



Relationships and Sex Education Policy

Updated and approved March 2026

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Purpose and aims

This policy sets out the school's approach to Relationships and Sex Education (RSE) within the PSHE curriculum so that pupils:

- develop knowledge and understanding of healthy, respectful relationships and changes associated with growing up
- build skills to manage feelings, make safe decisions, and seek help when needed
- are supported to develop values and attitudes consistent with the school's ethos and legal obligations
- receive age-appropriate information in a safe, inclusive environment

Statutory framework and curriculum alignment

- This policy has been produced with reference to the DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) and the National Curriculum for Science.
- RSE is delivered primarily through the Jigsaw PSHE programme. The programme's content is used to meet statutory requirements for Relationships Education and Health Education for primary pupils. Where Jigsaw offers sex education content beyond the statutory science curriculum, parents may exercise their legal right to withdraw their child (see parental withdrawal section).
- The policy also aligns with safeguarding legislation and the school's safeguarding policy.

Definitions and scope

- **Relationships Education:** teaching about friendships, family relationships, respectful behaviour, online relationships, and how to recognise unhealthy relationships. Statutory for primary.
- **Sex Education (non-statutory in primary):** where taught, this includes age-appropriate information about human reproduction, conception and puberty beyond the Science National Curriculum. Parents of primary pupils have the right to withdraw their child from these elements.
- **Health Education:** includes mental health, physical health, hygiene, and healthy lifestyles; statutory for primary.

Curriculum content and progression (Jigsaw PSHE mapped)

Jigsaw organises learning into six Puzzles. RSE content is mainly in **Relationships** and **Changing Me**, with reinforcement in **Healthy Me**, **Celebrating Difference** and **Being Me in My World**.

Overview by stage (Reception to Year 6)

- Reception / Early Years (prime focus: personal, social and emotional development)
 - Building friendships, recognising feelings, family and home life, understanding that bodies can be private, simple hygiene routines.
 - Jigsaw links: early Relationships and Healthy Me activities.
- Key Stage 1 (Years 1-2)
 - Recognise what makes a good friend, appropriate and inappropriate physical contact, how to ask for help, identifying trusted adults, correct names for body parts (use of agreed school approach to vocabulary), simple understanding of growth and change.
 - Jigsaw links: Relationships Puzzle (friendships, conflict resolution); Changing Me (life cycles in nature; bodies).
- Lower Key Stage 2 (Years 3-4)
 - Deeper understanding of friendships and family structures, respect and personal boundaries, recognising bullying and how to respond, introduction to puberty-related changes in bodies (early signs in context), maintaining personal hygiene, online relationships and safety.
 - Jigsaw links: Relationships; Healthy Me; Changing Me.
- Upper Key Stage 2 (Years 5-6)
 - Age-appropriate, accurate information about puberty (including menstruation and erections), emotional changes, conception explained at a simple biological level where part of Jigsaw's Changing Me content, developing strategies for resisting pressure and giving/receiving consent in terms of personal space, recognising unhealthy relationships, safe use of the internet and social media, and where to get help and support.
 - Jigsaw links: Changing Me (lessons on puberty, conception, and preparing for transition to secondary); Relationships (managing friendships).

Progression principles

- Learning is age-appropriate, progressive and revisited each year so pupils build on prior knowledge and increasing complexity is introduced as pupils mature.
- Sensitive topics are taught using the Jigsaw lesson sequences and teacher guidance to ensure clarity, consistency and safeguarding.

Delivery and teaching approach

- RSE is taught within PSHE lessons using Jigsaw's lesson plans, supported by classroom resources, displays and whole-school activities.
- Teachers use a range of approaches: discussion, role-play, scenario work, circle time and reflection. Ground rules and distancing techniques are used to create a safe learning environment.
- Single-sex sessions may be used for some puberty teaching in Years 5-6 if teachers judge this is beneficial. Teaching is planned to be inclusive and to respect families' beliefs while meeting statutory obligations.
- External visitors (health professionals, school nurse) may be used; they will work with staff in advance and follow the school's safeguarding and confidentiality expectations.

