

Elmgrove Primary School and Nursery

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

Statutory Relationships Education and Health Education, including non-statutory Sex Education

Policy Lead: PSHE/RSHE Subject Leader

Statutory Guidance: Department for Education, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (effective September 2026)

Key Legislation and Statutory Guidance

RSHE at Elmgrove Primary School is delivered in line with statutory duties and national expectations for curriculum provision and safeguarding. The school ensures compliance with the following:

- Education Act 2002 and Education Act 1996 (Section 403), which require schools to provide a balanced curriculum and appropriate provision of relationships and sex education.
- Children and Social Work Act 2017, which makes Relationships Education and Health Education statutory in primary schools.
- Keeping Children Safe in Education (KCSIE), which reinforces the role of RSHE in safeguarding pupils and promoting welfare through education on risk, safety and help-seeking.
- Equality Act 2010, ensuring RSHE is inclusive and does not discriminate against pupils with protected characteristics.
- The DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated 2025, effective September 2026).

The school delivers RSHE through the **Jigsaw PSHE Primary Programme**, which provides a structured, progressive and age-appropriate curriculum framework.

Curriculum intent and progression

The primary PSHE curriculum is carefully designed to be age-appropriate and valuable for children's current stage of development. This learning also builds strong foundations that will support children as they encounter more complex content at secondary school. Relationships Education supports pupils to develop the knowledge and skills needed to form positive and respectful relationships. Pupils learn about friendship, kindness, empathy, respect, personal boundaries and consent in age-appropriate ways. They learn that families can take different forms and that caring relationships provide love, security and stability. Pupils are taught how to develop safe and respectful relationships both offline and online, how to recognise when something feels unsafe or uncomfortable, and how to seek support from trusted adults when they have concerns. For example:

- Children learn skills for managing difficult feelings in friendships such as disappointment or anger. These are essential skills for their current friendships and family relationships and support them to behave with kindness, empathy and respect as their relationships become more complex. They also learn that healthy friendships are based on mutual respect, honesty and consideration for others.
- Children learn about appropriate boundaries, privacy and consent in age-appropriate ways from early primary, including respecting their own and others' bodies, personal space, belongings and choices. This learning is crucial for safeguarding, enabling children to recognise when something does not feel right, understand that they have rights over their own bodies and personal information, and know how to report concerns and seek help from trusted adults when needed. These concepts become increasingly important as children develop and encounter different situations, both now and in future relationships.
- Children are taught to recognise healthy relationship characteristics and warning signs across all relationships. They learn that families can take many forms and that what matters most is that relationships are caring, loving and supportive. This helps them navigate their current friendships and family relationships with skills they will continue to apply throughout their lives.
- Children learn about online safety, digital literacy and respectful online behaviour, which builds progressively throughout primary. They develop an understanding that the same principles of kindness, respect and personal boundaries apply in online relationships as they do face to face. We recognise that some of our children are already spending time online, and those who are not will have questions or concerns about the online world. Our approach is preventative, equipping children with the knowledge and skills to stay safe if they encounter difficult online content or situations. As pupils approach the end of primary school, teaching helps them understand how to respond safely if they encounter upsetting, inappropriate or adult content online, how to report concerns, block or remove themselves from unsafe situations, and how to seek support from trusted adults.
- Learning about emotions, mental wellbeing and self-care begins early and deepens each year. This supports children's current wellbeing and helps them manage the everyday challenges of childhood whilst ensuring they reach secondary school with established vocabulary, awareness and strategies for protecting their mental health. Pupils also develop confidence to recognise when they or others may need help and understand the importance of asking for support.

This progressive, developmental approach ensures that PSHE content is always age-appropriate and relevant to children's current lives, whilst also building solid foundations for more sophisticated understanding as they mature.

Relationships Education

Relationships Education at Elmgrove is designed to ensure pupils develop secure foundations for understanding how to build, maintain and manage healthy, positive and respectful relationships throughout their lives. It is delivered through the Jigsaw **Relationships** unit, with reinforcement across other areas of the curriculum where appropriate.

