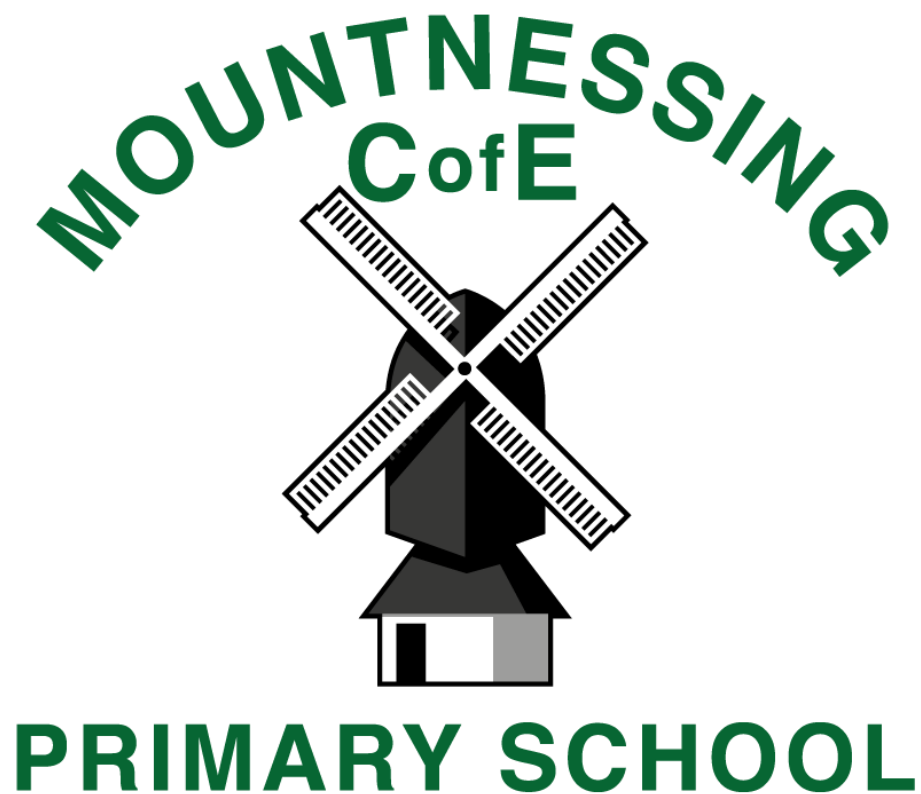




Health, Relationship and Sex Education Policy

Autumn 2026

Unlocking Every Child's Potential

Agreed by staff: Summer 2026

Ratified by Governing Body: 1st September 2026

Link Governor: Tim Lee

Review Date: Summer 2027

1. Policy Statement of Intent

- To ensure pupils, appropriate to their age and capability, have a good understanding of relationships, sexual development, and their human rights.
- Help children to develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.
- To assist, guide and protect teachers, who will use this policy to guide their lesson planning, and to put boundaries around the issues they can explore with children, and the range of ways that these can be explored.
- To inform parents and carers of the curriculum content for Relationships and Sex Education (RSE), and of the values the school is promoting.
- To assist visitors to the school (health professionals, speakers etc) who will also need to know about the school's aims, objectives and values that the school's RSE promotes.
- To ensure the current curriculum meets the statutory Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (DfE, July 2025, effective September 2026).

This policy has been developed in line with the most recent statutory guidance, and the school will have regard to this guidance when planning and delivering RSHE.

1. Values & Beliefs

RSE is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyle, diversity, personal identity and sex education. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

This Relationship and Sex education policy supports the wider school approach to supporting pupils to be safe, happy and prepared for life beyond school. As a Church of England school, the approach to teaching sex education is respectful to Christian faith perspectives on love and relationships. We believe that the education provided will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships.

Teaching will reflect a wide range of family structures (including single parent families, same-sex parents, adoptive, foster and kinship families) in a positive and inclusive way, ensuring that no pupil is stigmatised based on their home circumstances.

