



RSHE policy

Status	Review
Policy Owner (Position)	Mr Copley (Headteacher)
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Review Date	March 2029
Review Cycle	3 years

Relationships, Sex and Health Education (RSHE) Policy

Introduction

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life.

Definition

Sex and Relationship Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE, children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupils will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at Keyingham Primary, any sex education programme designed and implemented is age appropriate, tailored to the physical and emotional maturity of the pupils, and delivered by the school nurse. Sex Education focuses on preparation for puberty and the changing adolescent body.

Any questions raised by pupils will be answered in an age-appropriate, factual and sensitive manner, in line with statutory guidance and safeguarding procedures.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and the changing adolescent body (ie. puberty education).

Key Objectives

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies

- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Explore a range of attitudes, values and faith perspectives around aspects of relationships
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

In addition to Relationships and Health Education, a puberty and growing up talk is taught in years 5 and 6 (content delivered by the school nurse). Parents are able to withdraw their child from any non-statutory sex education elements if they choose to (see 'Parents' section below).

RSHE Curriculum Coverage and Statutory Outcomes (Jigsaw)

At Keyingham Primary, the statutory requirements for Relationships Education and Health Education are met through the **Jigsaw PSHE programme**. Jigsaw is a whole-school, progressive scheme of work that has been mapped directly to the Department for Education statutory RSHE guidance.

Jigsaw is delivered through six half-termly units (Puzzles) each year:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These Puzzles ensure that all statutory outcomes are taught in an age-appropriate manner from EYFS to Year 6 and revisited with increasing depth as pupils progress through the school.

Statutory Relationships Education (Delivered through Jigsaw)

All statutory Relationships Education content is delivered through the **Being Me in My World**, **Celebrating Difference**, **Relationships**, and **Healthy Me** Puzzles.

This includes:

- **Families and people who care for me**
- **Caring friendships**

- **Respectful relationships**, including bullying and discrimination
- **Online relationships**
- **Being safe**, including boundaries and how to seek help

Statutory Health Education (Delivered through Jigsaw)

All statutory Health Education content is delivered through the **Healthy Me, Changing Me, Being Me in My World**, and **Dreams and Goals** Puzzles.

This includes:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention, including hygiene
- Basic first aid
- The changing adolescent body (puberty)

Content relating to puberty forms part of statutory Health Education and cannot be withdrawn from.

Implementation

We deliver our RSHE curriculum through a range of approaches within the school day. Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education rather than beliefs or emotion. A balanced and non-judgemental approach will therefore be taken. Teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

Staff delivering RSHE are supported to do so confidently and appropriately, in line with statutory guidance and school procedures.

Within RSHE, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health and puberty. A range of teaching strategies may be used.

Equality, Inclusion and Support

Relationships and RSHE are delivered in line with the Equality Act 2010 and Public Sector Equality Duty. We value diversity, encourage respect for all and promote tolerance and celebration of difference. We do not discriminate against pupils because of any protected characteristic.

A range of families, faiths and relationships are explored within RSHE. Resources reflect both the school community and wider society.

SEND

Teachers plan and deliver RSHE using a variety of strategies to meet individual needs. Where appropriate, a tailored approach is taken in consultation with parents/carers.

Vulnerable Pupils

Care is taken to ensure RSHE is delivered sensitively for pupils who may have experienced adverse childhood experiences. Parents/carers will be consulted where appropriate.

The Role of Parents

RSHE is a partnership between school and families. Parents are informed about the RSHE curriculum, consulted regularly, and encouraged to engage with the programme.

Right to Withdraw from Sex Education

Parents may withdraw their child from non-statutory sex education elements only. There is no right to withdraw from Relationships Education or Health Education. Requests should be made to the Assistant Headteacher.

Alternative arrangements will be discussed on an individual basis.

Resources

A wide range of age-appropriate resources are used. Parents are invited annually to review materials and may request access at other times.

Links to Other Policies

This policy is used in conjunction with:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Equality of Opportunities
- Health and Safety
- Curriculum Policy
- External Complaints Policy

Concerns / Complaints

Concerns should be raised initially with the class teacher, then through the school complaints procedure if necessary.