



# Whitley Park Primary and Nursery School

## Relationships and Sex and Health Education Policy

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Author:		Committee responsible for Review:	FGB
Version:		Date approved:	

Office use only:

This policy contains information on the legal duties with which the school must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education, following statutory guidance published in 2019 and updated in September 2021.

Next review due by: **date?**

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# 1. Statement of Intent

At Whitley Park Primary and Nursery School, Relationships, Sex and Health Education (RSHE) is an integral part of our whole-school Personal, Social, Health and Economic (PSHE) curriculum. RSHE supports pupils' personal development and wellbeing by equipping them with the knowledge, skills and values they need to build safe, respectful relationships, maintain positive physical and mental health, and navigate an increasingly complex world.

RSHE at Whitley Park:

- Is **age-appropriate, developmentally sequenced**, and **evidence-informed**
- Reflects the **statutory requirements** for Relationships and Health Education
- Is inclusive of all pupils, including those with SEND, and reflects the lived realities of our diverse school community
- Actively promotes safeguarding, wellbeing, equality, and respect

RSHE is **not about the promotion of sexual activity**. It is about enabling children to understand themselves and others, recognise and manage risk, seek help appropriately, and grow into confident, compassionate and informed young people.

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## 2. Legal and Statutory Framework (Updated 2026)

This policy has due regard to the following legislation and statutory guidance:

- Education Act 1996 (Sections 403, 406, 407)
- Education Act 2002 (Section 80A)
- Children and Social Work Act 2017 (Sections 34–35)
- Equality Act 2010 (Public Sector Equality Duty)
- Marriage and Civil Partnership (Minimum Age) Act 2022
- Online Safety Act 2023
- **DfE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019, reaffirmed following 2024 review)**
- **Keeping Children Safe in Education (latest edition)**
- National Curriculum for Science (2014, as amended)

This policy operates alongside the following school policies:

- Child Protection and Safeguarding Policy
  - Behaviour Policy
  - SEND Policy and Information Report
  - Equality Information and Objectives
  - Online Safety Policy
  - Anti-Bullying Policy
  - SEMH Policy
  - PSHE Policy
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## 3. Roles and Responsibilities

### **Governing Body**

The Governing Body:

- Approves this policy and monitors its implementation
- Ensures RSHE meets statutory requirements
- Ensures the curriculum is inclusive, well-resourced and appropriately staffed
- Reviews parental feedback and community views

### **Senior Leadership Team**

The SLT is responsible for:

- Whole-school implementation of RSHE
- Ensuring staff receive appropriate training
- Ensuring safeguarding procedures are robust and followed
- Considering and responding to parental requests for withdrawal from sex education
- Reporting annually to governors on effectiveness and impact

### **PSHE / RSHE Subject Leader**

The PSHE Subject Leader will:

- Oversee curriculum design, delivery and progression
- Monitor teaching quality and pupil outcomes
- Ensure statutory coverage and alignment with national guidance
- Ensure RSHE is inclusive, accessible and responsive to pupil need

### **Teaching Staff**

Teaching staff will:

- Deliver RSHE in line with this policy and statutory guidance
- Use inclusive, respectful and evidence-based approaches
- Maintain professional boundaries and avoid expressing personal beliefs
- Follow safeguarding procedures where disclosures arise

### **SENDCo**

The SENDCo will:

- Advise staff on adapting RSHE for pupils with additional needs
- Support planning for accessibility and inclusion

### **Pupils**

Pupils are expected to:

- Engage respectfully in RSHE lessons
- Follow the school's behaviour expectations
- Contribute thoughtfully and listen to others

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## **4. Organisation of the Curriculum**

RSHE is delivered through our whole-school PSHE programme using **Jigsaw** as the core scheme, aligned with the PSHE Association Programme of Study and statutory RSHE requirements.

The curriculum is:

- **Spiral** – concepts are revisited and deepened over time

- **Progressive** – content builds with age and maturity
- **Responsive** – adapted to reflect emerging safeguarding and wellbeing issues

Pupils receive a minimum of **45 minutes of PSHE per week**, reinforced through assemblies, wider curriculum links, and school culture. This is taught by class teachers.

## What do we teach when and who teaches it?

### Whole-school approach

The Jigsaw scheme used by the school 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) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## 5. Consultation with Parents and Carers

We recognise parents and carers as key partners in RSHE.

The school:

- Provides clear information about curriculum content and sequencing
- Shares resources and lesson outlines where appropriate
- Offers meetings to discuss concerns or questions
- Consults parents as part of policy review

## 6. Relationships Education (Statutory)

By the end of primary school, pupils will understand:

- Families and people who care for them
- Caring and respectful friendships
- Online relationships and digital safety
- Personal boundaries, consent and being safe

Teaching reflects contemporary safeguarding priorities, including online exploitation, peer-on-peer abuse, and respectful behaviour.

