Relationship and Sex Education Policy (PSHE)

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Version Number	V2
Date Approved/Reviewed	July 26
Date of Next Review	July 28
Approved By	Local Governing Body
Policy Category (Please indicate in bold)	1 - Academy to implement without amendment 2 – Academy specific appendices 3 – Academy personalisation required (highlighted)

Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	Nov 24	H Baker	New Policy
V2	May 26	H Baker	Whole Policy
V3	July 26	H Baker	Relationships Education content updated Health and Wellbeing content updated

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1. Introduction

Rosedale Primary School strives for our children to develop to their full potential as individuals and as members of the school and wider community, in a secure, caring, and happy environment. Children, parents, staff, and governors work in partnership for the benefit of all.

As a school, we seek continually to enrich the lives of those entrusted to our care through a broad and balanced curriculum, designed to meet the needs of each child, enabling them to acquire the knowledge, skills, attitudes, and values necessary for life.

By regular review, we evaluate progress and develop strategies on the basis of sound educational practice, statutory requirements, and moral values. Relationships Education and Health Education are statutory elements of our curriculum, and together with non-statutory primary Sex Education, form an integral part of our Personal, Social, Health and Economic (PSHE) education programme.

We believe that PSHE and RSE is an ongoing process, which begins in the home and continues at our school in close partnership with parents and carers. The programme is embedded within the school's PSHE curriculum (delivered via the **Jigsaw** scheme of learning), tailored to the age, maturity, and developmental stage of the children, and delivered by school staff and trained professionals.

2. Aims

The aims of Relationships, Sex, and Health Education (RSHE) at Rosedale Primary School are to:

- **Relationships Education:** Teach the fundamental building blocks and characteristics of positive, safe, and respectful relationships, including friendships and family life.
- **Health and Wellbeing:** Promote physical and mental health, resilience, personal safety (including online safety, road, water, and railway safety), and normalise everyday emotional challenges.
- **Growth and Puberty:** Prepare pupils for puberty, giving them a clear, factual understanding of physical and emotional development, human reproduction (Science/RSE), and the importance of health and hygiene.
- **Vocabulary and Body Awareness:** Teach pupils accurate, scientific terminology for body parts (including genitalia) to support self-awareness and safeguarding.
- **Safety and Boundaries:** Establish an understanding of personal boundaries, privacy, permission, and how to recognise unsafe or abusive contact (online and offline) and seek help.
- **Inclusivity and Respect:** Promote self-worth, empathy, courtesy, kindness, and respect for diversity and different family structures, while actively challenging prejudice and stereotyping.

- **Skills Development:** Help children acquire critical life skills including communication, assertiveness, decision-making, conflict resolution, and digital literacy.

3. Statutory Rationale & Regulatory Framework

This policy has been written in compliance with statutory guidance from the Department for Education (DfE):

- **DfE Statutory Guidance:** *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, 2025).
- **Safeguarding:** *Keeping Children Safe in Education (KCSIE)* (current statutory guidance).
- **Equality:** The *Equality Act 2010* and Public Sector Equality Duty.

Key Legal Requirements for Primary Schools

1. **Relationships Education** is **statutory** for all primary pupils (Years 1–6).
2. **Health Education (Health and Wellbeing)** is **statutory** for all primary pupils (Years 1–6).
3. **National Curriculum Science** is **statutory** and includes aspects of human growth, body parts, and reproduction.
4. **Primary Sex Education:** Maintained primary schools and academies are not required to teach sex education beyond National Curriculum Science. Where Rosedale Primary School chooses to teach additional standalone sex education (e.g. human conception and birth), parents have the legal right to request that their child be withdrawn.
5. **Age-Appropriateness and Gender Identity Guidance:** In line with DfE requirements, all content taught is strictly age-appropriate and factual. Contested concepts such as gender identity are not taught.
6. **Parental Transparency:** Parents have a complete statutory right to inspect all teaching materials and lesson plans used to deliver RSHE.

4. Guiding Principles & Curriculum Delivery (Jigsaw Scheme)

We deliver our PSHE and RSHE curriculum using the **Jigsaw** scheme of learning, a mindful, sequential, and spiral approach to PSHE. Jigsaw covers all statutory outcomes for Relationships Education and Health Education, seamlessly integrated across six half-termly "Puzzles" (units):

Half-Term	Jigsaw Puzzle Unit	Core Focus & DfE Alignment
Autumn 1	**Being Me in My World**	Self-identity, rights and responsibilities, school rules, feeling safe, democracy, and community.

Autumn 2	**Celebrating Difference**	Respect for others, challenging stereotypes, anti-bullying, understanding different family structures (including single parent, same-sex, foster, and adoptive parents).
Spring 1	**Dreams and Goals**	Aspirations, resilience, overcoming disappointment, working together, and financial awareness.
Spring 2	**Healthy Me**	Healthy lifestyles, food relationships, physical activity, drugs/alcohol/vaping education, basic first aid, and personal safety (road, water, rail).
Summer 1	**Relationships**	Friendship skills, managing loneliness, communication, conflict resolution, setting boundaries, online relationships, digital safety, and tackling online/offline respect.
Summer 2	**Changing Me**	Puberty, human reproduction (Year 5 & 6 sex education), correct anatomical terminology, coping with change, loss, and transition.

