



TEALBY PRIMARY SCHOOL

Aspire, Believe, Achieve

Relationships, Health and Sex Education (RSHE) Policy

September 2026

Aligned to the DfE Relationships, Sex and Health Education statutory guidance (2025, in force from 1 September 2026), Keeping Children Safe in Education 2026, and the LCC Safeguarding and Child Protection Policy 2026/27

Policy Information

Head Teacher: Zoe Humberstone

Designated Safeguarding Lead: Zoe Humberstone

PSHE/RSHE Subject Lead: as designated by the Head Teacher

This policy is reviewed regularly and consulted upon with parents/carers. In line with the DfE's RSHE statutory guidance (2025), the Department intends to carry out a technical review of the national guidance every three years, to correct factual inaccuracies and reflect legislative change, and a full content review every six years.

Next Review Date: September 2027

This version reflects: the DfE's Relationships, Sex and Health Education statutory guidance (published July 2025, compulsory from 1 September 2026), Keeping Children Safe in Education 2026, and the LCC Safeguarding and Child Protection Policy 2026/27.

Context

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, a PSHE curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

At Tealby School, we teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin children's development as people, and because we believe that this also supports their learning capacity.

The Jigsaw Programme we use offers 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 on the school website.

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

An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary, and Relationships, Sex and Health Education at secondary, statutory subjects. In July 2025, the DfE published updated statutory guidance on Relationships, Sex and Health Education, replacing the 2019 guidance; this became compulsory for all schools from 1 September 2026.

We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. Jigsaw's complementary update service ensures we are always using teaching materials aligned with the latest statutory guidance, so that all statutory duties continue to be fulfilled as the guidance evolves.

Statutory Relationships and Health Education

"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." – DfE RSHE Guidance

"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 academic, personal and social lives in a positive way... In primary schools, we want the subjects to put in place the key building blocks of healthy,

respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.” – DfE RSHE Guidance

Schools are free to determine how to deliver the content set out in the DfE guidance in the context of a broad and balanced curriculum. Effective teaching in these subjects ensures that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.

Tealby School values PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice, and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme. To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme, tailored to our children's needs. The mapping document – Jigsaw and Statutory Relationships and Health Education – shows exactly how Jigsaw, and therefore our school, meets the statutory requirements.

Guiding Principles

The DfE's 2025 RSHE guidance sets out a number of guiding principles which underpin our approach:

- pupil engagement – lessons are age-appropriate, evidence-based, and delivered in a way that supports genuine understanding rather than rote learning;
- parent engagement – parents/carers are consulted on the RSHE curriculum and have the right to know what their children are being taught, and to view all curriculum materials used, including those provided by external organisations;
- a whole-school approach – RSHE is reinforced across the curriculum, in assemblies, pastoral work and the wider school ethos, not just in dedicated PSHE lessons;
- safe, supportive learning environments – clear ground rules and teaching strategies support pupils to engage with sensitive topics safely;
- flexibility within an age-appropriate framework – teachers use professional judgement to respond to issues as they arise for a particular cohort, while remaining within the bounds of what is age- and stage-appropriate.

Aim of the PSHE/RSHE Policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so, they learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences, so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE.

PSHE Objectives

PSHE will support the development of the skills, attitudes, values and behaviour which enable pupils to:

- have a sense of purpose
- value self and others
- form relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

Our PSHE/RSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education 2026 (statutory guidance)
- Relationships, Sex and Health Education statutory guidance (2025)
- Respectful School Communities: Self-Review and Signposting Tool
- Behaviour in Schools (advice for schools, including advice on appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND Code of Practice: 0 to 25 Years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools and colleges (advice for schools)
- the Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in Schools
- SMSC requirements for independent schools

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What Do We Teach, When, and Who Teaches It?