### Relationships education overview

	Pupils should know...	How Jigsaw provides the solution
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• R1 that families are important for children growing up because they can give love, security and stability.</li> <li>• R2 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.</li> <li>• R3 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.</li> <li>• R4 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.</li> <li>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>• R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> <li>• Being Me in My World</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Relationships</li> </ul>

	<ul style="list-style-type: none"> <li>• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</li> <li>• R10 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</li> <li>• R11 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 and advice from others, if needed</li> </ul>	
<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• R12 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</li> <li>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• R14 the conventions of courtesy and manners</li> <li>• R15 the importance of self-respect and how this links to their own happiness</li> <li>• R16 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</li> <li>• R17 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</li> <li>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Being Me in My World</li> <li>• Celebrating Difference</li> <li>• Dreams and Goals</li> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• R21 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.</li> <li>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• R24 how information and data is shared and used online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• R26 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.</li> <li>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• R32 where to get advice e.g. family, school and/or other sources.</li> </ul>	
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## 7. Health Education (Statutory)

Pupils will learn about:

- Mental wellbeing and emotional literacy
- Online safety and harms
- Physical health, fitness and nutrition
- Drugs, alcohol and tobacco
- Health prevention and hygiene
- Basic first aid
- Puberty and the changing adolescent body

Mental health is taught as a normal part of daily life, with a strong emphasis on help-seeking and resilience.

### Physical health and mental well-being curriculum overview:

	Pupils should know	How Jigsaw provides the solution
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• H2 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.</li> <li>• H3 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.</li> <li>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> <li>• Relationships</li> <li>• Changing Me</li> <li>• Celebrating Difference</li> </ul>

	<ul style="list-style-type: none"> <li>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li> <li>• H9 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 well-being or ability to control their emotions (including issues arising online).</li> <li>• H10 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.</li> </ul>	
<p><b>Internet safety and harms</b></p>	<ul style="list-style-type: none"> <li>• H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>• H12 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.</li> <li>• H13 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.</li> <li>• H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• H15 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.</li> <li>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• H17 where and how to report concerns and get support with issues online.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy Me</li> </ul>

<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• H19 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.</li> <li>• H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• H23 the principles of planning and preparing a range of healthy meals.</li> <li>• H24 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).</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• H31 the facts and science relating to immunisation and vaccination</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Healthy Me</li> </ul>

<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> <li>• Changing Me</li> <li>• Healthy Me</li> </ul>
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## 8. Sex Education (Non-Statutory)

Sex education at Whitley Park focuses on **human reproduction** and is taught sensitively within the Jigsaw *Changing Me* unit.

Parents may request withdrawal from:

- Year 5: Conception
- Year 6: Conception and birth

There is **no right to withdraw** from statutory Relationships or Health Education, or from National Curriculum Science.

**Sex Education overview in Jigsaw scheme:**

Puberty and Human Reproduction in Jigsaw 3-11		
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates.
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them.
Y2	The changing me	Where am I on the journey from young to old and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so we can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so we can make babies when we grow up – inside changes and how we feel about them
Y4	Having a baby	The choice to have a baby – the parts of men and women that make babies and, in simple terms, how this happens
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult – including menstruation
Year 5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life
Year 6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us
	Girl talk/boy talk	A chance to ask questions and reflect (single sex)

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## 9. Equality, Inclusion and Accessibility

RSHE is delivered in line with the Equality Act 2010. Teaching:

- Reflects diversity of families, identities and experiences
- Challenges stereotypes and prejudice
- Is adapted to meet SEND needs
- Promotes dignity, respect and safety for all

LGBTQ+ content is integrated naturally and age-appropriately across the curriculum.

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## 10. Safeguarding and Confidentiality

RSHE plays a vital role in safeguarding. Pupils are taught:

- How to recognise unsafe situations
- How to seek help and report concerns

Staff do **not** promise confidentiality. Any disclosures are managed in line with the Child Protection and Safeguarding Policy and KCSIE.

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## 11. Assessment and Monitoring

Assessment in RSHE is formative and reflective, focusing on knowledge, understanding and skills.

Monitoring includes:

- Lesson observations
  - Pupil voice
  - Work scrutiny
  - Staff and parent feedback
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## 12. Review

This policy is reviewed annually or in response to changes in statutory guidance or local need. The Governing Body approves all revisions.

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*This policy takes effect from September 2026.*