



St Newlyn East
Learning Academy



Relationships, Sex and Health Education Policy

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Rationale and Ethos

At St Newlyn East Learning Academy, we believe that Relationships, Sex and Health Education is central to the development of the whole child. Through high-quality RSHE, we support children to build positive relationships, understand themselves and others, and learn how to keep themselves safe and healthy throughout their lives.

Our approach is rooted in our school values:

Golden Roots: We are gentle, We are kind and helpful, We listen, We are honest, We work hard, We look after property

and our learning characteristics:

The 3 Ps: Perseverance, Passion, Participation

RSHE is not taught in isolation. It is part of a whole-school approach which promotes respect, kindness, inclusion and wellbeing. It is reflected through our curriculum, behaviour policy, safeguarding culture and everyday interactions across the school community.

We actively promote British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. These are woven through our RSHE curriculum, assemblies, pupil voice opportunities and daily school life, ensuring that children understand their rights and responsibilities and develop as thoughtful, respectful and active members of society.

We are committed to ensuring that our curriculum reflects and respects the diversity of our community. In line with the Equality Act 2010, we promote the protected characteristics, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. These are explored in an age-appropriate way through our RSHE curriculum, through carefully chosen texts and resources, and through open discussion. Children learn that families and relationships may look different, and that all should be valued and respected. We challenge stereotypes, promote inclusion and ensure that all pupils feel represented, safe and able to succeed.

Through our curriculum and wider school life, we enable children to develop empathy, respect and understanding of others, alongside a strong sense of their own identity and self-worth.

We aim to create a safe, inclusive environment where children feel confident to ask questions, share their thoughts, and develop the knowledge and skills needed to make informed and positive decisions. Effective RSHE supports children to develop resilience, honesty, kindness and respect, preparing them for life in modern Britain.

Aims

Our RSHE curriculum aims to:

- Provide children with the knowledge and skills to form healthy, respectful relationships
- Enable pupils to understand how to keep themselves safe, both offline and online
- Support children to develop positive mental and physical wellbeing
- Build children's confidence, resilience and independence
- Promote equality, respect and inclusion



- Equip children to recognise and report concerns, including unsafe situations or relationships

RSHE at our school is preventative, ensuring children are equipped with knowledge and strategies before they encounter risks, in line with DfE expectations.

Statutory Requirements and Curriculum Framework

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 and prepares them for the opportunities, responsibilities and experiences of later life.

The Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations (2019), updated through statutory guidance in July 2025, make Relationships Education and Health Education compulsory for all primary-aged pupils.

At St Newlyn East Learning Academy, we have regard to this statutory guidance when planning and delivering our RSHE curriculum. This ensures that all required content is taught in a way that is age-appropriate, inclusive, carefully sequenced and responsive to the needs of our pupils and our school community.

Relationships Education forms a key part of the primary curriculum and focuses on the building blocks of positive, respectful relationships, including friendships, families and online relationships. Health Education is also statutory and supports pupils to understand how to maintain their physical and mental wellbeing, including developing resilience, understanding emotions and making healthy choices.

Sex Education is not compulsory in primary schools; however, we choose to teach age-appropriate sex education in upper Key Stage 2 so that pupils are well prepared for the physical and emotional changes of adolescence and for transition to secondary school.

We deliver RSHE through our wider PSHE provision using the Jigsaw programme. This provides a structured, progressive and spiral curriculum, where key themes are revisited and developed over time. Learning is taught through weekly lessons and supported by assemblies, wider curriculum links and daily school life.

Our curriculum reflects the expectation that learning is well sequenced, builds knowledge over time and provides opportunities for pupils to practise skills, explore ideas and apply their understanding to real-life situations. Teaching focuses not only on knowledge, but also on developing the skills, attitudes and behaviours needed for pupils to form healthy relationships and make safe and informed choices.

RSHE is part of a wider whole-school approach and is supported through other aspects of school life, including safeguarding, behaviour, inclusion and our school values. This ensures that pupils experience consistent messages about respect, safety, relationships and wellbeing across the school.

