

SLATER PRIMARY SCHOOL



“Together we believe; together we achieve”

RSHE/PHSE Policy

Policy Date:	March 2026			
Policy Review Date:	March 2027	Headteacher	R Miah	
Ratified by Governing Body:				
		Chair of Governors	R Kettle	

What Is Relationship Sex Health Education?

RSHE is lifelong learning about physical, sexual, moral and emotional development. It covers the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Alongside covering the essential understanding of how to be healthy.

Effective RSHE makes a significant contribution to the development of the personal skills, needed by pupils, if they are to establish and maintain safe and healthy relationships.

It enables children and young people to make responsible and informed decisions about their health, safety and well-being. RSHE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

Principles and Values

In addition, Slater Primary School believes that RSHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all young people.
- Encourage every pupil to contribute to make our community.
- Support each individual as they grow and learn.
- Be set into this broader school context and support family commitment and love, respect and affection, knowledge and openness. Family is a broad concept; not just one model, e.g., nuclear family. It includes a variety of types of family structure, and acceptance of different approaches.
- We recognise that parents are the key people in teaching their children about sex, relationships, and growing up. We aim to work in partnership with parents and pupils, consulting them about the content of programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

Sex education is not compulsory in primary schools. However, Slater Primary School recognises the importance of preparing pupils for the physical and emotional changes associated with puberty and adolescence.

Sex education is taught in Year 5 and 6 and focuses on human reproduction, conception and birth, in line with the National Curriculum for Science. In year 5, Science Units 3 & 4 looks at **Human Reproduction and Ageing**. Children learn about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction. In year 6, pupils learn about factual descriptions of birth.

Parents are fully consulted about the content of sex education lessons and are offered support to help discuss these topics at home. Parents have the right to request withdrawal from non-statutory sex education. Parents cannot withdraw their child from Relationships Education, Health Education (including puberty), or Science curriculum content.

Relationship and Sex Education in our school has two main elements:

1. Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning that the act of sexual intercourse is part of a long-term, committed relationship;
- learning about the nurture of children;
learning the value of respect, love and care;
exploring, considering and understanding moral dilemmas;
developing critical thinking as part of decision-making

2. Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; empower pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our comprehensive RSHE programme, which our school has adapted from the JIGSAW programme to support RSHE teaching. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities.

Aims

The aim of RSHE is to provide balanced factual information about human reproduction, together with consideration of the broader emotional, ethical,

religious, and moral dimensions of sexual health. Our RSHE programme aims to prepare pupils for an adult life in which they can:

- Develop positive values and a moral framework that will guide their decisions, judgements and behaviour; have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationship they want.
- communicate effectively by developing appropriate terminology for sex and relationship issues.
- know how the law applies to sexual relationships.

Organisation and content of Relationship and Sex Education We include the statutory Relationships and Health Education within our whole school RSHE Programme. To ensure progression and a spiral curriculum, we have adapted the JIGSAW programme to support RSHE teaching, the mindful approach to RSHE, as our chosen teaching and learning programme and tailor it to the children’s needs.

The Jigsaw Programme supports the “Personal Development” and “Behaviour and Attitude” 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.

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

Coverage

Term	Puzzle (Unit)	Content
Unit 1:	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.
Unit 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Unit 3:	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
Unit 4:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Unit 5:	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.

Unit 6:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education)
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Relationship Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school? Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. Relationships Education is statutory for all primary pupils and is taught to all children. Teaching focuses on the building blocks of healthy, respectful relationships and helps pupils to keep themselves and others safe. Pupils are taught about boundaries, privacy, consent and bodily autonomy in an age-appropriate way. Children learn how to recognise and report concerns, including emotional, physical and sexual abuse, both offline and online. Pupils are taught that abuse is never their fault and that help is always available.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school? Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand.

Sex Education

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'. At Slater Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We intend to teach this within Science and RSHE.

We teach age-appropriate sex education in Years 5 and 6 as part of our Science and RSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins, and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

How do we teach it?