2. Delivery of RSE

All aspects of the RSE curriculum will be taught in a responsible way responding to the individual needs and emotional development of our children. Staff will model positive attitudes to RSE, monitor progress in this subject and respond appropriately to children whose parents wish them to be withdrawn from the non-statutory components.

The RSHE curriculum is carefully sequenced so that pupils develop knowledge, skills and understanding progressively, ensuring they are prepared for experiences before they occur. The curriculum is sequenced to ensure pupils build knowledge progressively and are equipped with the understanding they need before encountering potential risks.

Teachers do their best to answer all questions with sensitivity and care. Children who are embarrassed to ask questions in a lesson will be given opportunities to talk to staff members privately. If children ask questions outside

the scope of this policy, staff will respond appropriately so that children do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher. Class teachers and HLTA's are responsible for teaching RSE.

Where external organisations can enhance delivery by bringing in specialist knowledge, they will be used to support the class teacher rather than replace them. Any external providers used will be appropriately trained, will work under the guidance of school staff, and will not replace the role of the class teacher. The school retains full responsibility for the quality and safeguarding of all RSHE provision. External providers will be appropriately qualified and will work within the school's safeguarding and curriculum framework at all times. Class teachers are responsible for the delivery of sex education.

All staff delivering RSHE will be trained in safeguarding and in managing disclosures, recognising that sensitive topics may increase the likelihood of pupils sharing concerns.

3. Right to be excused from sex education (Right to Withdraw) Procedures

There is no right to withdraw from Relationship Education or Health Education.

Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. The class teacher or head teacher will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on a child. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. There is no right to withdraw from Relationships Education or Health Education.

Parents will be informed of the content of sex education lessons in advance. This is always available on our website. Where a pupil is withdrawn, the school will ensure that appropriate, purposeful education is provided during this time.

4. Content

The curriculum includes statutory Relationships Education and Health Education, which are compulsory for all primary pupils. Health Education covers mental wellbeing, physical health, healthy lifestyles and how these contribute to overall wellbeing. The curriculum includes Relationships Education and Health Education as statutory components. Health Education includes teaching about mental wellbeing, physical health, healthy lifestyles and the relationship between physical and mental health.

Relationships Education does not include teaching about detailed sexual activity, but focuses on building positive relationships, respect, boundaries and safety.

All RSHE curriculum materials, including those provided by external organisations, will be made available to parents on request. The school will not enter into agreements that prevent parents from accessing materials used in lessons.

PHSE

The Relationships and Sex Education forms part of a timetabled PSHE programme. The Jigsaw scheme provides a comprehensive programme of relationships and sex education examining strands in 'Being Me in my World' (rights and self-respect); 'Celebrating Differences' (tolerance and anti-bullying); 'Dreams and Goals' (self-reflection and self-worth); 'Healthy Me' (Healthy lifestyle); 'Relationships' (Friendship & Loving relationships); 'Changing Me' (including sex education) and is an integral part of the children's overall PSHE provision in school. It takes a developmental approach and spirals the knowledge, skills and attributes from foundation years to Year 6. It

gradually revisits and reintroduces topics at a deeper level in each year group. It rehearses, emphasises, embeds essential skills, and attributes. All curriculum materials used in RSHE are available to parents on request, and the school will proactively engage with parents to ensure transparency about what is being taught.

Every lesson contributes towards at least one aspect from the SMSC (Spiritual, Moral, Social, and Cultural) aims of the school.