Our whole-school approach, Jigsaw, covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units); these are taught across the school, and the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1	Being Me in My World	Understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Anti-bullying (including cyberbullying and prejudice-based bullying) and understanding difference.
Spring 1	Dreams and Goals	Goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2	Healthy Me	Drugs, alcohol and vaping education, self-esteem and confidence, and healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1	Relationships	Understanding friendship, family and other relationships, healthy boundaries, conflict resolution and communication skills, bereavement and loss.
Summer 2	Changing Me	Relationships and Sex Education in the context of coping positively with change.

At Tealby School, we allocate a minimum of one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Definition

Relationships, Sex and Health Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE, children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth, in a sensitive and age-appropriate way. This builds the foundation of skills and knowledge that will be developed further at secondary level. Our key aim in providing RSHE is to safeguard our pupils; pupils will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary-age pupils is not compulsory. However, at Tealby, we ensure that any sex education programme designed and implemented is age-appropriate, tailored to the physical and emotional maturity of the pupils, and aligned with the model policies issued by the relevant local authority. The policy is outlined and shared with the relevant stakeholders and parents.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health and prevention; basic first aid; personal safety, including fire and travel safety; and the changing adolescent body (puberty education).

Key Objectives

The key objectives of the RSHE programme are to:

- develop knowledge and understanding of positive and healthy relationships, and the importance of commitment;
- enable children to gain the skills and understanding to support the development of healthy bodies and minds;
- develop pupils' skills around assessing risk and keeping safe;
- enable pupils to recognise and manage their emotions effectively, including everyday worries, and know when and how to ask for help;
- support pupils to effectively manage their health and wellbeing;
- make pupils aware of their rights, especially in relation to their bodies, and how to set and respect healthy boundaries;
- enable the development of social and relationship skills and protective behaviours, including managing conflict;
- prepare pupils for the physical and emotional changes of puberty;
- develop understanding of reproduction and birth within the context of loving and caring relationships;
- explore a range of attitudes, values and faith perspectives around aspects of relationships and sex;
- support pupils to use the internet safely and to recognise the benefits and risks that it brings;
- build pupils' self-esteem and sense of identity, and support positive, respectful attitudes between all pupils;
- provide pupils with the knowledge and skills to access appropriate support.

The RSHE programme is based on the needs of pupils, to support learning outcomes appropriate to their age, ability and level of maturity. Pupils are helped to appreciate difference and to respect themselves and others.

The Curriculum

RSHE is taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building children's knowledge, understanding and skills year on year. RSHE is delivered, and parents/carers are informed of what will be covered, annually.

The curriculum ensures coverage of the following core elements:

- Knowledge and Understanding
- Personal and Social Skills
- Attitudes and Values

Aspects of Coverage / Concepts

The following aspects and concepts are covered, in line with the DfE's RSHE statutory guidance (2025):

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sex education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs, alcohol, tobacco & vaping	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships
Personal safety (incl. fire & travel safety)	Healthy boundaries & managing conflict

Sex Education

In addition to Relationships and Health Education, sex education is taught across the whole school in an age-appropriate manner.

Parents are able to withdraw their child from this learning if they choose to (see 'Right to Withdraw' below).

Implementation

We deliver our RSHE curriculum through a range of approaches, including:

- our school ethos and values
- assemblies
- a weekly PSHE lesson through our Jigsaw Programme
- Science and PE lessons
- nurture groups such as FRIENDS/ELSA/Well-being
- our praise and reward system
- relationships – child to child, adult to child, and adult to adult – across the school

We aim to 'live' what is learnt and apply it to everyday situations in the school community. Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not take place only through the taught curriculum, but through all aspects of school life, including social times in the playground. It is important, then, that all staff understand they have a responsibility to implement this policy and promote the ethos and values of Tealby School at any time they are working with children in our care.

Relationships Education

Relationships Education in primary schools covers 'Families and People Who Care for Me', 'Caring Friendships', 'Respectful Relationships', 'Online Relationships', and 'Being Safe'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw and Statutory Relationships and Health Education.

