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

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

Additional School Procedure (Complete Appendix A)	
Committee:	
Procedure Adopted:	
Review Date:	

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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	Courthill Infant School
Headteacher	Mrs. Ali Carter
PSHE / RSHE lead	Miss Heather Lane
Date approved locally	13th October 2026

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

At Courthill Infant School, we value PSHE as an important way to support children's development as human beings; to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. PSHE is taught via a whole-school approach and at the heart of this curriculum is our chosen scheme of learning: 'Jigsaw, the Mindful Approach to PSHE'. It ensures a progressional, spiral curriculum where knowledge is revisited and built upon year on year. Jigsaw's complimentary update policy ensures that we are in full compliance with any DfE guidance, that we are always using the most up-to-date teaching materials and that our teachers are well-supported with resources and training. The Jigsaw Programme is also aligned to the PSHE Association Programmes of Study. Teachers follow this scheme of work to ensure consistency in teaching and learning but also have the power to tailor lessons to pupils' needs, reflecting our local context. Jigsaw, and therefore our PSHE curriculum, focuses on fostering emotional intelligence, resilience, and social skills in our pupils. This approach aligns with our commitment to nurturing the holistic development of children, encompassing their emotional, social, and cognitive growth.

The Jigsaw Programme spans a range of themes, each designed to provide age-appropriate content that resonates with the developmental stages of infant school children. It offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area (the overview of the programme can be found on the school website in the Jigsaw mapping document 3-11). We include the statutory Relationships and Health Education (RSE) within our whole-school PSHE Programme, ensuring that our curriculum fully adopts and implements the statutory guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education - 25th June 2025

PSHE and RSHE lessons are adapted where appropriate to meet the needs of all learners, including pupils with SEND. Staff use a range of teaching approaches, resources and levels of support to ensure that all children can access learning and make progress from their individual starting points.

Structure of the PSHE Curriculum

At Courthill Infant School we focus on the first three years of the Jigsaw programme. The table below gives the learning theme of each of the six Jigsaw 'Puzzles' (units) which are taught across the school. Through the spiral nature of the programme, learning deepens and broadens every year.

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

RSE and Health Education

At Courthill, we define Relationships Education in its simplest form as a person's interaction with themselves and others. It is about emotional, social and cultural development of pupils and involves learning about relationships, diversity and personal identity. Relationship Education involves a combination of sharing information, exploring issues and values. We deliver the statutory content of Relationships Education and Health Education in primary in accordance with DfE Statutory Guidance (2025). Content is tailored to be age-appropriate, culturally sensitive, and medically accurate. Vocabulary is introduced progressively and revisited regularly. Online safety is taught progressively throughout the curriculum and wider safeguarding provision. Children learn how to stay safe online, understand personal privacy and boundaries, recognise trusted adults who can help them and develop an awareness of safe and respectful behaviour in online environments.

PSHE and RSHE form an important part of our safeguarding curriculum. Through planned teaching, children learn about personal boundaries, consent in age-appropriate contexts, trusted adults, correct vocabulary for body parts, personal safety and how to seek help if they feel worried, unsafe or uncomfortable.

The DfE guidance states content to be covered in Relationships Education by the ***end of primary*** includes:

- Families and people who care for me
- Caring Friendships
- Respectful, Kind Relationships
- Online safety and awareness
- Being Safe

The way the Jigsaw Programme covers these is explained in the mapping document *'Jigsaw 3-11'*.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. within the Celebrating Difference Puzzle, children are taught that families may look different from one another and that all families should be treated with kindness and respect. Teaching reflects the diversity of families and communities in modern Britain and is delivered in an age-appropriate and inclusive manner.

This holistic approach ensures the learning is reinforced through the year and across the curriculum.

We define Health Education as an understanding of how to maintain good physical health and mental wellbeing.

The DfE guidance states content to be covered in Health Education by the ***end of primary*** includes:

- general wellbeing
- wellbeing online
- physical health and fitness
- healthy eating
- health protection and prevention
- personal safety
- basic first aid
- developing bodies (at infant school this is about how we grow from babies to infants, toddlers then children and includes learning the correct, scientific terminology for body parts – linked to the science curriculum)

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11. 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. For example, emotional and mental health is nurtured every lesson through the 'Calm Me' time, as well as through our wider school values and ethos. Social skills are developed every lesson through the Connect Us activity and our Courthill rule of respect is enhanced through the use of the Jigsaw Charter.

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?	N/A. Please note as an infant school we do not teach sex education; parents do not have a right to withdraw from RSHE or statutory science.

Withdrawal statement: As we are an infant school, we are **not** required to provide sex education, however; through the teaching of the KS1 science (national requirements for 'animals including humans') children are taught to identify and name main body parts and understand life cycles. At Courthill, if a child asks for the correct terminology for private areas, staff will give them the accurate and scientific name. The terms penis, testicles, vulva and vagina are also taught as a part of our NSPCC Pants topic and in our 'Changing Me' Puzzle (Years 1 & 2) and link importantly to our safeguarding work. **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?	Website information, parent letters, consultation when policy is reviewed, access to curriculum materials on request. Parents who would like to see the standard Jigsaw lesson plans and teaching slides for their child's year group can request access. We provide secure access codes on a Puzzle by-Puzzle basis (each half term) for parents who specifically ask to see these materials. These show the published Jigsaw content, and we can explain any adaptations we have made for our classes. To request access, parents should contact their child's class teacher, who will provide a unique access code and link. These codes expire at the end of each half term, and parents can request a new code for the next Puzzle if they wish through asking their child's class teacher for Jigsaw parental portal access. We inform parents about RSHE content by sending a PSHE information letter to parents, which outlines the content to be taught and explains how it is delivered.

	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. 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. Parents are invited to contribute feedback during policy review cycles and curriculum consultations.