Relationships Sex and Health Education Policy

Delivered through Jigsaw Personal Social Health and Economic Education

This policy sets out how we teach relationships, health and age-appropriate sex education within our wider PSHE curriculum. It explains the content children learn, how teaching is adapted, and how we work with families to keep children safe and support their wellbeing.

Policy information	Details
Status	Draft for parent consultation and governing board approval
Prepared	July 2026
Statutory policy	Yes
Policy owner	Headteacher and PSHE and RSHE Lead
Approval	Governing board in accordance with Trust arrangements
Consultation completed	Completed 2026
Approval date	Term 1 2026
Next scheduled review	July 2027 or earlier if guidance or provision changes

Scope and related policies

This policy applies across the school, including EYFS. Read it alongside our safeguarding and child protection, relationships, SEND, equality, online safety policies and the school science curriculum. In EYFS, Jigsaw supports the Early Years Foundation Stage, particularly personal, social and emotional development.

The revised Department for Education statutory guidance came into effect on 1 September 2026. This draft replaces the October 2024 RSE policy and its references to Lifewise.

1 Purpose and statutory framework

At Palm Bay, we want every child to develop the knowledge and confidence to build caring relationships, look after their health and seek help when something is wrong. RSHE supports our inclusive approach to teaching and helps children participate safely and confidently in school life.

Relationships Education and Health Education are compulsory for primary pupils in state-funded schools. Sex education beyond the required science content is not compulsory at primary level. We teach it in upper Key Stage 2 as set out in section 5, with a parental right of withdrawal.

Our provision has regard to the Department for Education Relationships Education, Relationships and Sex Education and Health Education statutory guidance published in July 2025 and effective from September 2026. The relevant regulations are the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. The 2025 publication revised the guidance; it did not replace these with new 2025 regulations.

We meet our duties under the Equality Act 2010, including the public sector equality duty, and follow the current Keeping Children Safe in Education guidance. The school remains responsible for its curriculum, including when using Jigsaw or external specialists.

Our aims

- Teach children to recognise and practise kindness, respect, honesty and healthy boundaries in relationships.
- Develop emotional vocabulary, self-regulation, confidence and skills for managing disagreement and change.
- Help pupils recognise unsafe behaviour, bullying and abuse, including online, and know how to seek support.
- Provide accurate information about health, bodies and puberty in time to prepare children for changes.
- Challenge prejudice and stereotypes while respecting different family circumstances and beliefs.
- Make learning accessible to every pupil, including those with SEND, disadvantage or other barriers to learning.

Definitions

PSHE means Personal, Social, Health and Economic Education. RSHE brings together Relationships Education, Sex Education and Health Education. In this primary policy, sex education means the planned teaching about human conception, pregnancy and birth beyond required science content. Puberty, menstruation, body vocabulary, personal boundaries and abuse prevention are part of statutory health or relationships education and do not become optional simply because they are taught in Changing Me.

2 Curriculum content and organisation

We use the updated Jigsaw PSHE 3–11 programme in regular, dedicated weekly lessons taught by class teachers. Its spiral structure revisits learning with greater depth as children develop. Science, computing, PE and other subjects reinforce relevant knowledge; assemblies, play and everyday interactions help children practise it.

Term	Jigsaw Puzzle	Main focus
Autumn 1	Being Me in My World	Belonging, identity, rights, responsibilities and participation
Autumn 2	Celebrating Difference	Diversity, empathy, stereotypes and preventing bullying
Spring 1	Dreams and Goals	Aspirations, perseverance, collaboration and achievement
Spring 2	Healthy Me	Physical health, wellbeing, healthy choices and safety
Summer 1	Relationships	Families, friendships, boundaries, communication and seeking help
Summer 2	Changing Me	Growth, puberty, change and transition; upper KS2 sex education as specified in section 5

Teaching approach

Jigsaw supports emotional literacy, reflection and discussion. Activities such as Connect Us and Calm Me help pupils connect with others and prepare to learn. Teachers use stories, scenarios, practical tasks and discussion to develop knowledge and rehearse useful skills. Calming activities are adapted where needed so every child can participate comfortably.

Each class establishes a Jigsaw Learning Charter and clear ground rules. Children can ask questions without ridicule and may choose not to share personal experiences. Teachers use distancing techniques and question boxes. No child is required to describe their own family circumstances or disclose private information in front of others.

Planning and adaptation

The PSHE and RSHE Lead maintains a progression and coverage map against the current primary statutory outcomes, drawing on Jigsaw's updated mapping and the school's related subjects. Teachers check the actual resources they use and record adaptations. Using a published scheme does not remove our responsibility to check coverage, accuracy and suitability.