It is important to note that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some outcomes are also taught elsewhere in Jigsaw – for example, the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition, and that each is important to the children involved. In line with the DfE's 2025 guidance, primary schools are strongly encouraged to include same-sex parents, alongside other family structures such as single-parent, adoptive, foster and multi-generational families, so that all children see their own family reflected and understand that families take many forms. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health Education

Health Education in primary schools covers 'Mental Wellbeing', 'Internet Safety and Harms', 'Physical Health and Fitness', 'Healthy Eating', 'Drugs, Alcohol, Tobacco and Vaping', 'Health and

Prevention', 'Basic First Aid', 'Personal Safety' and 'Changing Adolescent Body'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw and Statutory Relationships and Health Education.

Whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some outcomes are taught elsewhere in Jigsaw – for example, 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.

Teaching about puberty is a statutory requirement, sitting within the Health Education strand 'Changing Adolescent Body', and in Jigsaw this is taught as part of the Changing Me Puzzle (unit). Vaping and nicotine addiction is a new addition to statutory Health Education for 2026; at Tealby, this is introduced age-appropriately within the Healthy Me Puzzle, building on our existing drugs and alcohol education.

Sex Education – Relationships and Sex Education

Relationships Education is compulsory for all primary schools, as set out in the DfE's Relationships, Sex and Health Education statutory guidance. For all maintained schools there is also a statutory duty to provide Health Education, including primary-aged children learning about the 'changing adolescent body'.

The DfE guidance recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, ensuring both boys and girls are prepared for the changes that adolescence brings and, drawing on the human life cycle set out in the national curriculum for science, how a baby is conceived and born.

Compulsory Aspects of Relationships, Sex and Health Education

End-of-primary expectations and curriculum content are given in the DfE's RSHE statutory guidance. It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- 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.

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, and about online and offline safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (Education and Inspections Act 2006, Section 38).

- Sex and Relationships Education is an important part of PSHE Education.

- When a school provides RSHE, it must have regard to the Secretary of State's guidance; this is a statutory duty. Ofsted evaluates how schools help ensure a healthy lifestyle for their pupils as part of the Education Inspection Framework.
- It is compulsory for all maintained schools to teach the parts of sex education that fall under National Curriculum Science, which must be taught to all pupils of primary and secondary age – for example, the biological aspects of puberty and reproduction (Education Act 1996, National Curriculum).

KCSIE 2026 includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary school, are considered a key risk time for FGM. Staff also refer to the government's Multi-Agency Practice Guidelines: Female Genital Mutilation, which includes a section for schools.

- Children are taught that the minimum age for marriage and civil partnership in England and Wales is 18, with no exception for parental consent.

At Tealby School, we believe children should understand the facts about human reproduction before they leave primary school because, more than ever before, children are exposed to representations of sex and sexuality through the media, social media and the social culture around them, so we need to present a balanced view of RSHE and help them to be discerning and stay safe.

We define Sex Education as developing an understanding of sexual relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals.

To reflect modern society, children are taught about matters such as civil partnerships as an alternative to marriage, preparing for the online world, and healthy and unhealthy relationships, including violence, abuse and bullying.

Teachers are aware that children come from a variety of different family backgrounds, and take this into account when preparing lessons. They also ensure everything they teach is done in an age-appropriate way, taking into account the differences in age, understanding and maturity in their class.

We teach this through a spiral curriculum, tailored to the age and stage of each year group, so that fundamental building blocks are built on each year to consolidate prior learning, equipping children with a strong understanding of how to navigate the world and develop positive and safe relationships with both children and adults.

Teaching PSHE/RSHE

The personal beliefs and attitudes of teachers do not influence the teaching of RSHE. The approach to teaching this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgemental approach is taken. Teachers, and all those contributing to RSHE, work to the agreed values within this policy.

