



Charlestown
Primary School



Personal, Social, Health and Economic (PSHE) Policy (inc, Relationship, Sex and Education Policy)

| | |
|-----------------------------------|-------------|
| Version Number | V1 |
| Date Adopted by Governors | 02/06/2026 |
| Scheduled Review Date | Summer 2027 |
| Statutory or Best Practice Policy | Statutory |
| School or Trust Policy | School |

We want to ensure that your needs are met.
If you would like this information in any other format, please contact us on
01637 303106 or email info@kernowlearning.co.uk.

#AsOne
Kernow Learning

Aims and Statutory Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils, in accordance with the Education Act 2002 and the Academies Act 2010.

At Charlestown Primary School, PSHE (including Relationships and Sex Education - RSE) supports the:

- Spiritual, moral, cultural, mental and physical development of pupils
- Preparation of pupils for opportunities, responsibilities and experiences of later life

The RSE curriculum is delivered in line with statutory guidance and contributes directly to safeguarding, wellbeing and personal development.

The Jigsaw Programme 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 seen within this document.

This also supports the "Personal Development" and "Behaviour and Attitudes" aspects required under the Ofsted Inspection Framework. This approach significantly contributes to the school's Safeguarding and Equality Duties, the understanding of British Values and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Our school Context

At Charlestown Primary school, well-being is at the heart of all teaching and learning. Our school ethos places the highest importance on recognising the development of the whole child and our strong pastoral care underpins this belief supporting our children to flourish. Our curriculum prepares children for the next stage of their education and to be 21st Century global citizens. We believe it is vital that pupils enjoy and are motivated by their learning and have the requisite skills to be successful learners with high aspirations. Through a range of contexts and approaches, including working collaboratively and providing opportunities for exploration, children are inspired to be creative, inquisitive, imaginative, and independent. These approaches enable children to feel safe to try new things thus building confidence and resilience.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere e.g. emotional and mental health is nurtured every lesson through the 'Calm me' time, social skills are grown every lesson through the 'Connect us' activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

The mapping document in appendix 1 transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Definition of RSE

RSE consists of three strands:

- Relationships Education (statutory in primary)
- Health Education (statutory in primary)
- Sex Education (non-statutory in primary, except where covered in the science curriculum)

The school delivers RSE through a planned, progressive programme using the Jigsaw scheme, adapted to meet the needs of all pupils.

Relationships and Sex Education

Relationships Education at Charlestown Primary School covers the statutory areas of ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’ and ‘Being safe’, in line with current statutory guidance. These areas are taught through a carefully sequenced and age-appropriate curriculum, ensuring that knowledge builds progressively across each key stage. Expected outcomes are outlined within this policy and are supported by the Jigsaw Programme, updated in line with the most recent DfE guidance (July 2025).

Whilst the Relationships unit within Jigsaw delivers the majority of statutory content, key concepts are revisited and reinforced across other units. For example, ‘Celebrating Difference’ supports pupils in understanding diversity within families and communities, promoting respect and inclusion. This integrated approach ensures learning is embedded and developed consistently over time.

The school ensures that Relationships and Sex Education is delivered within a safeguarding framework and prepares pupils for life in modern Britain. Teaching promotes respect for all individuals and reflects the Equality Act 2010. Content is presented in a balanced, sensitive and age-appropriate manner, ensuring pupils understand a range of relationships and family structures without presenting contested views as established fact. Pupils are supported to develop respectful attitudes and an informed understanding of the world around them.

While sex education is not compulsory in primary schools, Charlestown Primary School has chosen to provide a structured and developmentally appropriate programme. This supports pupils in understanding the physical and emotional changes associated with growing up, alongside the processes of human reproduction, drawing on knowledge from the statutory science curriculum.

Sex education at our school includes learning about puberty, human reproduction and how a baby is conceived and born. This is delivered sensitively and in an age-appropriate way, ensuring that teaching supports pupils’ safety, wellbeing and understanding.

Pupils learn about puberty and menstruation as part of the statutory science curriculum, with this learning further reinforced through the ‘Changing Me’ units within the Jigsaw programme. This ensures that knowledge develops progressively and that pupils gain a secure and respectful understanding of their changing bodies and relationships.

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

Parents and carers are supported to understand curriculum content and vocabulary through:

- Access to curriculum materials
- Half termly letters outlining the upcoming themes emailed in advance
- Consultation opportunities (meetings with class teachers and / or PSHE Lead)

Parents have the right to withdraw their child from non-statutory sex education. Requests must be made in writing to the Headteacher.

However, parents cannot withdraw from:

- Relationships Education
- Health Education
- National Curriculum Science

Curriculum Overview and Progression

The curriculum is structured to ensure age-appropriate, progressive learning.

Whole-School Structure (Jigsaw Units). Also see appendix 1 for more details breakdown of topics covered.

Delivery of the Curriculum

PSHE is taught weekly and reinforced through:

- Assemblies
- Whole-school ethos
- Positive relationships across the school
- Teachers create a safe learning environment where:
- Ground rules are established
- Questions are handled appropriately

SEND Provision

RSE is adapted to meet the needs of all pupils, including those with SEND.

Adaptations may include:

- Adapted resources
- Pre-teaching of key vocabulary
- Additional adult support
- Flexible delivery methods

External Visitors

Where external visitors are used:

- Materials are reviewed in advance
- Sessions are supervised by staff
- Content aligns with statutory guidance and school values

Safeguarding

RSE is delivered within a strong safeguarding framework. Staff understand that:

- Sensitive discussions may lead to disclosures
- Pupils cannot be guaranteed confidentiality

All concerns are handled in line with:

- Keeping Children Safe in Education (KCSIE)
- The school's safeguarding policy
- RSE lessons are delivered in a safe environment where pupils are supported to ask questions appropriately.

Linked Policies

- This policy should be read alongside:
- Safeguarding policy
- Behaviour policy
- Anti-bullying policy
- E-safety policy
- Staff code of conduct

Monitoring and Review

The PSHE subject leader is responsible for monitoring implementation through:

- Lesson observation
- Pupil voice
- Planning scrutiny

The policy is reviewed annually by:

- Senior Leadership Team
- Local Advisory Board
- Governors ensure compliance with statutory requirements.

The school's Local Advisory Board monitors this policy on an annual basis. The governors report its findings and recommendations to the Trust Board, as necessary, if the policy needs modification. The Local Advisory Board gives serious consideration to any comments from parents about the PSHE (RSE) programme and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

The DfE Guidance 2019 (p. 15) states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 for **all** protected characteristics.”

At Charlestown Primary School, we believe that it is appropriate to teach our pupils about protected characteristics and we ensure this is fully integrated into our curriculum. It is taught and reflected upon through circle time, age-appropriate PSHE Jigsaw Units, class worship and focus days and community events. This can also have an impact on any anti-bullying policy in regard to these characteristics being the reason for the issue.

At Charlestown Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Appendix 1:



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 Understanding feelings Being in a classroom Being gentle Rights and responsibilities | Identifying talents Being special Families Where we live Making friends Standing up for yourself | Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs | Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety | Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend | Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations |
| | Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling | Similarities and differences Understanding bullying and knowing how to deal | Setting goals Identifying successes and achievements Learning styles | Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe | Belonging to a family Making friends/being a good friend Physical contact | Life cycles – animal and human Changes in me Changes since being a |
| Ages 6-7 | Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings | Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends | Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success | Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines | Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives | Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments | Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting | Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help | Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends | How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition |

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

| 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 Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments | Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress | Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use | Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition |

Appendix 2:

Charlestown Primary will follow the following process when incidents of sexual harassment or

Report of incident received





