



Pensilva Primary School

RSHE Policy

Date of Adoption	28/01/26
Review Date	Spring 2027

Chronology

Date	Action
Dec 2025	Policy written by headteacher
28/01/26	Adopted by full governing body

Signed:

1. Our School Ethos

At Pensilva Primary School, RSHE supports our values and rules:

- Values: *To Live, To Love, To Learn*
- Rules: *Be Responsible, Be Respectful, Be Ready*

We aim to help children build healthy, respectful relationships, develop positive self-esteem and body image, recognise and report concerns, and keep themselves and others safe – both offline and online. RSHE is an essential part of our safeguarding culture.

2. Statutory Framework and Status

This policy is set within the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education. The 2019 guidance remains in force until 31 August 2026; updated guidance (published July 2025) comes into effect from 1 September 2026. Pensilva will continue to comply with the 2019 guidance and prepare for transition to the 2026 guidance during 2025–26.

RSHE also sits alongside the National Curriculum for Science, which includes puberty and human development content at primary, particularly in Year 5 and Year 6.

3. Definitions

- Relationships Education (statutory): knowledge and skills to build positive relationships (families and people who care for me; caring friendships; respectful relationships; online relationships; being safe).
- Health Education (statutory): physical health and mental wellbeing, including puberty.
- Sex Education (non-statutory in primary): content beyond the science curriculum (e.g., *human conception, how a baby is made/grows*, where not covered as part of science). Parents/carers may request withdrawal from non-statutory sex education (see Section 9).

4. Curriculum and Resources (Jigsaw)

Pensilva delivers PSHE/RSHE through Jigsaw – the mindful approach to PSHE (Ages 3–11), a whole school, spiral curriculum organised into six half-termly Puzzles:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships (*RSHE core*)
6. Changing Me (*RSHE core: puberty and (where relevant) conception*)

All year groups study the same Puzzle at the same time. Jigsaw integrates emotional literacy, social skills and mindfulness and maps explicitly to the DfE statutory RSHE outcomes.

How Jigsaw covers RSHE

- Relationships and Changing Me Puzzles deliver the majority of Relationships Education and puberty content; Jigsaw uses correct anatomical vocabulary and age appropriate, progressive learning.
- Puberty is statutory in Health Education and appears in Jigsaw mainly in Years 5–6, with earlier learning on body autonomy and private body parts in KS1.
- Sex education (nonstatutory) within Jigsaw is typically limited to conception and conception to birth in upper KS2; parents may request withdrawal from these specific lessons (see Section 9).

Links to National Curriculum Science

Science covers:

- KS1: basic body parts; animals including humans have offspring that grow into adults.
- KS2: life cycles, reproduction in some plants and animals, changes as humans develop to old age (which includes puberty).

5. Aims

By the end of primary, Pensilva pupils will:

- Understand and respect their bodies, personal boundaries and privacy; know how to seek help.
- Build healthy friendships and show respect and kindness online and offline.
- Understand the key physical and emotional changes of puberty and how to manage them.
- (Where taught) understand, at an age-appropriate level, how human conception leads to birth, within the context of family and caring relationships.

6. Teaching and Learning

- Approach: interactive, discussion-based lessons, with clear ground rules, restorative practice, and regular revisit of vocabulary.
- Inclusion: adapted resources and groupings to ensure access for all learners, including those with SEND and those who may need pre-teaching or additional sensitivity. [[gov.uk](https://www.gov.uk)],
- Single-sex/small group sessions: may be used sensitively for elements of menstrual health or specific support needs.
- External visitors: may enrich learning (e.g., school nurse) under teacher supervision; Pensilva retains responsibility for content and safeguarding.
- Assessment: ongoing teacher assessment, pupil voice and self-reflection in line with Jigsaw guidance and Pensilva assessment practice.

7. Answering Pupils' Questions

Teachers will answer age-appropriate questions honestly and sensitively, using correct terminology and professional judgement. If a question falls outside the planned curriculum (e.g., detailed sexual content at an earlier age), staff may defer and inform parents/carers where appropriate, signposting safe sources. Safeguarding concerns will follow Pensilva's safeguarding procedures.