In line with the DfE's 2025 guidance, where teaching touches on matters of significant debate – such as biological sex and gender reassignment – staff teach the facts and the law (including that gender

reassignment is a protected characteristic under the Equality Act 2010), without endorsing any particular view or presenting a contested belief as fact. Resources that oversimplify complex ideas, or that come from organisations with a strong partisan view on a contested topic, are avoided. Pupils are encouraged to share their views respectfully, and to consider perspectives different from their own.

Within RSHE, pupils develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- establishing ground rules with pupils;
- dealing with children's questions in an appropriate manner;
- using discussion and appropriate materials;
- encouraging reflection;
- strategies for pupils who may not wish to raise questions in front of others, such as a question (ballot-style) box.

Equality, Inclusion and Support

RSHE is delivered in line with the Equality Act 2010 and the Public Sector Equality Duty, to ensure those with protected characteristics do not face discrimination.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all, and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to address disadvantages facing those with a particular characteristic.

RSHE is accessible to all, regardless of gender or background. Through the delivery of RSHE, teachers explore gender stereotypes and how they may limit a person's potential, and ensure that pupils of all genders receive information relevant to their needs, including positive representations of masculinity and femininity, without stigmatising any pupil.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgemental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance and understanding.

Parents and carers are key partners in RSHE, and are best placed to support their children to understand how their learning at Tealby fits with their family's faith, beliefs and values. To support this, we ensure parents are given the opportunity to know what will be taught and when.

We use a range of materials and resources that reflect the diversity of Tealby's population and encourage acceptance and tolerance. Every child and family should feel included, respected and valued. A range of different families and relationships is explored within RSHE, including same-sex parented families alongside other family structures. All children, whatever their identity, developing

identity, or family background, need to feel that RSHE is relevant to them and sensitive to their needs.

SEND

Teachers plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this is discussed with parents/carers and based on the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact their ability to engage with RSHE in a variety of ways. Care is taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers use a range of teaching strategies and ensure pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers employ strategies to ensure questions are asked and answered in a factual, balanced and age-appropriate way.

Once pupils can write independently, they may be introduced to the 'question box', into which they can place written questions. This allows the teacher to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff are mindful of their safeguarding role and follow the relevant Tealby School policy and procedures if a question raises concerns of this nature.

Teachers use the following strategies to deal with unexpected questions:

- if a question is personal, the teacher reminds pupils of the rules and expectations;
- if the teacher doesn't know the answer to a question, they acknowledge this and research the question, providing an appropriate answer later;
- if the question is too explicit, is outside set parameters, is inappropriate in a whole-class setting, or raises concerns about sexual abuse, the teacher attends to it on an individual basis, which may involve informing parents.

Sometimes pupils ask questions about issues that are not part of the planned programme; this could show that the taught curriculum is not meeting their needs, and is fed back to the subject lead as part of the evaluation and monitoring process. In line with the DfE's 2025 guidance, teachers have discretion to respond to a genuine, contextual need in their class – for example, if pupils have been exposed to harmful online content – in an age-appropriate way, informed by this policy and in consultation with the DSL and, where appropriate, parents.

External Speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures, and:

- are suitably qualified to deliver RSHE sessions;
- are aware of the school policy on RSHE and work within it;
- are supervised by a member of staff at all times when on school premises;
- are familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns;
- understand the contribution they make to the broader RSHE programme;
- are suitably vetted prior to being booked.

An example of this is the assemblies and workshops booked through the NSPCC/Healthy Minds.

Staff Training

All staff delivering RSHE take part in training and are familiar with this policy. Staff are supported either through training, mentoring and coaching opportunities, team-teaching, observations, or attendance at an internal or external training event, including training to build confidence in handling the new 2025 guidance content, such as vaping, personal safety and the approach to gender identity.