We recognise that RSHE plays a vital role in safeguarding. Through our curriculum, pupils are taught how to recognise risks, understand boundaries, know their rights and seek help when needed. Teaching is delivered in a sensitive and age-appropriate way, supporting prevention without causing unnecessary alarm.



We will continue to review and adapt our RSHE provision during the 2025–2026 academic year to ensure it fully reflects updated statutory guidance and continues to meet the needs of our pupils.

Definition of RSHE

Relationships, Sex and Health Education (RSHE) is made up of three key elements: Relationships Education, Health Education and Sex Education.

- Relationships Education, which is statutory in primary schools, focuses on families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.
- Health Education, which is also statutory, focuses on mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.
- Sex Education, which is not statutory in primary schools, refers to learning about human reproduction, including conception and birth, and is taught in an age-appropriate and sensitive way in upper Key Stage 2.

Curriculum Content

Our RSHE curriculum is delivered through the Jigsaw PSHE programme and is structured as a progressive and spiral curriculum from EYFS to Year 6. Learning is carefully sequenced so that key knowledge, skills and vocabulary are revisited and developed over time, allowing pupils to build on prior learning as they move through the school.

The curriculum is organised into six half-termly units, referred to as ‘Puzzles’: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. These units are taught across all year groups and ensure full coverage of the statutory Relationships and Health Education requirements, alongside age-appropriate sex education in upper Key Stage 2.

Content is planned to support pupils’ development across three key areas: knowledge, social and emotional skills and vocabulary. This ensures that pupils not only understand key concepts but are also able to apply their learning in real-life situations, including building positive relationships, managing emotions and making safe, informed choices.

The progression of learning reflects the developmental needs of pupils. In the early years and Key Stage 1, children focus on self-awareness, recognising feelings, developing friendships, understanding families and learning how to stay safe and healthy. As pupils move through Key Stage 2, learning builds to include managing more complex relationships, understanding differences and diversity, developing resilience and motivation, recognising risks, understanding online safety and preparing for the physical and emotional changes of puberty.

Teaching across the school includes key themes such as mental wellbeing, emotional literacy, friendships, respect, diversity, personal safety, physical health, online relationships and growing and changing. These themes are revisited and extended year on year, ensuring progression in both knowledge and understanding.

The curriculum places a strong emphasis on emotional literacy and the development of social skills, including self-awareness, empathy, managing feelings, motivation and positive relationships. Opportunities for discussion, reflection and pupil voice are built into lessons to support children in developing confidence and communication skills.

RSHE is delivered through weekly PSHE lessons and is supported through assemblies, wider curriculum links and everyday school life, ensuring a consistent and embedded approach. Teaching is adapted to meet the needs of all pupils and reflects the context of our school community.

Further detail about the knowledge, skills and vocabulary progression across EYFS to Year 6 is set out in the school's progression and curriculum overview documents (see Appendix 1 and Appendix 2).

Unit (Puzzle)	EYFS / KS1 (EYFS – Year 2)	Lower KS2 (Years 3–4)	Upper KS2 (Years 5–6)
Being Me in My World	Children learn about belonging, feelings, rights and responsibilities, and how to be part of a safe and respectful class.	Pupils develop understanding of teamwork, responsibility, democracy and how their behaviour affects others.	Pupils explore citizenship, responsibility, equality and global awareness, understanding their role in a wider community.
Celebrating Difference	Children learn about similarities and differences, friendships, kindness and how to respond to bullying.	Pupils explore diversity, stereotypes, bullying and inclusion, developing empathy and respect for others.	Pupils deepen understanding of discrimination, prejudice, protected characteristics and equality, learning to challenge unfairness.
Dreams and Goals	Children begin to set simple goals, develop perseverance and understand success and achievement.	Pupils develop resilience, teamwork and motivation, learning to overcome challenges and reflect on success.	Pupils explore aspirations, careers, financial awareness and global responsibility, developing ambition and resilience.
Healthy Me	Children learn about healthy lifestyles, hygiene, safety and making simple healthy choices.	Pupils deepen understanding of physical health, nutrition, safety and risk, including early awareness of substances.	Pupils learn about mental health, peer pressure, substance risks, body image and strategies to stay safe and healthy.
Relationships	Children learn about families, friendships, feelings and how to build positive relationships.	Pupils develop skills in managing friendships, resolving conflict, understanding boundaries and staying safe online.	Pupils explore more complex relationships, including online safety, emotional wellbeing, loss and early understanding of romantic relationships.
Changing Me	Children learn about growing up, life cycles, body parts and managing change.	Pupils develop understanding of body changes, personal hygiene, puberty (introduction) and managing emotions.	Pupils learn about puberty, reproduction, body confidence and transition to secondary school, including age-appropriate sex education.