- Provision is carefully sequenced so that pupils progressively develop understanding of friendship, family relationships, respect, personal boundaries and consent in age-appropriate contexts. Learning is designed to be age-appropriate and revisited over time to ensure depth and retention.

- Pupils are taught to understand what positive relationships look like in practice, including trust, empathy, kindness and mutual respect. They learn that families can differ in structure and that caring relationships provide love, security and stability.
- Pupils learn how to manage conflict appropriately, recognise when relationships feel unsafe or uncomfortable, understand the importance of respecting personal boundaries, and know how to seek support from trusted adults. This includes developing an understanding of how relationships may be influenced by online environments and digital communication, how to build safe and respectful online relationships, and how to recognise, report and respond to concerns if something online makes them feel unsafe.

The impact of this provision is evident in pupils' ability to form positive relationships, demonstrate respectful behaviour towards others, understand the importance of consent and boundaries in age-appropriate situations, and apply strategies for resolving difficulties. Pupils show increasing confidence in identifying safe adults, articulating concerns and seeking help when needed, reflecting the strong safeguarding underpinning of the curriculum.

Health Education

Health Education at Elmgrove equips pupils with the knowledge, understanding and skills to support both their physical health and emotional wellbeing. It is primarily delivered through the Jigsaw **Healthy Me** unit, supported by wider curriculum links.

- The curriculum is structured to ensure progression from Early Years through to Year 6, enabling pupils to build secure understanding of how to maintain a healthy lifestyle and manage emotional and physical change.
- Pupils are taught about emotional literacy, resilience, mental wellbeing, and the importance of seeking support when needed. Learning also supports pupils in understanding how to make informed choices about their health, including diet, exercise, hygiene and safety.
- Pupils are encouraged to recognise and respond to emotional states in themselves and others, developing increasing self-awareness, self-regulation and resilience. They also learn strategies for keeping themselves safe, recognising when situations may present risks, and understanding how and when to seek help from trusted adults.
- In Upper Key Stage 2, pupils are introduced to puberty and the physical and emotional changes associated with adolescence, delivered in an age-appropriate and sensitive manner as part of a planned developmental sequence. Pupils also learn about personal hygiene, emotional changes and the importance of respecting their own bodies and those of others during this period of development.

The impact of Health Education is demonstrated through pupils' ability to articulate feelings, apply strategies for emotional regulation, demonstrate awareness of healthy lifestyle choices, and identify appropriate sources of help and support. Pupils show increasing maturity in understanding bodily change and are able to discuss health-related topics with appropriate language and confidence.

Sex Education

Sex education within Elmgrove is delivered in line with Department for Education expectations, which state that while it is not compulsory in primary schools, all schools are encouraged to provide age-appropriate content that prepares pupils for the changes associated with puberty and supports their understanding of how human life begins.

We recognise that pupils often naturally develop curiosity about human development and reproduction as they approach the end of primary education. In order to ensure pupils receive accurate, reliable and developmentally appropriate information, we provide sex education as part of our planned RSHE curriculum in Years 5 and 6.

Sex education is delivered through the Jigsaw PSHE (Primary) **Changing Me** unit and extends beyond the statutory Health Education requirements relating to puberty. It is carefully planned to ensure pupils are supported with factual knowledge that helps them understand human reproduction in an appropriate, respectful and educational context. Within this provision, sex education is defined as learning about the biological processes involved in human reproduction.

This includes understanding how conception occurs, how a baby develops during pregnancy, and the process of birth. Alongside this, pupils continue to develop understanding of respectful relationships, personal boundaries, recognising appropriate and inappropriate touch, respect and consent in age-appropriate contexts and the importance of seeking trusted adult support if they have questions or concerns about relationships, their bodies or personal safety. It does not extend to teaching about sexual behaviour or adult sexual activity beyond what is necessary to understand reproduction.