8. Safeguarding, Equality and Inclusion

RSHE is integral to safeguarding. Lessons reinforce body autonomy, help seeking, consent (appropriate to age), online safety and how to report worries. Pensilva fulfils the Equality Act 2010 by ensuring teaching is inclusive, respectful of different families, cultures and beliefs, and by making reasonable adjustments for disabled pupils.

9. Parents/Carers, Right to Request Withdrawal, and Transparency

- Consultation and transparency: Pensilva will engage parents/carers on RSHE content and make schemes and resources available for viewing on request and via information sessions.
- Right to request withdrawal: Parents/carers cannot withdraw from statutory Relationships Education, Health Education (including puberty), or National Curriculum Science. They can request withdrawal from non-statutory sex education (e.g., Jigsaw conception lessons in Upper KS2). Requests should be made in writing to the Headteacher. The Headteacher will discuss the request to ensure clarity and consider arrangements for alternative appropriate education.

10. Roles and Responsibilities

- Governing Board: approves policy; monitors compliance and impact.
- Headteacher (Matt Davies): ensures implementation; considers withdrawal requests; oversees training and resourcing.
- RSHE/PSHE Lead (Becky Palfrey): leads curriculum planning, staff support, resource review, and parent communication.
- Teachers/Support Staff: deliver lessons, create safe classroom climate, differentiate and assess learning.
- Parents/Carers: support learning at home; attend information sessions; contact school with queries.
- Pupils: engage respectfully; follow ground rules; seek help if needed.

11. Monitoring, Evaluation and Review

- Monitoring: lesson observations, planning reviews, pupil and parent voice and oversight of incidents/concerns related to RSHE topics.
- Evaluation: annual report to Governors with adjustments to curriculum, training and resources as required.
- Review: policy reviewed annually or before in cases where statutory guidance is updated

Appendix A — By the End of Primary: Statutory Outcomes

Pensilva's RSHE aligns with DfE outcomes for:

- Relationships Education: families and people who care for me; caring friendships; respectful relationships; online relationships; being safe.
- Health Education (selected): 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 (puberty).

Appendix B — Jigsaw Aligned RSHE Progression at Pensilva

Key: (*Statutory*) content is part of Relationships or Health Education or National Curriculum Science.

(NS) marks non-statutory sex education where withdrawal may be requested.

EYFS (Nursery/Reception) — Relationships & Changing Me

- Body awareness (external parts), growing up from baby to child; feelings and help seeking; private/personal boundaries. (*Statutory Relationships/Health foundations*)

Year 1 — Relationships & Changing Me

- Friendships, kindness, safety networks; *private* body parts and personal space; simple changes as we grow. (*Statutory*)

Year 2 — Relationships & Changing Me

- Respecting privacy; body autonomy; revisiting correct anatomical terms; life cycles (human/animal) at a simple level; identifying trusted adults. (*Statutory*)

Year 3 — Relationships & Changing Me

- How babies/children grow; introduction to physical/emotional changes as we get older; managing feelings; respectful communication and help seeking. (*Statutory; science links*)

Year 4 — Relationships & Changing Me

- Puberty: early changes (e.g., body odour, hair growth); menstruation awareness and practical management; maintaining respect and empathy; online respect. (*Statutory Health Education*)

Year 5 — Relationships & Changing Me

- Puberty for boys and girls in more detail; hygiene and self-care; emotions and coping strategies.
- (NS) *Conception (how a baby is made)* — taught sensitively and age appropriately within the context of caring, stable relationships. (Withdrawal available.) (NS)

Year 6 — Relationships & Changing Me

- Puberty recap and readiness for secondary; consent and respect (age-appropriate), managing online interactions; seeking help. (*Statutory*)
- (NS) *Conception to birth (how a baby grows; pregnancy and birth)* — age-appropriate overview. (Withdrawal available.) (NS)

Note: Exact lesson titles and sequencing follow the Jigsaw scheme; parents receive an overview each year and can view all materials on request.

Appendix C — Science Curriculum Links (KS1/KS2)

KS1:

- Identify, name and label basic body parts; animals (including humans) have offspring that grow into adults. (*Statutory science*)

KS2:

- Life cycles of plants and animals, including reproduction in some plants/animals; changes as humans develop to old age (including puberty).