Planning considers age, maturity, communication needs, pupil feedback and relevant safeguarding concerns. Any significant change, particularly to sensitive content, is agreed with the lead and headteacher. Parents are informed in advance of planned teaching that departs from the published policy and can see the relevant materials. Immediate safeguarding responses follow the child protection policy.

3 Relationships Education

Relationships Education runs through all six Puzzles. Our sequence covers the five statutory areas below by the end of primary school. Teachers teach knowledge alongside practical ways of communicating, setting boundaries and seeking help.

Families and people who care for me

Children learn about love, care, security and stability, and the responsibilities people have towards one another. Teaching represents single-parent, same-sex-parent, blended, adoptive, foster and kinship families, as well as families headed by grandparents. Marriage and civil partnership are discussed as legally recognised commitments. No child is judged by their family structure. Children learn to seek help when family relationships feel unsafe or make them unhappy.

Caring friendships

Pupils explore how friendships develop, how to include others and how trust, honesty and kindness support relationships. They learn to manage disagreements, repair friendships where appropriate and recognise when a friendship is harmful. We discuss loneliness without shame and help children find support. Violence is not an acceptable way to resolve conflict.

Respectful kind relationships

Children practise listening, courtesy, self-respect and expressing needs assertively. They explore the difference between being assertive and controlling, and between kindness and ignoring their own needs. Teaching challenges stereotypes and discriminatory language, including unfair assumptions about boys and girls. Pupils learn to report bullying, including online bullying, and to seek adult support if they witness harm.

Online safety and awareness

Children learn to apply respectful behaviour online, resist pressure to share information or images, and question whether people and information are trustworthy. Teaching addresses privacy and location settings, harmful contact, misleading identities, age restrictions and the difficulty of removing shared content. Pupils learn what to do if they see upsetting material and how to report concerns.

Being safe

Pupils learn about privacy, bodily autonomy and safe and unsafe contact. They practise asking permission and respecting another person’s boundaries in everyday situations. They learn that unsafe secrets should be shared with a trusted adult and that risks can involve people they know as well as strangers. Teaching helps children recognise emotional, physical and sexual abuse without graphic detail. Abuse is never a child’s fault, and children should keep seeking help until someone listens.

Responding to emerging risks

Where a specific online or safeguarding issue affects pupils, the headteacher and DSL guide a proportionate, age-appropriate response. We avoid introducing unnecessary detail or creating fear. Any planned additional teaching about sensitive online sexual content is carefully reviewed, with advance parent information and access to materials. A disclosure or urgent concern receives immediate safeguarding attention.

4 Health Education and developing bodies

Health Education is taught through Jigsaw and linked subjects. Our planning covers the following areas, with practical opportunities to learn healthy routines and recognise when support is needed.

Wellbeing and healthy routines

Children build a vocabulary for feelings and practise strategies for managing emotions. They explore friendship, rest, hobbies, helping others, physical activity and time outdoors. Teaching addresses loneliness, bullying, change, loss and bereavement sensitively. Everyday sadness and worry are not automatically signs of a mental health condition. Children learn that support is available when feelings persist or affect daily life.

We teach the benefits of regular exercise, good sleep and a balanced diet, including nutrients, energy, meal planning and dental health. We promote a healthy relationship with food and avoid shaming children about bodies, weight or family circumstances. Pupils learn when to ask an adult about a health concern.

Wellbeing online

Learning considers how online activity affects friendships, mood, sleep and physical health. Pupils explore screen use, age restrictions, respectful conduct and how online information is selected or targeted. We address gaming purchases, monetisation, scams, fraud and other financial risks at an appropriate level. Children learn how to get help with bullying, harassment or other online worries.

Substances and prevention

Pupils receive age-appropriate information about medicines and harmful substances, including drugs, alcohol, tobacco, vaping and nicotine products such as pouches. Teaching develops understanding of risks and addiction without presenting substance use as normal for children. Health learning includes signs of illness, sun protection, handwashing, germs, oral hygiene and factual information about vaccination and immunisation, linked appropriately to childhood vaccination opportunities.

Personal safety and first aid

Children learn to recognise hazards, including fire, and how to reduce risks around roads, railways and water. They learn the water safety code, how to obtain adult help, and basic first aid for common injuries, including head injuries. They practise how to make an emergency call and understand the importance of reporting an incident rather than filming it.

Puberty and menstruation

All pupils learn about growth, the human life cycle, puberty and associated physical and emotional changes. We use accurate vocabulary, including penis, vulva, vagina, testicles, scrotum and nipples, and connect this to privacy and boundaries. Teachers distinguish the external vulva from the internal vagina.

Puberty and menstrual learning is sequenced before children need it, with earlier preparation where required rather than waiting for Year 5. All pupils learn about menstruation. We provide sensitive access to period products, suitable toilet arrangements and trusted adult support. Teaching is normally shared; additional small-group discussions may support questions, provided every pupil receives the core learning.