Teaching is age-appropriate, sensitive and designed to support pupils without causing unnecessary alarm, while ensuring they understand how to recognise risk and seek help. Best Practice promoted within the PSHE & Relationship Education:

- Pupils adhere to agreed ground rules
- Teachers use effective distancing through use of case studies, scenarios, characters etc
- Inclusive use of language
- Good use of questioning to extend pupils' understanding
- Good quality, safe PSHE resources
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services
- Support and differentiation for vulnerable pupils (For some SEND pupils there may be a need to tailor content and teaching to meet specific needs of pupils at different developmental stages.)
- Teachers differentiate to provide appropriate challenge
- Assessment for and of learning is integrated into the lesson

Relationships Education, RSE and Health Education complement several national curriculum subjects. Teachers will also look for opportunities to draw links between the subjects and integrate teaching where appropriate so as not to duplicate content.

Science

At Key Stage 1 and 2, the National Curriculum includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. It also includes reproduction in some plants and animals and teaches the children the correct vocabulary for body parts and processes.

Computing

E-safety is taught through the digital literacy strand of the computing curriculum and based on the "Education for a Connected World" framework.

Children are encouraged to become knowledgeable, responsible, healthy and safe in a digital world. Skills are taught in eight different strands: self-image and identity; online relationships; online reputation; online bullying; managing online information; health, wellbeing and lifestyle; privacy and security and copyright and ownership.

PE

The National Curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

RE

Alongside the wider teaching of understanding the importance of self-respect and self-worth, weekly Acts of Worship and teaching of the values friendship, perseverance, responsibility, respect and reverence, creativity and thankfulness help children to develop positive personal attributes.

Mental Health and Wellbeing

Our relationships education creates the opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Pupils are taught about the links between relationships and mental wellbeing, including how positive friendships support emotional health and how to seek support where needed

Best Practice promoted within the PSHE & Relationship Education:

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- Good use of questioning to extend pupils' understanding
- Good quality, safe PSHE resources
- Interactive and collaborative activities that balance knowledge, skills and attributes
- Opportunities to signpost support services
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- Teachers differentiate to provide appropriate challenge
- Assessment for and of learning is integrated into the lesson

For the full range of content that children should know by the end of Key Stage 2, see Appendix I

For details of how the JIGSAW scheme includes all elements of the statutory guidance for relationships and when each topic is taught at what age, see Appendix II

5. Managing Difficult Questions

Primary-age pupils often ask their teachers questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Some of these questions may be better not dealt with in front of the whole class. A 'Question Box' available to pupils will enable children to confidentially ask questions that they may feel embarrassed to ask in front of others. This also enables teachers time to think about how best to manage sensitive questions and to seek support if needed. Nevertheless, given ease of access to the internet for many young children, teachers and parents should avoid leaving questions unanswered for risk of children seeking information from inappropriate sources. Teachers will ensure that responses are age-appropriate and within the scope of the curriculum while maintaining a safe and respectful learning environment. Where necessary, pupils will be encouraged to discuss topics further with parents or carers.

6. Confidentiality and Safeguarding

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy and draw their concerns to the attention of the Head teacher.

The curriculum teaches pupils how to recognise different forms of abuse (including emotional, physical and sexual abuse), understand personal boundaries, and identify inappropriate behaviour, including online risks such as the sharing of images. Pupils are taught that abuse is never their fault and how to seek help from a trusted adult. This includes teaching pupils to recognise and respond to online risks, including inappropriate content, image sharing and harmful influences, in a way that is age-appropriate and supportive. Pupils are explicitly taught that they are never to blame for abuse or harm and that support is always available from trusted adults.

7. Transition phase before moving to secondary school

Parents will be consulted before the final year of primary school about the detailed content of what will be taught in Sex Education. Support will be offered to parents in talking to their children about sex education and how it links to what is being taught in school. This is to support pupils' ongoing emotional and physical development. This supports pupils to build on their primary learning and prepares them for the more complex RSE curriculum in secondary school.

8. Staff Training

Staff training will take place to support teachers to confidently establish the new mandatory provision for RSE statutory guidance (updated July 2025, effective September 2026)

Specific training needs will be addressed in individual performance management reviews.