Ground rules and handling questions

- Teachers establish ground rules for lessons (respect, no personal disclosures, use of hypothetical language).
- Use of correct anatomical terms is encouraged in line with school guidance. Pupils' questions that are personal or beyond the scope of the lesson will be handled sensitively and referred to parents/carers or safeguarding leads if appropriate.

Roles and responsibilities

- **Governors:** approve policy, ensure compliance with statutory guidance and that provision is resourced and monitored.
- **Headteacher:** implement policy, manage parental requests for withdrawal, ensure staff training and safeguarding procedures are in place.
- **PSHE/RSE lead:** oversee curriculum planning and progression, support teachers, audit resources (including Jigsaw mapping), lead evaluation and report to SLT and governors.
- **Teachers:** deliver content sensitively and in line with Jigsaw guidance, follow safeguarding procedures and establish a safe classroom environment.
- **Parents/carers:** are informed of content, invited to view materials, and consulted where appropriate. Parental feedback is welcomed.
- **Pupils:** expected to engage and uphold class ground rules.

Parental engagement and withdrawal procedures

- The school will publish the RSE policy and provide parents with advance information about Jigsaw lesson content for each year group (termly overviews and key vocabulary). Parents will be invited to curriculum information sessions and have access to resources used in lessons.

- For primary schools: parents have the right to withdraw their child from any sex education that is taught outside the statutory Science National Curriculum. This does not apply to Relationships Education or Health Education. The process is:

- Parent/carer should submit a written request for withdrawal to the headteacher (use template in appendix).
- The headteacher will meet with the parent/carer to discuss the request and explore ways to address concerns, offering alternative arrangements for the child during the relevant lesson.
- If withdrawal is agreed, the school will provide appropriate, supervised alternative activities. The school will record the withdrawal and review it if curriculum content changes.

- The school will endeavour to ensure parents are aware that puberty and some biological aspects may be part of statutory Science lessons, which cannot be withdrawn from.

Important: The school will comply with DfE guidance on parental rights. Where there is disagreement the headteacher will consider the best interests of the child and relevant safeguarding obligations.

Safeguarding, confidentiality and reporting routes

- Teaching will conform to the school's safeguarding policy. If a pupil's disclosure indicates potential abuse or risk, staff will follow safeguarding procedures and report to the Designated Safeguarding Lead (DSL) immediately. Confidentiality cannot be guaranteed where a child is at risk.
- Teachers will not offer pupils confidentiality about matters which suggest risk to the pupil or others. Pupils will be informed of professional boundaries and how to access support.

Inclusion, SEND and LGBTQ+ considerations

- Content is inclusive of different family types and relationships and avoids heteronormative assumptions. Jigsaw materials support inclusion and positive representation.
- For pupils with special educational needs and disabilities (SEND), lessons will be differentiated. Adjustments may include simplified materials, additional adult support, visual resources and careful pacing to ensure understanding and emotional safety.
- The school will ensure that RSE is sensitive to protected characteristics and supports pupils who identify as LGBTQ+ through inclusive language and resources.

Staff training and CPD

- All staff delivering RSE receive training on the content, careful handling of sensitive issues, safeguarding and school ground rules. Training needs are identified by the

PSHE lead and provided termly or as needed. Staff new to the school receive induction on RSE delivery and the policy.

Assessment, monitoring and evaluation

- RSE learning is assessed through teacher observation, pupil self-assessment and end-of-unit reflection tasks in Jigsaw. Assessment is formative and supports teachers' planning.
- The PSHE lead monitors delivery through lesson observations, planning scrutiny and pupil voice. Findings are reported to SLT and governors. The policy and curriculum will be reviewed annually or sooner if statutory guidance changes.