5 Sex Education and withdrawal

Our proposed Jigsaw provision includes age-appropriate sex education in Years 5 and 6. It explains human reproduction factually, including how sperm and an egg contribute to conception, sexual intercourse as a means of conception, pregnancy and birth. It also considers the responsibilities and emotional changes associated with having a baby. Teaching does not describe different types of sexual activity.

Year	Changing Me lesson	Non statutory content
5	Conception	Human conception and how a baby begins
6	Babies Conception to Birth	Revisiting conception, pregnancy and birth

The lead checks the titles, slides and content in the school's current Jigsaw edition before issuing the lesson information to parents. We do not rely on lesson numbers from older editions.

Parents and carers right to withdraw

Parents may request withdrawal from some or all of the non-statutory sex education described above. The headteacher must automatically grant a primary request, except for required science content. A discussion is offered to clarify the content, hear concerns and explain possible implications; attending a meeting or providing a reason is not a condition of withdrawal.

There is no right to withdraw from Relationships Education, Health Education, including puberty and menstruation, or required science teaching. The content and purpose of a lesson determine withdrawal rights. We do not relabel optional sex education as science to prevent withdrawal.

Parents can contact the headteacher or PSHE and RSHE Lead, or use the form in Appendix 3. Requests and the agreed scope are recorded. We confirm the arrangements before the relevant lessons, provide purposeful supervised alternative education and ensure children are not singled out or disadvantaged. Statutory learning within a mixed lesson remains available through appropriate arrangements.

Required science learning

Our science sequence includes identifying body parts in Year 1; offspring growing into adults in Year 2; life processes of reproduction in some plants and animals and changes through human life in Year 5; and offspring varying from their parents in Year 6. We follow the school's science curriculum and distinguish those requirements from the optional PSHE lessons on human intercourse and conception. Appendix 1 explains this boundary.

Parents receive information about the specific sex education lessons in advance, including content, timing, materials and the right to withdraw. They can change a withdrawal request by contacting the headteacher.

6 Inclusion equality and sensitive teaching

All pupils receive an accessible curriculum. Teachers work with the SENCO and pastoral staff to identify barriers and adapt language, resources and teaching. Visual prompts, concrete examples, pre-teaching, communication aids, additional processing time and repetition support understanding. Adaptations retain ambition and do not deny pupils essential safety knowledge.

We recognise that children with SEND and other vulnerabilities may face increased risks of bullying, exploitation or abuse. Teaching about boundaries and seeking help is matched to understanding and rehearsed where needed. Pupils who miss lessons through absence or join during the year receive appropriate opportunities to catch up.

Teachers consider the needs of children in care, previously in care, young carers and pupils affected by bereavement, separation or trauma. Activities do not require birth information, photographs of biological relatives or details of personal experiences. Equivalent activities enable children to achieve the same learning without distress.

Equality religion and belief

We respect religious and non-religious beliefs and teach scientific facts accurately. Different beliefs can be discussed respectfully while maintaining pupils' rights and our safeguarding responsibilities. Same-sex parents are included naturally in teaching about families. Homophobic, sexist, racist and other discriminatory bullying is challenged.

Teaching about boys and girls challenges restrictive stereotypes. Staff distinguish facts and applicable law from contested views about sex and gender. We do not present the claim that everyone has a gender identity as established fact, encourage children to question their gender, or suggest that social transition is a simple response to distress. Individual questions are answered sensitively, with leadership and safeguarding advice when needed. Every child is treated with dignity.

Questions and classroom safety

Teachers answer questions honestly, briefly and at a level appropriate to the pupils. They may clarify a question, use a general example, or defer an answer while seeking advice. Questions outside the planned content are considered individually rather than explored automatically with the whole class. A child is not dismissed or shamed for asking.

Where an answer would go beyond the curriculum or concern a withdrawn pupil, the teacher consults the lead or DSL and supports an appropriate conversation with a parent or trusted adult, unless doing so would place the child at risk. Unanswered questions are followed up so children are supported rather than directed towards unsafe sources.

Safeguarding and confidentiality

Staff never promise secrecy. They explain that concerns may need to be shared with people who can help. If a child discloses harm, staff listen calmly, avoid leading questions, reassure the child that they are right to tell, record their words accurately and report promptly to the DSL or deputy in accordance with the safeguarding policy. Recording a concern on CPOMS does not replace urgent communication where action is needed.

Staff do not investigate disclosures or arrange parent contact before considering safeguarding risks. Information is shared only as necessary. Pupils know how to approach trusted adults in school, seek pastoral support and obtain help outside school, including Childline. Appendix 2 provides classroom ground rules.