By the end of primary school, pupils will:

- Understand the importance of family, friendship and respect
- Know how to keep themselves safe, including online
- Recognise healthy and unhealthy relationships
- Know that families can be different and all should be respected
- Understand boundaries, privacy and consent (in an age-appropriate way)
- Know how to seek help and report concerns

Delivery of RSHE

PSHE and RSHE are not standalone subjects; they are integral to the school's ethos and values and underpin all aspects of school life. Alongside our structured weekly PSHE sessions, learning in Relationships and Health Education is embedded across the wider curriculum as part of our growing excellence curriculum, ensuring that pupils experience consistent and meaningful opportunities to develop these skills in a range of contexts. This is further enriched through the wider life of the school.

Children are encouraged to take an active role in school life through a wide range of extra-curricular opportunities, alongside regular engagement with members of the community, including visits from professionals who support health and wellbeing, such as the mentally healthy schools practitioner. Pupils also take part in visits to local community groups, including care homes and organisations such as Good Companions, which support the development of empathy, respect and social responsibility. Wider experiences, including school visits and residential trips from Year 2 onwards, further contribute to pupils' personal development and independence.

The curriculum is strengthened through the promotion of British values, including democracy, respect and tolerance, which are explored through assemblies, curriculum learning and the recognition of significant national and global events. Pupils are supported to understand current issues in the wider world and are encouraged to make meaningful links to their own learning. Opportunities for courageous advocacy are developed through participation in charity events and wider school initiatives.

Pupil voice is central to our approach. Democracy is actively promoted through regular discussion of health and wellbeing matters within school council meetings and through the work of wellbeing champions. Pupils are also given opportunities to develop leadership and peer mentoring skills through a range of roles, including school council, prefects and digital leaders. A strong focus on wellbeing for all is embedded across the school, supported by inclusive universal provision and a culture that prioritises emotional health and belonging.

An open dialogue about emotions is encouraged in all classrooms, with consistent use of strategies such as emotions boxes as part of daily routines. Our assembly programme regularly explores PSHE themes and celebrates individual and collective success within the school community. This is reinforced through our behaviour policy, which reflects the



principles taught in PSHE and is rooted in our Golden Roots and 3 Ps: Perseverance, Passion and Participation. Clear discussion guidelines are established in each class at the start of the year to support respectful behaviour and the resolution of difficulties.

Playtimes and social times are recognised as valuable opportunities for pupils to practise the friendship and conflict-resolution skills developed in lessons. Recognition and reward systems celebrate not only academic achievement but also the personal and social qualities fostered through PSHE, including kindness, respect, perseverance, courage and contribution to the school community.

The impact of this approach is seen through the following pupil outcomes:

Through our RSHE curriculum, we aim for all pupils to develop self-awareness, confidence and a positive sense of identity. By the time they leave St Newlyn East Learning Academy, pupils will be able to understand and value themselves and others, form positive and healthy relationships, and make informed decisions about their lives.

They will develop the skills to communicate effectively, work collaboratively and respond positively to challenge. Pupils are supported to take an active role in their own learning and to contribute as responsible citizens within their school and local community.

Through our curriculum and wider provision, we aim to ensure that all pupils develop the knowledge, skills and attitudes needed to become healthy, resilient and fulfilled individuals, ready for the next stage of their education and life in modern Britain.

Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged pupils and there is no right of withdrawal. At St Newlyn East Learning Academy, this area of the curriculum underpins our school ethos and supports pupils in developing secure, respectful and positive relationships with others, both in school and in the wider community.

By the end of primary school, our pupils will understand:

- **Families and people who care for me** – that families can have different structures and all can provide love, security and stability; the key characteristics of healthy family life; how to recognise when family relationships are causing concern and how to seek help; the importance of stable and caring relationships, including marriage and civil partnerships as legal commitments.
- **Caring friendships** – how positive friendships contribute to happiness and wellbeing; the characteristics of healthy friendships, including trust, loyalty, kindness and respect; how to form, maintain and repair friendships; and how to manage difficulties, including conflict and peer pressure.
- **Respectful relationships** – the importance of treating others with kindness and respect; understanding personal boundaries and consent; effective communication; recognising different types of bullying, including cyberbullying, and how to respond; understanding stereotypes and developing respect for difference.
- **Online relationships and safety** – how to build respectful relationships online; understanding that people may not always be who they say they are; how to evaluate



online content critically; the importance of privacy and protecting personal information; recognising risks and knowing how to report concerns.

- **Being safe** – understanding boundaries, including the right to privacy and bodily autonomy; recognising safe and unsafe situations; how to respond to concerns about adults or peers; and how to seek help confidently from trusted adults.

Health Education

Health Education is also compulsory for all primary-aged pupils and there is no right of withdrawal. At St Newlyn East Learning Academy, we place a strong emphasis on supporting pupils to understand their physical health, emotional wellbeing and personal safety, enabling them to make informed and positive choices.

By the end of primary school, our pupils will understand:

- **Mental wellbeing** – that experiencing a range of emotions is normal; how to recognise, talk about and manage feelings; strategies to support positive mental health, including self-care; that support is available and how to access it when needed.
- **Internet safety and harms** – the benefits and risks of using the internet; how to manage screen time; recognising appropriate and inappropriate online behaviour; understanding age restrictions; and knowing how to report online concerns.
- **Physical health and fitness** – the importance of regular physical activity; the impact of an active lifestyle on health and wellbeing; and how to establish healthy routines.
- **Healthy eating** – the principles of a balanced diet; the impact of food choices on health, including dental health; and basic understanding of how lifestyle choices affect wellbeing.
- **Drugs, alcohol and tobacco** – age-appropriate information about substances, including medicines, and their impact on health; understanding associated risks, including addiction.
- **Health protection and prevention** – how to maintain personal hygiene; the importance of sleep, dental care and sun safety; understanding how illnesses spread and basic principles of prevention, including vaccination.
- **Personal safety** – how to recognise risk in different situations, including road, water and everyday environments; and how to seek help in emergencies.
- **Basic first aid** – how to respond to common injuries and how to make an emergency call.
- **Changing bodies** – understanding how bodies grow and change; correct vocabulary for body parts; the physical and emotional changes of puberty; and the key aspects of human reproduction, delivered in an age-appropriate way in upper Key Stage 2.

Sex Education

Sex Education is not compulsory in primary schools; however, at St Newlyn East Learning Academy, we choose to provide age-appropriate Sex Education in upper Key Stage 2 in order to prepare pupils for the changes of adolescence and for transition to secondary school.

We recognise that parents and carers are the primary educators of their children in this area, and we work in partnership with them by providing clear information about the



content taught. Parents and carers have the right to withdraw their child from Sex Education lessons that go beyond the statutory science curriculum, and the school will respect and support this process.

Sex Education is carefully planned and delivered through the Jigsaw programme as part of the **Changing Me** unit in Years 5 and 6. Teaching is age-appropriate, inclusive and delivered in a sensitive and respectful way.