Record keeping and documentation

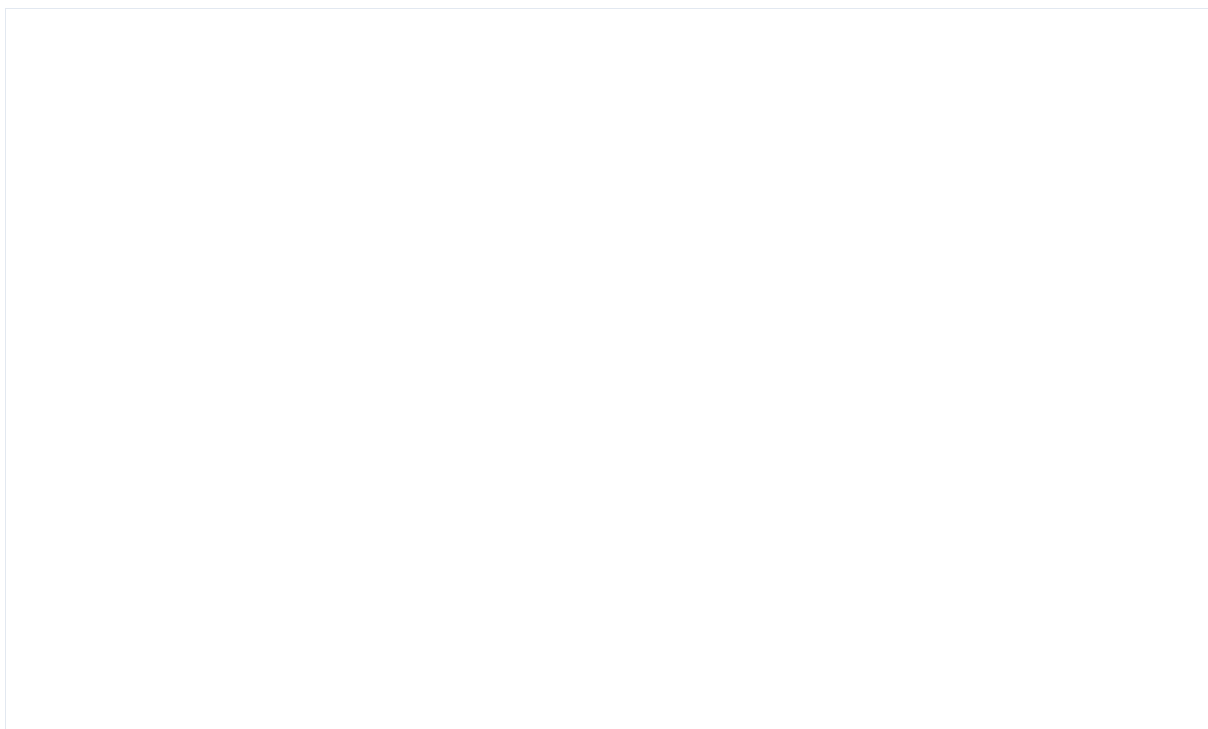
- Records of topics taught are kept by the PSHE lead. Where parents withdraw pupils, the school records the withdrawal and any agreed alternative provision.

Complaints

- Any complaints about the RSE programme should follow the school's complaints procedure. The headteacher and governors will consider complaints in line with policy and statutory guidance.

Review

- This policy will be reviewed by the PSHE lead and governing body every 12 months or following changes to statutory guidance.



Appendices

1. Summary of content

Below is a clear outline of the aspects of sex education typically delivered through PSHE/RSE (using programmes such as Jigsaw) and the specific aspects that are compulsory under the primary **Science** National Curriculum and DfE statutory guidance for Relationships, Sex and Health Education.

What PSHE / RSE typically covers (including Jigsaw examples)

PSHE/RSE covers a broad range of knowledge, skills and attitudes to help pupils stay safe, healthy and prepared for life. Typical sex education / growing-up topics included in primary PSHE and in Jigsaw's "Changing Me" and "Relationships" units are:

- **Human development and puberty**
 - Physical changes in boys and girls (including menstruation and erections)
 - Emotional changes and coping strategies
 - Hygiene and self-care during puberty
- **Basic biological aspects of reproduction**
 - Simple, age-appropriate explanation of conception and pregnancy (often in Years 5–6)
 - Life cycles in humans and other animals
- **Personal boundaries and consent**
 - Respecting personal space and asking for / refusing touch
 - Understanding appropriate vs inappropriate contact
- **Relationships and family**
 - Different family types, friendship skills, healthy and unhealthy relationships
- **Online relationships and safety**
 - Risks online, privacy, sharing images, seeking help
- **Where to get help**
 - Trusted adults, school nurse, health services
- **Emotional literacy and decision-making**
 - Recognising feelings, dealing with peer pressure, making safe choices

Typical Jigsaw mapping:

- Reception / KS1: focus on friendships, correct names for body parts, private parts, simple growth concepts.