7 Working with parents and carers

We consult parents when developing and reviewing this policy and on the proposed sex education content. We also seek staff and pupil views. Consultation informs our approach and adaptations while statutory curriculum requirements remain the school's responsibility. The school records consultation and approval rather than assuming that the 2020 consultation covers this update.

Parents receive clear year-group information about RSHE and timely notice of sex education lessons. We offer opportunities to discuss concerns and support families with conversations at home. The policy is published on our website and is available from the office.

Access to teaching materials

Parents can request to view all materials used to teach RSHE, including Jigsaw resources, school adaptations and visitor materials. The class teacher or lead arranges access through the school's available parent access arrangements, a presentation or an appointment. We offer an accessible alternative when a parent cannot use online access or attend in person.

We acknowledge the provider's authorship and explain any restrictions on copying or wider sharing. Copyright affects how materials are shared; it is not a reason to refuse access. We do not enter agreements that prevent parents from seeing content used with their children. Concerns can be discussed with the lead and headteacher, or raised through the school's complaints procedure.

8 Responsibilities training and evaluation

Leadership and governance

The governing board approves and reviews the policy in line with Trust arrangements and monitors coverage, accessibility and impact. The headteacher ensures implementation, appropriate staffing and resources, oversees sensitive curriculum decisions and manages withdrawal requests. The PSHE and RSHE Lead coordinates sequencing, mapping, assessment, resource review and parent information. The SENCO supports adaptation and the DSL advises on safeguarding.

Teaching staff and visitors

Teachers plan and deliver sensitive, accurate lessons, establish ground rules, check understanding and follow safeguarding procedures. Personal beliefs must not determine teaching. Staff do not have a right to opt out; concerns are addressed through support and training. Professional development covers the updated Jigsaw programme, current guidance, inclusive teaching, difficult questions and disclosures.

External contributors may enrich learning but do not replace the school's responsibility. Leaders check credentials, lesson plans and all materials in advance. Visitors follow safeguarding procedures, and a teacher remains present. Parents can see the resources used.

Assessment and review

Teachers assess knowledge and skills through discussion, scenarios, observation and Jigsaw assessment activities. They identify misconceptions and adapt teaching without grading children's private experiences, beliefs or disclosures. The lead reviews planning, pupil work, pupil and staff feedback and access for vulnerable groups, and reports findings to leaders and governors.

We review the policy annually and sooner if guidance, safeguarding needs or curriculum provision changes. Approval follows parent consultation, and the revised version is communicated to staff and families.

Appendix 1 Curriculum and withdrawal boundaries

Content	School provision	Withdrawal
Relationships	Families, friendships, respect, boundaries, privacy, online safety and seeking help	No
Health	Wellbeing, healthy choices, safety, first aid, accurate body vocabulary, puberty and menstruation	No
Required science	Body parts; growth and offspring; reproduction in some plants and animals; human development; inheritance	No
Optional sex education in PSHE	Year 5 Conception and Year 6 Babies Conception to Birth, as detailed in section 5	Yes from some or all of this content

This summary does not replace the detailed year-group curriculum. The PSHE and RSHE Lead checks the actual content of each lesson, identifies optional elements and ensures parents are told which parts attract a right of withdrawal.

Appendix 2 Classroom ground rules

- Listen and speak respectfully. Do not laugh at someone's question or use hurtful language.
- Use correct words for body parts. Ask general questions rather than sharing private stories about yourself or others.
- You may pass on sharing a personal view or experience. You can ask a question privately or through the question box.
- Respect other people's privacy. Adults cannot promise secrecy if someone may need help to stay safe.
- Tell a trusted adult if something worries you. Keep asking for help until you are heard.

Staff response to difficult questions

Clarify what the pupil means. Give only the factual detail needed at an appropriate level. If you need advice, explain that you will come back to the question and consult the lead or DSL. Do not make a child feel embarrassed, reveal personal information or use unreviewed online material. Follow up individual support and safeguarding concerns promptly.

Appendix 3 Request to withdraw from Sex Education

Use this form or contact the headteacher to request withdrawal from some or all of the non-statutory sex education in Years 5 or 6. There is no right to withdraw from Relationships Education, Health Education or required science content. A reason is optional. A discussion is offered but is not required for the request to be granted.

Child's name

_____

Year group and class

_____

Parent or carer name

_____

Date of request

_____

Lessons or content you wish your child to be withdrawn from

_____

_____

Reason or information you would like to share optional

_____

_____

Parent or carer signature

_____

School record

Request received by _____ Date _____

Discussion offered or held _____

Agreed scope of withdrawal _____

Alternative education and statutory learning arrangements _____

_____

Confirmation sent to parent or carer _____

Headteacher signature _____ Date _____