By the end of primary school, pupils will have been taught:

- That puberty is a natural part of growing up, including the physical and emotional changes that boys and girls experience.
- The correct scientific vocabulary for body parts and an understanding of how to respect their own bodies and the privacy of others.
- That reproduction is the process by which babies are conceived and born, including a basic understanding of sexual intercourse, pregnancy and birth.
- That some people may need additional medical support, such as IVF, to have a baby.
- That relationships change as people grow older, and that feelings such as attraction are a normal part of development.
- The importance of mutual respect, consent and personal boundaries within relationships, and that no one should feel pressured into doing something that makes them uncomfortable.

Teaching is designed to build on the statutory content within Relationships and Health Education and to ensure that pupils are equipped with accurate information, appropriate vocabulary and the confidence to understand and manage the changes they experience.

Lessons are delivered in a safe environment, where pupils are encouraged to ask questions and where clear boundaries are in place to support respectful discussion. All teaching is underpinned by the school's safeguarding procedures and reflects our commitment to inclusion, wellbeing and respect for all.

Right to Withdraw

Parents and carers have the right to request that their child is withdrawn from some or all of the Sex Education taught as part of RSHE, beyond the statutory elements of the national curriculum for science. There is no right to withdraw from Relationships Education or Health Education, as these are compulsory, nor from the aspects of Sex Education that are included within the science curriculum.

At St Newlyn East Learning Academy, we are committed to working in partnership with parents and carers. If a parent wishes to request withdrawal, they will be invited to meet with the Headteacher or Class Teacher to discuss their concerns, review the materials used and understand the purpose and content of the lessons. This ensures that parents are fully informed and able to make a considered decision.

If a decision to withdraw is confirmed, the school will respect this request and make appropriate alternative arrangements for the pupil during the period of teaching. These arrangements will be supervised and purposeful; however, parents should be aware that the pupil may receive questions or information from peers outside of the classroom context.



The school aims to support all pupils to access a broad and balanced curriculum that prepares them for life in modern Britain. We therefore encourage parents to carefully consider the benefits of their child receiving this important education in a safe and structured environment.

Inclusion, Equality and SEND

At St Newlyn East Learning Academy, we are committed to ensuring that our RSHE curriculum is inclusive, accessible and responsive to the needs of all pupils. We believe that every child, regardless of background or need, has the right to high-quality Relationships, Sex and Health Education that prepares them for life in modern Britain.

Our curriculum reflects the requirements of the Equality Act 2010 and promotes respect for all individuals. We actively challenge prejudice, stereotypes and discrimination, and ensure that pupils develop an understanding of diversity in a way that is age-appropriate, sensitive and inclusive. This includes teaching about the protected characteristics in a manner that reflects the needs and context of our school community.

Inclusion is at the heart of our approach. Learning is carefully adapted so that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access the curriculum successfully. Teachers use a range of strategies to support learning, including scaffolding, adapted resources, pre-teaching and additional adult support where required. Content is delivered at an appropriate level, ensuring that pupils can engage with key concepts in a way that is meaningful and understandable.

For pupils with SEND, the RSHE curriculum is personalised to support their individual needs, development and understanding. This may include repetition of key concepts, use of visual supports, smaller group teaching or targeted interventions. Where appropriate, learning is linked closely to pupils' EHCP outcomes or individual support plans to ensure that it contributes meaningfully to their wider development, particularly in areas such as communication, relationships and independence.

We recognise that some aspects of RSHE may be more sensitive for certain pupils, particularly those with additional needs or vulnerabilities. Staff are attentive to this and ensure that teaching is delivered with care, sensitivity and professional judgement. Close communication with parents and carers is maintained where additional support or adaptation is required.

A strong emphasis is placed on creating a safe and supportive learning environment for all pupils. This includes ensuring that pupils feel valued, respected and able to participate, regardless of their background, ability, gender, culture or family context. Our whole-school approach promotes wellbeing, belonging and inclusion, ensuring that all pupils are supported to develop confidence, self-esteem and positive relationships.

Through our RSHE curriculum and wider school provision, we aim to ensure that all pupils, including those with SEND and those from disadvantaged backgrounds, are supported to achieve positive outcomes and to thrive both socially and emotionally.