9. Links to other school policies and curricula

This policy works in conjunction with the following school policies:

- Safeguarding
- Behaviour
- Inclusion
- Equality Duty
- Anti-bullying
- Teaching, Learning and Assessment

This policy links to the following school curricula:

- PE
- Science
- RE
- Computing

10. Legislation

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships and Health Education compulsory in all primary schools. Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against pupils because of their 'age, sex, race, disability, religion or belief, gender reassignment ... or sexual orientation' (protected characteristics).

The school acknowledges the Church of England's teaching that marriage is a lifelong and exclusive union, and respects the different types of families that children may be brought up in. Whilst it is not a requirement to teach

about same-sex relationships in primary school, the school regards all marriages as equal and, in line with legislation, children will learn about the Church of England's values of love, compassion, tolerance and community spirit.

This policy reflects the requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 and the updated statutory guidance (DfE, 2025). Schools must have regard to this guidance when delivering RSHE.

11. Monitoring of Outcomes

Pupils should develop critical skills and learn how to evaluate information and make informed judgements. The school participates in the annual Essex SHEU survey, which surveys the children's own perspectives and collects data anonymously (years 4 -6). The school receives data that gives an indication of children's background, levels of physical activity, healthy lifestyle and mental health and wellbeing. This data is analysed each year to provide the school with information that helps the school to self-evaluate the impact of the curriculum and informs future planning.

In addition, a whole school audit for mental health and wellbeing is undertaken every few years to analyse similar questions, but across the whole school. Pupil voice, staff feedback and parental feedback will be used to review and adapt the RSHE curriculum to ensure it remains relevant, effective and responsive to the needs of pupils.

12. Assessment

There is no formal examined assessment for these subjects. Self-evaluations or pieces of work may capture progress as well as teacher assessments which identify where pupils need extra support or intervention. Where the sex education is taught within science, the knowledge aspects will be assessed in accordance with the school's assessment policy.

13. Sharing of progress with parents and carers

Parent/Carer consultations and yearly reports will indicate the progress made by children within the curriculum areas of PSHE, PE and science.

14. Governors

As well as fulfilling their legal obligations, governors should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- ensure that the RSHE policy and curriculum are compliant with current statutory guidance and reflect best practice

15. Policy approval

Recommended by the Local Board of Governors to the Trust Board for approval.

16. Roles & Responsibilities

Holly Obank - Designated Child Protection / Safeguarding Officer / CPD Lead / Mental Health and Emotional Wellbeing Lead

Alice Murray - Pastoral Lead / Inclusion Manager

Sally Mann – PSHE and RSE Lead

Relationship Education

By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • how to recognise and respond to different types of abuse, including emotional, physical and sexual abuse • where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing

By the end of primary school:

Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
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	• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

	• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination
Basic first aid	Pupils should know • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

18. Appendix II

Details of how the JIGSAW scheme includes or is supplemented to include all elements of the statutory guidance for relationships and details of when each topic is taught at what age

YEAR GROUP	JIGSAW relationships & sex education	Links to science
EYFS	What do I know about the body? What can my body do? Basic names.	Caterpillar/butterfly life cycle
Year 1	Identify parts of the body that make boys and girls different and use the correct name for these: penis, vagina, testicles.	Basic parts of human body – draw & label
Year 2	(As above, but with reference to some parts of the body being private).	Offspring growing into adults
Year 3	Understand that boys and girls bodies change and that this is connected to making babies.	Animals, humans, nutrition
Year 4	I understand how people feel when they love a special pet I know how to show love and appreciation to the people and animals who are special to me I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I can describe how a girl's body changes [in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	Puberty – body parts
Year 5	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	Changes as humans develop to old age. Life cycles and reproduction in some plants and animals.

	I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can ask the questions I need answered about changes during puberty I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I understand how being physically attracted to someone changes the nature of the relationship I can identify what I am looking forward to and what worries me about the transition to secondary school	
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