This approach is clearly distinguished from:

Statutory Health Education, which includes teaching about puberty, physical and emotional change, and menstruation

Science curriculum content, which covers life cycles, reproduction in humans and other mammals, and is a compulsory part of the curriculum from which pupils cannot be withdrawn

By separating these strands clearly, the school ensures clarity for staff, pupils and parents regarding curriculum intent and content. Sex education is delivered sensitively, using correct scientific vocabulary and within a safe, supportive learning environment. Parents and carers are informed in advance of delivery in Years 5 and 6 in accordance with school policy, and opportunities are provided to discuss content where appropriate. The impact of this provision is that pupils leave primary school with secure, accurate and age-appropriate understanding of human reproduction. They are able to engage with the topic maturely, use appropriate terminology, and demonstrate understanding that supports their transition to secondary education. Pupils are better equipped to navigate information they may encounter outside school and are less likely to rely on inaccurate or inappropriate sources.

Teaching about puberty, human reproduction and birth is based on accurate scientific knowledge and uses correct biological terminology.

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

1. **Year 5: Conception (including IVF)**
2. **Year 6: Babies: Conception to Birth**

The overview of the **Changing Me unit** for each year group is outlined below:

To note: Human reproduction is not taught until Years 5 and 6, where it is delivered through the Changing Me unit.

Reception Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	
Year 1 Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Year 2 Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness (Recognising appropriate and inappropriate touch) Preparing for transition
Year 3 How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition	Year 4 Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Year 5 Self-image and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) (non-statutory) Growing responsibility Coping with change Preparing for transition	Year 6 Self-image and body-image Puberty and feelings Conception to birth (non-statutory) Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Transition

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. 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 reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to discuss their concerns the headteacher or PSHE lead. 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:

1. Arrange a meeting to discuss the request and the curriculum content in detail
2. Share relevant teaching materials so parents can see exactly what will be taught
3. Explain how we will support the child during withdrawal
4. Respect the parent's final decision whilst documenting our professional advice

We inform parents about sex education content by sending curriculum information letters at the start of the summer term, holding parent information sessions, and making all relevant materials available for viewing upon request.

Parents wishing to withdraw their child from any non-statutory sex education lessons should submit their request in writing by email to the Headteacher, who will discuss the request and confirm arrangements.

Special Educational Needs and Disabilities (SEND) and Inclusion

RSHE at Elmgrove Primary School is taught in ways that are inclusive, accessible and appropriate for all pupils. Teaching is carefully adapted where necessary to meet the needs of pupils with SEND, whilst maintaining high expectations and ensuring that all pupils receive the essential knowledge and skills needed to keep themselves safe, healthy and prepared for life.

Learning is delivered through a range of teaching approaches, including discussion, visual resources, practical activities and scaffolded learning, enabling all pupils to access the curriculum at an appropriate level. Where appropriate, teachers make reasonable adjustments to the pace, language and resources used.

For pupils with complex SEND, including those accessing an adapted curriculum, RSHE learning may place greater emphasis on developing skills that support pupils' understanding of relationships, health and personal safety. Teaching is personalised and may include tailored approaches such as additional modelling, the use of visual supports and communication strategies to ensure learning is meaningful and accessible. A core communication board is used to support pupils who are non-verbal or have limited verbal communication, allowing them to communicate by selecting images or words. This supports pupils to express their needs, make choices and communicate concerns, strengthening safeguarding by ensuring that all pupils have a way to share their views and seek support when needed.

Monitoring, evaluating and assessment

RSHE is assessed in line with the principles of the Jigsaw PSHE programme. Assessment is used to support learning and inform future teaching rather than to judge or grade pupils' personal beliefs, values or experiences.

