Inspiring Futures Partnership Trust

KINGSBROOK VIEW
PRIMARY ACADEMY

Growing together to achieve dreams

PERSONAL, SOCIAL, HEALTH EDUCATION POLICY (Learning for Life)

Policy Type	Curriculum
Updated by	Emma Jones
Checked by	Jon Turner
Updated in	Updated 2026
Review due	September 2028

Introduction

PSHE stands for Personal, Social, Health and Economic education, which cover the statutory curriculum and more. However, after consulting with parents we have stopped using PSHE as a term with the children and have changed it to **'Learning for Life',** which is simpler to understand than a series of letters. When you hear the children talking about 'Learning for Life' lessons, this is what they are referring to.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, the curriculum:
• Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
• Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

At Kingsbrook View Primary Academy, we choose to deliver Learning for Life using *Jigsaw, the mindful approach to PSHE* as a basis for our curriculum. A comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children’s learning in this vital curriculum area.

Kingsbrook View Academy uses the Jigsaw PSHE programme as a progressive, spiral curriculum that supports pupils' personal development, safeguarding, wellbeing and preparation for life in modern Britain. The programme is regularly reviewed to reflect updates from the Department for Education, the PSHE Association and Jigsaw Education.

The overview of the programme can be seen on the Academy website.

This also supports the “Personal Development” and “Behaviour and Attitudes” aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the Academy’s Safeguarding and Equality Duties; the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

This policy is informed by existing DfE guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education;* Safeguarding Working Together to Safeguard Children 2026 and Keeping Children Safe in Education (KCSIE) 2026."
This policy also reflects the revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective from September 2026.

The Jigsaw Programme meets the outcomes identified within the PSHE Association Programmes of Study

Whole-Academy approach

Learning for Life covers all areas for the primary phase, including statutory Relationships and Health Education. The table below gives the learning theme of each of the six puzzle pieces (units) and these are taught across the Academy; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community, including responsible digital citizenship and participation in online communities.
Autumn 2:	Celebrating Difference	Includes anti-bullying, discrimination, prejudice, stereotypes, cyberbullying and celebrating diversity and inclusion.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society including resilience, perseverance, growth mindset and managing setbacks positively.
Spring 2:	Healthy Me	Includes physical health, emotional wellbeing, mental health, emotional literacy, self-esteem, resilience, healthy lifestyle choices, sleep, nutrition, exercise, drugs education and understanding how and where to seek support.
Summer 1:	Relationships	Includes friendships, family relationships, conflict resolution, communication skills, bereavement and loss, online relationships, personal safety and healthy boundaries. Learning reflects the diverse range of families represented within modern Britain, including single-parent families, blended families, adoptive families, foster families, kinship care arrangements and families with same-sex parents.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of growth, change, body autonomy, puberty and personal safety.

At Kingsbrook View Primary Academy we allocate 1 hour to Learning for Life each week in order to teach the knowledge and skills in a developmental and age-appropriate way. Class teachers deliver weekly lessons to their own classes.

These lessons are reinforced and enhanced in many ways:
Assemblies; praise and reward system; Learning Charter; through relationships child to child, adult to child and adult to adult across the Academy. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

Relationships and Sex Education

Definition of Relationships and Sex Education (RSE):

'RSE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings'

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

Compulsory aspects of RSE

Relationships Education is statutory (DfE Guidance 2019) and parents cannot withdraw their children from it. We develop positive relationships throughout the school year and through each Jigsaw Puzzle (unit) of work.

The sex education contained in National Curriculum Science (Key Stages 1–4) is compulsory in maintained schools and Academies. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually-transmitted infections. All state-funded schools and Academies must have 'due regard' to:

- 'All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes'
- Children should learn 'how a baby is conceived and born' before they leave primary school.
- Teaching will be age appropriate, inclusive and responsive to the needs of all pupils, including those with SEND. Learning will support children to keep themselves safe, build healthy relationships and access trusted adults when needed.

Sex Education

At Kingsbrook View Primary Academy, we define 'Sex Education' as content related to human reproduction and sexual intercourse. Sex Education is part of our Learning for Life/RSE curriculum and we teach it through the Jigsaw 'Changing Me' unit.

This helps children learn to cope positively with all sorts of change. In Key Stage 2, the children will learn about puberty. In Key Stage 1 we introduce correct anatomical vocabulary for body parts, including genitalia, both as a safeguarding measure and to support future learning about growth and development.

Withdrawal from RSE lessons

Parents may request withdrawal from the non-statutory sex education elements of the Jigsaw 'Changing Me' Puzzle.