Safeguarding

Safeguarding is central to all aspects of school life at St Newlyn East Learning Academy, including the delivery of Relationships, Sex and Health Education.



RSHE plays a key role in keeping children safe by helping them to understand healthy and unhealthy relationships, recognise risks and know how to seek help when they need it. The curriculum is carefully planned so that learning is age-appropriate and builds over time, ensuring pupils develop the knowledge and confidence to protect themselves.

All staff understand that RSHE lessons can sometimes lead to disclosures or raise concerns. Any concerns are managed in line with the school's safeguarding procedures, with information shared with the Designated Safeguarding Lead as appropriate. Pupils are made aware that while we encourage open discussion, adults cannot keep information confidential if it relates to their safety.

Safe Teaching and Handling Questions

RSHE is taught in a way that is inclusive, engaging and appropriate to the needs of all pupils. Lessons are carefully structured to allow pupils to explore ideas, develop understanding and reflect on their learning.

Creating a safe and open learning environment is central to this. Strong, trusting relationships between staff and pupils underpin all teaching, and pupils are supported to share ideas and ask questions respectfully.

At the start of each year, classes agree simple discussion guidelines to support this, such as taking turns to speak, listening to others, using kind and respectful language and recognising that everyone has the right to share their views. These are revisited regularly and form the basis of all discussion.

Teachers use their professional judgement when responding to questions. Where appropriate, questions will be answered clearly and honestly. If a question is outside the intended learning or not appropriate for the age of the pupils, staff will respond sensitively and may address this at another time or in consultation with parents, where needed.

Creating a Safe Learning Environment

Across the school, there is a strong culture of openness and wellbeing. Pupils are encouraged to talk about their emotions, and consistent approaches such as daily check-ins and emotion boxes help to support this.

The principles taught through RSHE are reinforced through assemblies, the behaviour policy and everyday interactions. Our Golden Roots and 3 Ps underpin expectations for behaviour, ensuring that kindness, respect and responsibility are consistently modelled.

Opportunities beyond the classroom, including playtimes and wider school life, support pupils in applying the skills they learn, particularly in relation to friendships, communication and resolving conflict.

Safeguarding Through the Curriculum

Through RSHE, pupils are taught to:

- understand and recognise healthy and unhealthy relationships
- know about personal boundaries, privacy and consent
- recognise risks, including online risks, and how to respond
- understand when something feels wrong or unsafe
- know how and where to seek help from trusted adults

This preventative approach ensures that pupils are supported to develop confidence, resilience and the understanding needed to keep themselves safe.



Roles and Responsibilities

The delivery of RSHE is a whole-school responsibility and is supported through clear roles across the school.

The Governing Body is responsible for approving the RSHE policy and ensuring that the school meets its statutory duties. Governors monitor the implementation of the policy and ensure that the curriculum reflects the ethos and values of the school.

The Headteacher has overall responsibility for RSHE. This includes ensuring that the policy is implemented effectively, that staff are supported to deliver the curriculum and that parents are informed about what is taught.

The RSHE/PSHE lead is responsible for leading and developing the subject across the school, supporting staff with planning and delivery, keeping up to date with guidance and ensuring that the curriculum remains progressive and meets the needs of pupils.

Teachers are responsible for delivering RSHE in a safe, sensitive and age-appropriate way. They create a positive learning environment, adapt teaching to meet the needs of all pupils and follow safeguarding procedures where any concerns arise.

The Designated Safeguarding Lead supports staff where safeguarding concerns emerge through RSHE and ensures that all procedures are followed appropriately.

Parents and carers are the primary educators of their children and the school works in partnership with them by sharing information about the RSHE curriculum and maintaining open communication.

Monitoring, Reporting and Evaluation

The quality and impact of RSHE at St Newlyn East Learning Academy is regularly monitored to ensure that it is effective, inclusive and responsive to the needs of all pupils.