Teachers use a range of formative assessment strategies throughout lessons to monitor pupils' understanding, including discussion, questioning, observations, reflection activities and pupil self-assessment. The Jigsaw programme provides opportunities for pupils to reflect on their learning and identify how the knowledge, skills and understanding they have developed over time. Pupils' progress in RSHE is assessed against the intended learning outcomes of each Jigsaw Puzzle and Piece. Assessment

focuses on pupils' development of knowledge, understanding and skills, including their ability to apply learning to real-life situations in an age-appropriate manner.

The PSHE Subject Leader monitors the quality of teaching and learning through a range of activities, which may include:

- Learning walks and lesson visits
- Pupil voice activities
- Work scrutiny and review of floor books or class evidence
- Staff discussions and feedback
- Monitoring of curriculum coverage and progression

Monitoring evidence is used to evaluate the quality and consistency of RSHE provision, identify areas of strength and development, and inform curriculum refinement and staff support. This ensures that RSHE remains progressive, inclusive, age-appropriate and responsive to the needs of pupils.

The effectiveness of the RSHE curriculum is evaluated regularly to ensure that it remains relevant, inclusive, age-appropriate and responsive to the needs of our pupils. Evaluation findings are used to inform curriculum development, staff training and future planning.

The PSHE/RSHE Subject Leader ensures that monitoring outcomes contribute to ongoing improvement of RSHE provision and alignment with statutory requirements and the Jigsaw PSHE scheme.

The policy will be reviewed annually.

Responding to children's questions

We recognise that children may ask questions beyond our planned curriculum. Teachers use professional judgement to respond, and may answer briefly and factually if age-appropriate, suggest the child speaks with their parent or carer, or acknowledge the question while explaining they'll learn more when older.

If a withdrawn child asks questions about sex education content, teachers will sensitively explain this is something their parents would like to discuss at home. We will inform parents so they can follow up.

Safeguarding and Confidentiality

RSHE contributes significantly to the school's safeguarding responsibilities. Staff recognise that discussions may raise safeguarding concerns or disclosures. Any concerns arising from RSHE lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy. Staff cannot guarantee confidentiality and will follow safeguarding procedures where necessary.

Roles and Responsibilities

Governing Body

Ensure statutory requirements for RSHE are met and approve the policy

Headteacher

Ensure the policy is implemented effectively, that RSHE is delivered in line with statutory guidance and that staff receive appropriate support and training to deliver the curriculum confidently.

PSHE/RSHE Lead

Oversee curriculum planning and development, monitor the quality and consistency of provision, support

staff with resources and guidance, ensure the curriculum meets the needs of all pupils, and coordinate regular review of the policy.

Class Teachers

Deliver RSHE in accordance with this policy, adapt teaching to meet the needs of pupils and follow safeguarding procedures where concerns arise.

Governance and Consultation

Governor Oversight

The Governing Body is responsible for ensuring that the school's RSHE policy complies with statutory requirements and reflects the needs of the school community. Governors will monitor the effectiveness of RSHE provision through regular reports from school leaders and will review this policy in accordance with the school's policy review schedule.

The designated governor with responsibility for PSHE/RSHE will work alongside the Headteacher and PSHE Lead to support the strategic development of the curriculum.

Parent Consultation Arrangements

The school values the views of parents and carers in the development of RSHE provision. Parents are consulted whenever this policy is reviewed or significant changes are made to the RSHE curriculum. Consultation takes place through parent information meetings, opportunities to view teaching materials and invitations to provide feedback on the policy. The school will communicate curriculum content clearly and provide opportunities for parents to view teaching materials and discuss any questions or concerns with staff.

Policy Approval Arrangements

This policy has been developed by the PSHE Subject Leader in consultation with staff, governors and parents. It has been approved by the Governing Body and will be reviewed annually.

The curriculum is designed to provide pupils with the knowledge they need to recognise risk, make informed choices, develop healthy relationships and know how to seek help when they need it.

Approved by: Full Governing Body

Date approved:

Review date:

Responsible member of staff: PSHE/RSHE Subject Leader