The Role of Parents

RSHE is a partnership between Tealby School and parents/carers. We recognise that parents and carers play a core role in RSHE, and we welcome their engagement with our programme. It is important that RSHE delivered within the school is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective we will:

- inform parents routinely about changes to our school's RSHE policy and practice (newsletters/emails/website/meetings);
- **share and explain curriculum content and organisation**, including knowledge organisers and an explanation of what is covered and when, and make all curriculum materials, including those from external organisations, available for parents to view on request;
- answer any questions parents may have about their child's RSHE;
- take seriously any issues parents raise with teachers or governors about this policy or the arrangements for RSHE in the school;
- conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy.

Any parents wanting more information about our RSHE curriculum can contact the Head Teacher.

Right to Withdraw from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education." – DfE RSHE Guidance

At Tealby School, puberty is taught as a statutory requirement of Health Education, covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit).

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this, namely:

- Year 4, Changing Me (Having a Baby), Pieces 2 and 3
- Year 5, Changing Me (Conception), Pieces 2, 3 and 4
- Year 6, Changing Me (Conception, Birth), Pieces 2, 3 and 4

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head Teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision, and the nature of this learning, will be negotiated on an individual basis, dependent on the needs of the pupil.

RSHE Content by Age Group

The grid below shows specific RSHE content for each year group, delivered through the Jigsaw Programme. New content areas introduced by the DfE's 2025 RSHE guidance – including vaping/nicotine education and expanded personal safety (fire and travel safety) – are woven into the existing Healthy Me and Being Safe strands across the relevant year groups, in line with Jigsaw's compliance updates.

Age	Content
4–5	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up – how have I changed from baby to now; bodies (not including names of sexual parts); respecting my body and looking after it, e.g. personal hygiene.
5–6	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles); respecting my body and understanding which parts are private.
6–7	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); 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; appreciating that some parts of my body are private.
7–8	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; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy

	and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; personal safety, including fire and travel safety; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.
8–9	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying, including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.
9–10	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; self and body image; influence of online and media on body image; the facts about vaping and nicotine addiction; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.
10–11	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; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; positive masculinity and femininity, and challenging harmful stereotypes; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; the risks of sharing images online.

Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are invited to review these resources and familiarise themselves with anything that is used.

We provide an annual opportunity for parents to come into school and review the materials and resources that will be used to teach PSHE/RSHE, and details of content coverage are found on the school website.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE is clear about the boundaries of their legal and professional roles and responsibilities. Teachers discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils are informed that if confidentiality has to be broken due to safeguarding concerns, they will be told first and then supported as appropriate.

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE is alert to signs of abuse, including the indicators of harmful sexual behaviour and misogyny set out in KCSIE 2026 and the school's Child-on-child Abuse Policy, and reports concerns or suspicions to the Designated Safeguarding Lead, as outlined in the LCC Safeguarding and Child Protection Policy 2026/27. Any disclosure of sexual activity from a primary-age child raises immediate child protection concerns, dealt with sensitively and in line with local safeguarding procedures.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- sanitary disposal units are available in several parts of the school – children are informed of these spaces in upper KS2;
- pupils can also access sanitary products from any member of staff they are comfortable talking to.

If a pupil starts menstruating in school, we support them on-site and inform parents discreetly.

Our RSHE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6. If your child has difficulties managing their periods, please contact any member of staff for support.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to ensure:

- that parents and staff are informed about the school's RSHE policy and any changes made;
- the policy is implemented effectively;

- that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity;
- this policy is monitored on a regular basis, and reports are made to governors on the effectiveness of the policy.

Links to Other Policies

It is important to acknowledge that this policy does not remain in isolation, and is used in conjunction with the following policies:

- Behaviour Policy
- LCC Safeguarding and Child Protection Policy 2026/27
- Child-on-child Abuse Policy
- Online Safety Policy
- PREVENT Risk Assessment
- Equality Policy
- Health and Safety Policy
- British Values
- Curriculum Policy
- Complaints Policy

Concerns / Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, they should be addressed via the complaints procedure, which is available on the school website.