5. DfE Statutory Curriculum Objectives (By End of Primary School)

By the end of Key Stage 2, pupils will be taught the following outcomes as required by the DfE statutory guidance:

A. Relationships Education

1. Families and People Who Care for Me

- That families are important for children growing up safe and happy because they can give love, security, and stability.
- The characteristics of safe and happy family life such as 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 the families of other children, 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 are at the heart of safe and 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.

2. Caring Friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

3. Respectful, Kind Relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
- The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

4. Online Safety and Awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

5. Being Safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- The concept of privacy and its implications 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 contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

B. Health and Wellbeing Education (Physical Health & General Wellbeing) Content to be covered by the end of Primary

General Wellbeing

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
- The importance of promoting general wellbeing and physical health.
- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who 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).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical Health and Fitness

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity 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, moderate and/or vigorous physical activity.
- 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

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- 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, tobacco and vaping

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

C. National Curriculum Science vs. Non-Statutory Sex Education

Statutory Science Curriculum

- **Key Stage 1:** Identifying and naming external parts of the human body; recognising that humans and animals produce offspring that grow into adults.
- **Key Stage 2:** Main stages of the human life cycle, nutrition, growth, reproduction in plants and animals, and puberty changes.

Non-Statutory Sex Education (Jigsaw "Changing Me" – Years 5 & 6)

In Years 5 and 6, through the Jigsaw *Changing Me* puzzle, pupils learn about:

1. Human conception (how a baby is made through sexual intercourse or IVF).
2. Human gestation and birth.

These standalone lessons are explicitly taught as non-statutory Sex Education. Parents are notified prior to these lessons and hold the right to withdraw their child from these specific sessions.

6. Roles and Responsibilities

The Governing Body

- Approves the school's RSHE Policy and holds the Principal to account for its statutory implementation.

The Principal

- Ensures RSHE is taught consistently across the school in line with statutory 2026 DfE guidelines.
- Manages parent consultation and formal requests for withdrawal from non-statutory Sex Education.

Personal Development / PSHE Lead (Mrs Baker)

- Monitors the quality of RSHE delivery through lesson drop-ins, learning walks, book scrutinies, and pupil voice.
- Supports staff with training, curriculum sequencing, and resource allocation.

Staff & Teachers

- Deliver RSHE sensitively, using distancing techniques and ground rules.
- Model positive attitudes and respectful communication.
- Staff do not have the right to opt out of teaching statutory RSHE subjects.

7. Parental Consultation, Transparency, and Right to Withdraw

Openness and Material Transparency

In accordance with DfE requirements, RSD Primary School operates full transparency with parents/carers:

- All PSHE and RSHE curriculum overviews and Jigsaw learning schemes are published on the school website.
- Parents are invited to view all teaching resources, slide decks, and materials used in RSHE lessons upon request (online or via parent drop-in sessions). No commercial copyright restrictions prevent parents from inspecting school materials.

Right to Withdraw

- **Statutory Relationships Education, Health Education, and Science:** Parents **do not** have the right to withdraw their child from statutory Relationships Education, Health Education, or National Curriculum Science.
- **Non-Statutory Sex Education:** Parents **have the right to withdraw** their child from the non-statutory components of Sex Education delivered in Year 5 and Year 6 (specifically lessons on human conception and birth outside the Science curriculum).
- **Process:** Parents wishing to withdraw their child must make a request in writing to the Principal or PSHE Lead. A discussion will be arranged to clarify the curriculum content, address concerns, and explain the alternative learning provision made for the child during those sessions.

8. Safeguarding, Confidentiality, and Handling Sensitive Questions

Safeguarding Provisions

Effective RSHE empowers children to recognise appropriate vs. inappropriate behavior and gives them the voice to report concerns.

- Teachers establish safe classroom ground rules for all PSHE/RSHE lessons.
- Distancing techniques (e.g. scenarios, case studies, anonymous question boxes) are used to prevent personal disclosures in group settings.
- If a pupil makes a disclosure indicating neglect, physical, emotional, or sexual abuse during an RSHE session, the teacher will immediately follow the school's Safeguarding and Child Protection Policy and notify the Designated Safeguarding Lead (DSL).

Answering Sensitive Questions

- Children's questions will be answered factually, sensitively, and in an age-appropriate manner.
- If a question falls outside the primary curriculum scope or relates to non-statutory topics from which parents have opted out, the teacher will address the child individually, acknowledging the question and encouraging them to discuss it with their parent/carer at home.

9. Equal Opportunities and Special Educational Needs (SEND)

Rosedale Primary School ensures that RSHE is inclusive and accessible to all pupils regardless of gender, ability, ethnic, or socio-economic background, in accordance with the Equality Act 2010.

- **SEND Adaptation:** High-quality differentiation and reasonable adjustments are made for pupils with SEND in consultation with the SENCO. Adaptations ensure learning is accessible at the child's developmental stage without compromising safeguarding principles.

10. Policy Monitoring and Review

This policy will be reviewed annually by **Mrs Baker (Personal Development Lead)** to ensure ongoing compliance with statutory DfE guidance, safeguarding updates, and school community feedback. All updates will be presented to the Governing Body for annual review and ratification.