These lessons relate to human conception and reproduction beyond the requirements of the National Curriculum for Science. Details of the relevant lessons are available from the academy and may vary as Jigsaw Education updates its materials.

Parents do not have the right to withdraw children from Relationships Education, Health Education or National Curriculum Science. Materials are available to parents/carers who wish to view the RSE programme.

Working with parents and carers

Kingsbrook View Academy recognises that parents and carers are children's first educators and values the important role they play in supporting Learning for Life education.

Government guidance emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents/carers to exercise their right to withdraw their children from Sex Education, taught outside National Curriculum Science. This applies to maintained primary and secondary schools. Parents/carers have a legal right to see this policy and to be given a copy of it (Education Act 1996). Parents/carers should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Equalities

Kingsbrook View Academy is committed to providing an inclusive Learning for Life curriculum that reflects the diversity of modern Britain. Teaching will comply with the Equality Act 2010 and ensure that all pupils are treated fairly and with respect regardless of race, disability, religion or belief, sex, sexual orientation, gender reassignment, age, pregnancy and maternity, or marriage and civil partnership. Learning will promote respect, challenge prejudice and support positive relationships between all members of the school community.

Pupils with SEND

Kingsbrook View Academy recognises that some pupils with Special Educational Needs and Disabilities (SEND) may require teaching and learning to be adapted to enable full participation in Learning for Life lessons.

Teachers will ensure that lessons are accessible, ambitious and appropriately scaffolded whilst maintaining high expectations for all pupils.

Resources, language, delivery methods and learning activities may be adapted to meet individual needs. Learning for Life will support pupils to develop the knowledge, understanding and skills they need to stay safe, healthy and prepared for life beyond school.

Learning for Life is particularly important for pupils with SEND, who may be more vulnerable to bullying, exploitation, coercion or abuse. Adaptations will be made where necessary to ensure all pupils can access learning and develop the knowledge and skills needed to stay safe and healthy.

Protected characteristics

The Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

Protected characteristics are taught throughout the Learning for Life curriculum, particularly within the Celebrating Difference and Relationships units. Detailed curriculum maps are available from the academy and are reviewed regularly to ensure alignment with statutory guidance and Jigsaw Education materials.
In terms of content, the unit 'Celebrating Difference' is the most pertinent for teaching about the Protected Characteristics, as it focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships, and conflict. Children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normal'. Bullying – what it is and what it isn't, including cyber and homophobic bullying – is an important aspect of this unit. The 'Relationships' unit also has a wide focus, looking at diverse topics such as families, friendships, equality in relationships, and love and loss – all of which can help to deliver the vital messages behind the Equality Act.

The Relationships unit supports pupils to develop and maintain healthy relationships. Pupils learn about friendships, family relationships, equality, communication, conflict resolution, online relationships, bereavement and loss. Learning is delivered in an age- and stage-appropriate way and reflects the diverse experiences and backgrounds of pupils within modern Britain.

Safeguarding

Learning for Life lessons may lead to safeguarding disclosures. Staff will follow academy safeguarding procedures and report concerns in line with the Child Protection Policy, Keeping Children Safe in Education and local safeguarding arrangements. Pupils will be reminded that confidentiality cannot be guaranteed where there is a concern that a child may be at risk of harm.

Protective behaviours:

Through Learning for Life pupils will learn:

• That abuse is never a child's fault.
• How to recognise unsafe situations.
• How to identify trusted adults.
• How to seek help and report concerns.
• The importance of continuing to seek help until they are heard.

Digital Safety and Online Relationships

Through the Learning for Life curriculum pupils will learn about:

- Safe online behaviour.
- Digital footprints.
- Online relationships.
- Misinformation and disinformation.
- Responsible use of technology.
- Artificial intelligence (AI), digitally manipulated images and content, and understanding that information found online may not always be accurate or trustworthy.
- Reporting concerns and seeking support.
- Understanding age restrictions on games, apps and social media.
- Knowing how to report harmful or inappropriate online content.

Personal Safety and Healthy *Boundaries*

Through the Learning for Life curriculum pupils will learn:

- The importance of personal space and personal boundaries.
- That their body belongs to them.
- How to recognise situations that make them feel uncomfortable.
- How to say no and seek help.
- How to identify trusted adults.
- How to respect the boundaries and choices of others.

Monitoring and Review

The Local Academy Committee monitors this policy at least every two years, or sooner where changes to legislation, statutory guidance or local safeguarding procedures require.

This committee reports its findings and recommendations to the full Trustee body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the Learning for Life and RSE programme, and makes a record of all such comments. Committee members scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

The Learning for Life curriculum will be reviewed annually against updates from the Department for Education, Jigsaw Education and the PSHE Association.