Monitoring is led by the PSHE/RSHE subject lead and forms part of the wider school monitoring cycle. This includes reviewing planning, pupil work and outcomes, alongside gathering pupil voice to understand how well children feel supported in their learning. Informal monitoring also takes place through ongoing professional dialogue with staff and through day-to-day observations of pupils' behaviour, wellbeing and interactions.

Assessment in RSHE is primarily formative and focuses on pupils' understanding, attitudes and application of learning rather than written outcomes. Teachers use discussion, questioning and reflection to assess pupils' progress and to adapt teaching accordingly. Evidence of impact may also be seen through pupil voice, behaviour, participation and engagement in school life.

The impact of RSHE is also considered through wider school information, including behaviour records, attendance, safeguarding logs and wellbeing indicators. This ensures that the curriculum is contributing effectively to pupils' personal development and safety.

Reporting to parents takes place through annual written reports and through ongoing communication where appropriate. The school aims to ensure that parents are informed about the content taught and how it supports their child's development.

The policy and curriculum are reviewed regularly to ensure that they remain up to date with statutory guidance, reflect the needs of the school community and respond to any emerging



issues. Governors are kept informed of developments and have oversight of the school's approach to RSHE.

Working with Parents and the Wider Community

At St Newlyn East Learning Academy, we recognise that parents and carers are the primary educators of their children, particularly in relation to relationships, health and sex education. We are committed to working in partnership with families to ensure that RSHE is delivered in a supportive and transparent way.

The school is committed to consulting with parents and carers on the development and review of the RSHE policy and curriculum. Parent views are considered as part of the policy review process, alongside guidance from the Department for Education, the needs of pupils and the context of the school community. Governors are involved in reviewing and approving the policy to ensure it reflects statutory requirements and the school's ethos and values.

Parents are kept informed about the RSHE curriculum through the school website and direct communication where appropriate. For example, prior to teaching more sensitive content in upper Key Stage 2, parents are given the opportunity to understand what will be covered and view resources if they wish.

We welcome communication from parents and carers and are open to discussing any questions or concerns. Requests regarding withdrawal from the non-statutory elements of Sex Education are managed in line with this policy.

Learning is further strengthened through links with the wider community. This includes:

- visits from professionals and organisations who promote health and wellbeing
- engagement with local community groups, including care homes and Good Companions
- educational visits and residential experiences
- opportunities for charity work and courageous advocacy

These experiences support pupils in developing respect, empathy and an understanding of their role within the community.

Policy Review

This policy will be reviewed annually.

Next review date: September 2027

Appendix 1: 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
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

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 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
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions 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

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 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

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 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
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Appendix 2: Jigsaw Skills and Knowledge Progression Map

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the [DfE statutory Relationships and Health Education outcomes 2026](#) have been made in each Puzzle.

INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation. These opportunities for spiritual, moral, social and cultural (SMSC) development and emotional literacy are integral to children's understanding of themselves and others and to increasing their capacity to learn..

IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. Every lesson offers opportunities for SMSC development, clearly mapped and balanced across each year group, alongside structured opportunities to practise and enhance the five skills associated with emotional literacy: self-awareness, social skills, empathy, motivation and managing feelings. We encourage schools to adapt the materials to make them suitable to the needs of the children in their class.

IMPACT: This can be established through assessment identified in the key learning. This can include pupil voice, informal assessment, reviewing behaviour records and attendance.

This progression map illustrates how knowledge, skills and vocabulary develop across the programme from Early Years through to Year 6, showing how learning is revisited and extended year on year. The document is fully editable so that schools can adapt it to reflect how they tailor Jigsaw PSHE for their own school community. The evidence sources and enrichment ideas included for each Puzzle are examples rather than an exhaustive list, and schools may wish to add their own, or get in touch with us for further sources of research and data.

Similarly, the statutory RSHE links provided for each Puzzle indicate the strongest connections but do not represent a complete mapping. For the full mapping of Jigsaw PSHE to each of the [DfE's RSHE July 2025](#) statutory statements, which we have abbreviated for space in this document, please refer to the [RSHE Mapping Documents](#) available in the Community Area on the Jigsaw portal.