Teachers teach RSHE weekly; the school has adapted the Jigsaw programme to support the delivery. Puberty and human reproduction are taught as statutory requirements in Science and RSHE. RSHE is covered by our adapted Jigsaw Programme, in Unit 6 'Changing Me' and with the National Curriculum for Science.

Any RSHE lesson may consider questions or issues that some pupils will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information level inappropriate, the question may be dealt with individually at another time in liaison with the home. Teachers are given a guide to answer those awkward questions that may arise when teaching RSHE.

Inclusion

Ethnic and Cultural Groups We intend our policy to be sensitive to the needs of different ethnic groups. It is not culturally appropriate for some pupils to be taught particular items in mixed groups. We will respond to parental requests and concerns.
Pupils with Special Needs We will ensure that all pupils receive sex and relationship education and offer provisions appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

Right of Withdrawal of Pupils from Relationship and Sex Education

At Slater Primary School, puberty and reproduction is taught as a statutory requirement of the Science and Health Education curriculum and adapted through our Jigsaw RSHE Programme in unit 6 'Changing Me' and through our science curriculum in year 5, units 3 and 4. The act of sexual intercourse will be a separate unit of work, taught in Year 6 during Term 6. This taught within the scope of sex being part of a long term, loving relationship. We teach this in Year 6 so our children are taught by their class teacher, whom they know well and trust. This ensures that children do not go to secondary school at risk of forming misconceptions or myths that could make them unsafe. Parents can withdraw their child from this unit of work in Year 6. The content of this unit will be sent to Year 6 parents in Term 6. If a parent wishes to withdraw their child, they should make an appointment to discuss this.

Parents have the right to request that their child be withdrawn from some or all of sex education

taught as part of RSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about factual information about reproduction and factual information about birth (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns with us. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:

- Arrange a meeting to discuss the request and the curriculum content in detail
- Share relevant teaching materials so parents can see exactly what will be taught
- Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
- Respect the parent's final decision whilst documenting our professional advice

Confidentiality, Controversial and Sensitive Issues

Teachers cannot offer unconditional confidentiality to pupils. Parents will be informed if inappropriate questions or issues are raised. In any case where child protection procedures need to be followed, the teacher will ensure that the pupil understands that if confidentiality has to be broken, they will be informed first. If any concerns are raised, either by the school or family, regarding the content or nature of the lessons, these will be passed to our Family liaison Officer and/or Pastoral Lead.

Monitoring and Evaluation of Relationship and Sex Education

Pupils will be fully involved in the review and development of this policy through the School Council. The PSHRSHE coordinator is responsible for overseeing and organising the monitoring and evaluation of RSHE in the context of the overall school plans for monitoring the quality of teaching and learning. The Governing Body is responsible for overseeing, reviewing, and organising the revision of the Relationship and Sex Education Policy.

Responsibilities

The RSHE Coordinator is responsible for:

- Overall coordination of RSHE across the school
- Keeping up to date with statutory requirements and best practice
- Supporting and advising teachers
- Monitoring quality and impact of RSHE provision
- Leading policy review and consultation processes
- Liaising with parents and external agencies
- Reporting to senior leadership and governors

The Headteacher is responsible for:

- Ensuring statutory requirements are met
- Supporting the RSHE lead and teaching staff
- Ensuring adequate resources and professional development
- Engaging with parents, particularly regarding sensitive content
- Managing withdrawal requests from sex education
- Ensuring RSHE connects with whole-school safeguarding and behaviour approaches

Governors are responsible for:

- Ensuring the school meets its statutory duties
- Approving this policy
- Monitoring implementation and impact
- Supporting the headteacher and staff
- Engaging with parent consultation processes

All Staff are responsible for:

- Delivering high-quality RSHE in line with this policy
- Reinforcing RSHE learning throughout school life
- Responding appropriately to disclosures and concerns
- Modelling the values and behaviour promoted through RSHE
- Engaging with professional development