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:	

Contents

1. **Purpose and Scope** 3
2. **Vision and Principles** 3
3. **Roles, Responsibilities, Monitoring and Review** 4
   - **Trust Board** 4
   - The Trust Board will: 4
   - **CEO and Central Team** 4
   - **Local Governing Bodies** 4
   - **Headteachers** 4
   - **PSHE / RSHE Leads** 5
4. **Policy Framework Across the Trust** 5
5. **Statutory Framework** 5
6. **Principles for PSHE and RSHE** 6
7. **Curriculum Expectations** 6
8. **Relationships Education** 7
9. **Health Education** 7
10. **Sex Education** 8
11. **Equality, Inclusion and Respect for Belief** 8
12. **Church Schools** 8
13. **Safeguarding** 9
14. **Parental Engagement** 9
15. **Monitoring and Quality Assurance** 10

School specific appendix 11

- Local details 11
- Local curriculum statement (including when sex education is taught in junior year groups) 11
- Parent communication and local monitoring 13

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	Wareham St Mary CE Primary School
Headteacher	Naomi Shrimpton
PSHE / RSHE lead	Tom Holland
Date approved locally	October 2026

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

We use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education. We follow the six suggested half-termly units with weekly stand-alone lessons. There is planned progression across the scheme of work, so that children are increasingly and appropriately challenged as they move up through the school.

In the EYFS, PSHE is about making connections: it's strongly linked to child-led activities including play. It is taught through activities that are part of topics as well as on an individual basis to develop skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of activities.

In KS1 and KS2 The SCARF programme divides the year into 6 themed units:

Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;

Valuing Difference: a focus on respectful relationships and British values

Keeping Myself Safe: looking at keeping ourselves healthy and safe

Rights and Responsibilities: learning about money, living in the wider world and the environment;

Being My Best: developing skills in keeping healthy, developing a growth mind-set (resilience), goal setting and achievement;

Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Within the National Curriculum Science in year 2, the children learn that animals, including humans have off-spring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In year 5, children are taught about the life cycles of humans and animals, including reproduction. This includes learning about what happens at puberty. Within our non-statutory sex education that takes place in year 6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF.

At the beginning and end of each unit a pre- and post-assessment will take place. Children's pre unit responses provide a baseline to establish their prior knowledge, skills and attitudes, also identifying areas that will benefit from a particular focus. Comparing 'before and after' responses helps to demonstrate progress and identify any remaining gaps.

The school will transition to Jigsaw in 2027.

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:
The following SCARF lessons in the Growing and Changing unit contain non-statutory sex education content:

Year 6: Making Babies

Local point	**School response**
Name of curriculum resource	We use the SCARF curriculum resource provided by CORAM Life Education

Question	**School response**
Who should parents contact to request withdrawal from sex education?	Before granting any such request to withdraw a child from some or all of the sex education delivered as part of statutory RSHE, the Head Teacher and PSHE Leader will invite the parent/carer into school for a meeting to discuss the request and a record will be kept, including a right to withdraw letter completed. Headteacher: Naomi Shrimpton PSHE lead: Tom Holland Contact: via the school office wareham.office@coastalpartnership.co.uk

Withdrawal statement: Parents can request withdrawal from non-statutory primary sex education. Before granting any request to withdraw a child from some or all of the sex education delivered as part of the statutory Relationships, Sex and Health Education (RSHE) curriculum, the Headteacher and PSHE Leader will invite the parent/carer to attend a meeting to discuss the request. A written record of the meeting will be kept, together with a completed Right to Withdraw form.

Parents/carers will be informed of their right to withdraw their child from sex education by letter before the Growing and Changing unit begins in the second half of the summer term.

In primary schools, requests to withdraw a child from sex education that falls outside the National Curriculum for Science will be granted. Parents/carers do not have the right to withdraw their child from Relationships Education, Health Education, or the statutory Science curriculum.

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. We hold annual parent information sessions during the first half of the summer term 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 with the PSHE lead. 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.