- KS2 (Years 3–6): gradually increasing detail on puberty, life cycles, and simple conception explanations; Years 5–6 explicitly prepare pupils for transition and puberty.

What is compulsory in the primary Science curriculum and DfE statutory guidance

There are three relevant statutory sources to separate clearly: the National Curriculum for Science, the DfE statutory Relationships Education, and the DfE statutory Health Education.

- **Primary National Curriculum — Science (statutory)**

Schools must teach about:

- **Life cycles:** the life processes of reproduction in some plants and animals.
- **Growth and development:** that animals, including humans, have offspring which grow into adults.
- **Changes as humans develop to old age:** pupils learn that humans change physically as they grow. These requirements are factual and biological, focused on life cycles and human development.

- **DfE statutory Relationships Education (primary)**

Compulsory content includes:

- Families and people who care for me
- Respectful relationships, including friendships
- Online relationships and safety
- Being safe (recognising and responding to unsafe situations) This is not “sex education” in the narrow biological sense, but covers relationships and personal safety.

- **DfE statutory Health Education (primary)**

Compulsory content for primary includes:

- **Puberty and menstruation:** schools must teach the key facts about puberty and menstrual wellbeing so pupils are prepared for the changes ahead.
- Basic health, hygiene and wellbeing

Important: The National Curriculum science content and the DfE Health & Relationships requirements together mean that pupils in primary schools will be taught about life cycles, human development and puberty as statutory elements. More detailed sex education (for example, fuller biological detail of conception, pregnancy, contraception or sexual relationships) remains non-statutory in primary and is therefore subject to parental withdrawal.

Quick comparison table

Topic / issue	Covered in PSHE / RSE (typical, e.g. Jigsaw)	Compulsory in Primary Science / statutory RSE & Health
Life cycles (plants/animals)	Yes — taught in PSHE contexts and science lessons	Yes — National Curriculum Science (statutory)
Basic human growth and development	Yes — within PSHE / Jigsaw (progressive)	Yes — Science NC: changes as humans develop to old age
Puberty (including menstruation)	Yes — taught in PSHE (Jigsaw Changing Me)	Yes — Health Education (statutory). Often also covered in science or PSHE
Conception and pregnancy (simple biological explanation)	Often included in PSHE for upper KS2 (Jigsaw)	Partly: Science NC covers reproduction in animals; detailed human conception beyond minimal NC is non-statutory
Contraception, sexual health, sexual relationships	Usually NOT covered in detail in primary PSHE; may be touched on very simply in upper KS2 depending on need	Non-statutory in primary (parents may withdraw from non-statutory sex education)
Personal boundaries, consent (basic)	Yes — core PSHE / RSE content	Not in Science; included within Relationships Education (statutory)

Topic / issue	Covered in PSHE / RSE (typical, e.g. Jigsaw)	Compulsory in Primary Science / statutory RSE & Health
Online sexual safety (sharing images, sexting risks)	Yes — PSHE / RSE covers this	Covered in Relationships Education and online safety guidance (statutory elements of RSE/Health Education)

Parental rights and withdrawal

- Parents have the legal right to withdraw primary-age children from any **non-statutory sex education** taught outside the Science National Curriculum.
- Parents do not have the right to withdraw their child from statutory **Relationships Education** or **Health Education** (which includes puberty) or from the statutory Science curriculum.
- Schools should follow DfE guidance when managing withdrawal requests and seek to work with parents to explain content and consider alternatives.

Appendix 2

Parental Request for Withdrawal from RSE

Pupil name: _____

Class: _____

Parent/carer name: _____

Date: _____

I wish to **withdraw** my child from the following sex education lessons as described in the school's RSE policy and Jigsaw Lesson overview (give year, term, vocabulary and session if known)

I understand that this withdrawal applies to the specified non-statutory sex education content and does not apply to the statutory Science National Curriculum or to the Relationships/Health Education.

Reason for withdrawal (optional): _____

Signature: _____

Date: _____

School use:

Date request received:

Headteacher/PSHE lead meeting held: _____

Notes of agreed arrangements:

