trust believes that positive engagement between schools and families supports effective learning and helps ensure that pupils receive consistent messages about relationships, health, safety and wellbeing.

## 15. Monitoring and Quality Assurance

The quality and effectiveness of PSHE and RSHE provision will primarily be monitored and evaluated at school level through each school's established curriculum monitoring, evaluation and governance processes.

Schools will monitor provision through activities such as:

- curriculum review and self-evaluation;
- pupil voice;
- monitoring of teaching and learning;
- staff feedback;
- parental feedback;
- safeguarding review;
- governor oversight.

Schools will use this information to evaluate the effectiveness of their provision and identify priorities for improvement.

At Trust level, Coastal Learning Partnership will monitor:

- implementation of this policy across schools;
- curriculum alignment with the Trust's agreed approach;
- statutory compliance;
- participation in Trust training and professional development;
- policy review cycles;
- website compliance and publication requirements.

The Trust's central team will work alongside school leaders to provide support, challenge and professional development, helping to ensure consistency of curriculum entitlement, high-quality provision and continual improvement across all schools.

This policy will be reviewed every three years, or sooner in response to changes in legislation, statutory guidance or Trust priorities.

**School specific appendix**

**Purpose:** Schools should only complete the items needed to show how the Trust policy is applied locally.

**Publication:** The completed appendix should be published to the school website.

## Local details

| Item | School response |
|---|---|
| School name | Lulworth and Winfrith Primary |
| Headteacher | Ellie Griffiths |
| PSHE / RSHE lead | Helen Stopforth/Tasha Hardy |
| Date approved locally | 09.07.26 |

## Local curriculum statement (including when sex education is taught in junior year groups)

At Lulworth and Winfrith Primary School we believe every child deserves an education that prepares them not only for academic success but also to thrive as rounded individuals in modern society. Personal, Social, Health and Economic (PSHE) education sits at the heart of this commitment.

Our vision for PSHE is underpinned by our Christian Values, built around the core values of **A**spiration, **R**esilience and **K**indness These values shape the way PSHE is taught and experienced – not only through discrete lessons but through behaviour expectations, relationships, assemblies and everyday interactions across school life.

PSHE is not an add-on to our curriculum; it is fundamental to our children's development as confident, healthy and respectful members of society. Through high-quality PSHE, we equip pupils with the knowledge, skills and attributes they need to stay safe, maintain wellbeing, and build positive relationships throughout their lives.

Our curriculum is carefully designed to be developmental and progressive. From the moment children join our school, they begin to explore emotional literacy—learning to recognise, name and talk about feelings. This foundation grows year by year, helping pupils to manage emotions, develop resilience, and make informed decisions that support their own and others' wellbeing.

By embedding PSHE across our school culture, we nurture a community where respect, inclusivity and responsibility flourish. In doing so, we prepare our pupils not only for the challenges of childhood but also for adulthood, work and active citizenship.

**We are committed to:**

- Supporting the whole child - recognising that children's emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every child feels valued and able to discuss concerns without fear or stigma
- Building foundations for the future - providing age-appropriate learning that prepares children for the challenges and opportunities of adolescence and beyond
- Working in partnership with families, recognising that parents are children's first educators in many aspects of relationships and health

- Embedding PSHE across school life - not just in weekly lessons, but through our values, relationships, and everyday interactions

With passionate staff committed to making a difference, PSHE at LWPS supports a school community where children feel safe, valued and included, and where families have confidence that their children are cared for, challenged and celebrated as they grow into capable, responsible and respectful young people.

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

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

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities.

Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty. Through PSHE, children develop resilience, critical thinking skills and an understanding of risk, helping children to recognise concerns, stay safe online and offline and seek help when needed. This contributes to protecting children from harm, including the risk of radicalisation and exploitation, in an age-appropriate and proportionate way.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via the school website and found as appendix A in this policy.

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

**Emotional literacy at the core** - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

**Mindful practice -** Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

**Connection and community -** The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

**Developing skills for respectful dialogue** - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

**Age-appropriate spiral curriculum -** Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

**Interactive, participative teaching -** Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

**The Six Jigsaw Puzzles**
Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

| Term | Puzzle | Key Content |
|---|---|---|
| Autumn 1 | Being Me in My World | Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution. |
| Autumn 2 | Celebrating Difference | Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion. |

| Term | Puzzle | Key Content |
|---|---|---|
| Spring 1 | Dreams and Goals | Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively. |
| Spring 2 | Healthy Me | The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices. |
| Summer 1 | Relationships | Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement. |
| Summer 2 | Changing Me | Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6). |

**Adapting Jigsaw for Our School Community**
Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

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

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

PSHE is taught weekly through discrete curriculum lessons using the Jigsaw PSHE Programme. Learning is integrated naturally into the classroom environment so that teachers can draw connections between PSHE and other areas of learning.

**Beyond the Classroom: Embedding PSHE in School Life**

We recognise that effective PSHE education extends far beyond weekly lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Collective worship and assemblies regularly explore PSHE themes, celebrating successes, exploring moral questions, and building whole-school awareness of current wellbeing and relationship topics.

- Our behaviour and relationships policy reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The Jigsaw Learning Charter established in each class at the start of the year becomes a living document that children refer to and use to guide behaviour and resolve difficulties.
- Playground and social times provide opportunities for children to practise the friendship and conflict-resolution skills learned in PSHE, supported by staff who understand the PSHE curriculum and can reference learning when supporting children.
- Emotional literacy taught in PSHE develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to build positive relationships and resolve difficulties. Display materials, including feelings vocabulary and visual prompts, support this learning across the school.
- Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through PSHE - kindness, perseverance, respect, courage, and contribution to the school community.
- Our learning environment reflects PSHE values, with working walls displaying current learning, vocabulary walls supporting emotional literacy, and visual prompts reinforcing key concepts like the Jigsaw Charter, feelings vocabulary, and strategies for wellbeing.

**Learning Outdoors: Connecting PSHE to Our Environment**

*"Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors."*

*DfE RSHE Guidance 2025, para 40*

We use our school grounds and local outdoor spaces to enhance PSHE learning, providing opportunities for children to experience the wellbeing benefits of time in nature, to develop environmental awareness, and to apply their learning in varied contexts. This is further supported through our Forest School provision, which promotes resilience, cooperation, independence and emotional wellbeing through hands-on, child-centred outdoor experiences.

Teachers plan regular opportunities to take PSHE learning outside where appropriate, and we encourage children to spend time outdoors during breaks and lunchtimes, recognising that unstructured outdoor play supports emotional regulation, creativity, and relationship-building.

***We define sex education as: teaching about sexual intercourse and what happens in order for a baby to be conceived, and the process of childbirth.***

*We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.*

*This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.*

*The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:*

*Year 5: Conception*

| Local point | School response |
|---|---|
| Name of curriculum resource | We use the Jigsaw curriculum resource. |

| Question | School response |
|---|---|
| Who should parents contact to request withdrawal from sex education? | Ellie Griffiths, Headteacher<br><br>lwps.office@coastalpartnership.co.uk<br><br>01929 400330 |

**Withdrawal statement:** Parents can request withdrawal from non-statutory primary sex education. Parents may request that their child is withdrawn from non-statutory primary sex education. Requests should be made in writing to the Headteacher. The Headteacher will discuss the request with parents/carers, clarify the content from which withdrawal is sought, and confirm arrangements. In primary schools, requests to withdraw from sex education beyond National Curriculum Science will be granted. There is no right to withdraw from Relationships Education, Health Education or statutory Science.

## Parent communication and local monitoring

| Area | School response |
|---|---|
| How are parents informed or consulted on the school specific curriculum? | We inform parents about sex education content by sending a PSHE information letter to parents, which outlines the content to be taught, explains how it is delivered, and clearly sets out parents' rights in relation to sex education.<br><br>We hold annual parent information sessions**,** which provide opportunities for parents to explore PSHE and RSHE content in more detail, ask questions, view resources and discuss how learning is approached in school.<br><br>We maintain an up-to-date school website**,** which includes information about PSHE and RSHE learning across the school, along with guidance, support and signposting to help parents support their children's wellbeing and development |

## Appendix A: PSHE Curriculum Overview

This appendix provides a detailed year-by-year overview of the PSHE curriculum, showing the specific themes and topics covered within each Puzzle for each year group from Reception to Year 6. This ensures transparency about what will be taught and when, meeting statutory requirements for curriculum publication.

JIGSAW PSHE 3-11

December 2025

### PSHE Knowledge Content Snapshot Overview

| Age group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 3-5 | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself | Challenges<br>Perseverance<br>Achieving and setting goals<br>Overcoming obstacles<br>Seeking help<br>Jobs | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend | Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations |
| Ages 5-6 | Feeling special and safe<br>Being part of a class<br>Rights and responsibilities<br>Rewards and feeling proud<br>Consequences<br>Owning the learning charter | Similarities and differences<br>Understanding bullying and knowing how to deal with it<br>Making new friends<br>Celebrating the differences in everyone | Setting goals<br>Identifying successes and achievements<br>Learning styles<br>Working well and celebrating achievement with a partner<br>Tackling new challenges<br>Identifying and overcoming obstacles<br>Feelings of success | Keeping myself healthy<br>Healthier lifestyle choices<br>Keeping clean<br>Being safe<br>Medicine safety/ safety with household items<br>Road safety<br>Linking health and happiness | Belonging to a family<br>Making friends/being a good friend<br>Physical contact preferences<br>People who help us<br>Qualities as a friend and person<br>Self-acknowledgement<br>Being a good friend to myself<br>Celebrating special relationships | Life cycles – animal and human<br>Changes in me<br>Changes since being a baby<br>Differences between female and male bodies (correct terminology)<br>Linking growing and learning<br>Coping with change<br>Transition |

JIGSAW PSHE 3-11

December 2025

## PSHE Knowledge Content Snapshot Overview

| Age group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 6-7 | Hopes and fears for the year<br>Rights and responsibilities<br>Rewards and consequences<br>Safe and fair learning environment<br>Valuing contributions<br>Choices<br>Recognising feelings | Assumptions and stereotypes about gender<br>Understanding bullying<br>Standing up for self and others<br>Making new friends<br>Celebrating difference and remaining friends | Achieving realistic goals<br>Staying healthy to achieve goals<br>Perseverance and strengths<br>Learning with others<br>Group co-operation<br>Contributing to and sharing success | Motivation<br>Healthier choices<br>Healthy eating and nutrition<br>Safety in the home<br>Safety out and about<br>Medicines | Different types of family<br>Physical contact boundaries<br>Friendship and conflict<br>Secrets<br>Trust and appreciation<br>Expressing appreciation for special relationships | Life cycles in nature<br>Growing from young to old<br>Increasing independence<br>Differences in female and male bodies (correct terminology)<br>Assertiveness<br>Preparing for transition |
| Ages 7-8 | Setting personal goals<br>Self-identity and worth<br>Positivity in challenges<br>Rules, rights and responsibilities<br>Rewards and consequences<br>Responsible choices<br>Seeing things from others' perspectives | Families and their differences<br>Family conflict and how to manage it (child-centred)<br>Witnessing bullying and how to solve it<br>Recognising how words can be hurtful<br>Giving and receiving compliments | Difficult challenges and achieving success<br>Dreams and ambitions<br>Motivation and enthusiasm<br>Recognising and trying to overcome obstacles<br>Evaluating learning Processes<br>Contributing to the community<br>Managing feelings<br>Simple budgeting | Exercise<br>Food labelling and healthy swaps<br>Attitudes towards drugs<br>Keeping safe online and off line<br>Respect for myself and others<br>Healthy and safe choices outdoors<br>Water safety<br>Asking for help | Family roles and responsibilities<br>Friendship and negotiation<br>Keeping safe online and who to go to for help<br>Media influence<br>Being a global citizen<br>How my choices affect others<br>Awareness of other children's different lives<br>Expressing appreciation for family and friends | How babies grow<br>Outside body changes<br>Inside body changes<br>Personal hygiene<br>Family stereotypes<br>Challenging my ideas<br>Preparing for transition |

JIGSAW PSHE 3-11

December 2025

PSHE Knowledge Content Snapshot Overview

| Age group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 8-9 | Being part of a class team<br>Being a school citizen<br>Rights, responsibilities and democracy (school council)<br>Rewards and consequences<br>Group decision-making<br>Having a voice<br>What motivates behaviour | Challenging assumptions<br>Judging by appearance<br>Accepting self and others<br>Understanding influences<br>Understanding bullying<br>Problem-solving<br>Identifying how special and unique everyone is<br>First impressions | Hopes and dreams<br>Overcoming disappointment<br>Creating new realistic dreams<br>Achieving goals<br>Working in a group<br>Celebrating contributions<br>Resilience<br>Positive attitudes | Healthier friendships<br>Peer influences<br>Railway safety<br>Staying safe with friends<br>Smoking<br>Alcohol and vaping<br>Assertiveness<br>Peer pressure<br>Celebrating inner strength | Jealousy<br>Love and loss<br>Memories of loved ones<br>Getting and Falling Out<br>Girlfriends and Boyfriends<br>Showing appreciation to people and animals | Being unique<br>Girls and puberty<br>Being part of a family<br>Confidence in change<br>Accepting change<br>Preparing for transition<br>Environmental change |
| Ages 9-10 | Planning the year ahead<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Materials wealth and happiness<br>Enjoying and respecting other cultures | Future dreams<br>Spending, saving and value of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation | Smoking including vaping<br>Alcohol and vaping<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour | Self-recognition/ self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and risks<br>Reducing screen time<br>Dangers of online grooming<br>Internet safety rules | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>*Conception (including IVF)*<br>Growing responsibility<br>Coping with change<br>Preparing for transition |

# PSHE Knowledge Content Snapshot Overview

| Age group | Being Me In My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
|---|---|---|---|---|---|---|
| Ages 10-11 | Identifying goals for the year<br>Global citizenship<br>Children's universal rights<br>Feeling welcome and valued<br>Choices, consequences and rewards<br>Group dynamics<br>Democracy, having a voice<br>Anti-social behaviour<br>Role-modelling | Perceptions of normality<br>Understanding disability<br>Power struggles<br>Understanding bullying<br>Inclusion/exclusion<br>Differences as conflict, difference as celebration<br>Empathy | Personal learning goals, in and out of school<br>Success criteria<br>Emotions in success<br>Making a difference in the world<br>Motivation<br>Recognising achievements<br>Compliments | Taking personal responsibility<br>How substances affect the body<br>Exploitation including 'county lines' and gang culture<br>Emotional and mental health<br>Managing stress | Mental health<br>Identifying mental health worries and sources of support<br>Love and loss<br>Managing feelings<br>Power and control<br>Assertiveness<br>Technology safety<br>Take responsibility with technology use | Self-image<br>Body-image<br>Puberty and feelings<br>*Conception to birth*<br>Reflections about change<br>Physical attraction<br>Respect and consent<br>Boyfriends/girlfriends<br>Sexting<br>Transition |
| Ages 11-12 (Scotland) | Personal identity<br>What influences personal identity<br>Identify personal strengths<br>How do others see me?<br>Group identity<br>My growing sense of personal identity and independence<br>Online and global identity<br>Expectations | Assertiveness<br>Prejudice and discrimination<br>My values and those of others<br>Challenging stereotypes<br>Discrimination in school<br>How prejudice and discrimination fuels bullying<br>Being inclusive | What are my dreams and goals?<br>Steps to success<br>Coping when things don't go to plan<br>Rewarding my dreams intrinsic and extrinsic motivation<br>Keeping my dreams alive<br>How dreams and goals change in response to life | Healthy choices about my emotional health<br>Managing stress<br>Manging my choices around substances<br>Managing my nutritional choices<br>Medicines and immunisation<br>Healthy choices about physical activity and rest/sleep | My changing web of friendships<br>Support I need now and in the future<br>Developing positive relationships<br>What external factors affect relationships e.g. media influences?<br>Assertiveness in relationships<br>The changing role of families | My changing body and feelings<br>What is self-image?<br>Coping during times of change<br>My changing ways of thinking<br>Manging my changes in mood<br>Moving forwards into my next year of education |