



Bleak Hill Primary School

RELATIONSHIPS, SEX AND HEALTH EDUCATION

SPRING 2026

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Statement of Intent

This policy sets out Bleak Hill Primary School's approach to Relationships, Sex and Health Education (RSHE). It has been written to ensure full compliance with the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025).

We believe RSHE is essential to support pupils' personal development, wellbeing, safeguarding and preparation for life in modern Britain. Our curriculum is age-appropriate, inclusive, factual and underpinned by safeguarding principles.

We believe that this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education Act 2011
- Children and Social Act 2017

The following documentation is also related to this policy:

- Ofsted School Inspection Handbook (2025)
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (2025)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance (DfE July 2025)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE September 2024) and (DoH)
- Behaviour and Discipline in Schools (DfE 2016)
- Alternative Provision: Statutory Guidance (DfE 2013)
- Mental Health and Behaviour in Schools (DfE 2018)
- Preventing and Tackling Bullying (DfE 2017)
- Sexual Violence and Sexual Harassment between Children in Schools (DfE 2018)
- Promoting Fundamental British Values as part of SMSC in Schools (DfE 2014)
- National Citizen Service Guidance for Schools (DfE 2017)
- Parental Engagement on Relationships Education (DfE 2019)

- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

Relationships Education and Health Education are statutory for all primary pupils. Sex education is not compulsory at primary school, beyond the statutory science curriculum. In both subjects, parents will not be able to request for their children to be withdrawn.

We believe that after consultation with parents, this policy meets the needs of pupils and reflects the local community. Parents were made aware that they do not have the right to veto any part of the curriculum, but they do have a role to play in the process of reviewing this policy.

We are aware that in the development of relationships education, our main focus is 'on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships and relationships with other children and with adults.'

Relationships education has the following six areas of study that should be covered by the end of primary school and includes detail on what pupils should know:

- Promote positive relationships built on respect, kindness and equality
- Support pupils' physical, mental and emotional wellbeing
- Teach pupils how to stay safe, including online and in the wider community
- Enable pupils to recognise unsafe or unhealthy situations and seek help
- Ensure pupils understand personal boundaries, consent and privacy
- Foster inclusion and respect for diversity

Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – The RSHE Lead reviewed all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy was drafted in accordance with statutory guidance and the school curriculum plans were amended accordingly.

- Staff consultation – school staff were given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a drop-in about the policy and offer commentary. The school will proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy. The school will show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Other steps may include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.
- Student consultation – The RSE curriculum is embedded into our ethos and in our day-to-day provision. There are opportunities for the voice of the child to be heard during PSHE circle time activities. In addition, during focus days, such as ‘World Kindness Day’, children are given the opportunity to explicitly express their thoughts.
- Ratification – once amendments were made, the policy was ratified by the Governing Body before being published.
- Policy review – this policy will be reviewed every three years (or sooner if guidance changes).

Curriculum Overview and Statutory Coverage

Bleak Hill Primary School delivers RSHE through the Jigsaw Programme, a DfE-aligned, whole-school approach to Personal, Social, Health and Economic (PSHE) education. Jigsaw is fully compliant with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance (DfE, July 2025).

The Jigsaw scheme is organised into six half-termly units (Puzzles), which are taught sequentially from Reception to Year 6. This ensures progression in knowledge, skills and understanding and enables pupils to revisit and build on learning in an age-appropriate way.

The six Jigsaw Puzzles are:

1. Being Me in My World – Autumn A
2. Celebrating Difference – Autumn B
3. Dreams and Goals – Spring A
4. Healthy Me – Spring B
5. Relationships – Summer A
6. Changing Me – Summer B

Through these Puzzles, the school ensures full coverage of all statutory Relationships Education and Health Education outcomes by the end of primary school.

Relationships Education (Statutory)

Statutory Relationships Education outcomes are primarily delivered through the **Relationships** and **Celebrating Difference** Puzzles, with additional reinforcement across all areas of Jigsaw.

By the end of primary school, pupils will be taught:

- **Families and people who care for me:**
 - That families take many forms and provide love, care and stability
 - How to seek help if family relationships make them feel unhappy or unsafe
- **Caring friendships:**
 - How to build positive, supportive friendships
 - How to manage conflict and recognise unhealthy friendships
- **Respectful relationships:**
 - The importance of respect, equality and kindness
 - Understanding personal boundaries, consent and privacy

- **Online relationships:**
 - How online relationships differ from face-to-face relationships
 - How to stay safe online and respond to concerns
- **Being safe:**
 - Recognising inappropriate behaviour
 - Knowing how and where to report concerns

Health Education (Statutory)

Statutory Health Education outcomes are primarily delivered through the **Healthy Me** (Spring B) and **Changing Me** (Summer B) Puzzles, with content reinforced throughout the Jigsaw programme. We realise that ‘mental wellbeing is a normal part of daily life, in the same way as physical health.’

Pupils will be taught:

- **Mental wellbeing:**
 - How to recognise and name emotions
 - Strategies for managing feelings and building resilience
 - When and how to seek help for themselves or others
- **Physical health and healthy lifestyles:**
 - Healthy eating, physical activity and sleep
 - Personal hygiene and dental health
- **Keeping safe:**
 - Road, water and fire safety
 - Online safety, including exposure to inappropriate content
- **Growing and changing:**
 - Physical and emotional changes during puberty
 - Personal hygiene and self-care

Sex Education (Non-Statutory)

Sex education content is delivered through the **Changing Me** (Summer B) Puzzle in an age-appropriate and factual manner. This includes teaching about puberty, human reproduction and emotional changes, in preparation for secondary education.

Sex education is clearly distinguished from statutory Relationships Education. We acknowledge that sex education is not compulsory in primary schools. However, we do have in place 'a sex education programme that is tailored to the age, physical and emotional maturity of the pupils' we teach.

Parents have the right to request that their child be withdrawn from sex education beyond the national curriculum for science. Parents will have this opportunity during the summer term. We ensure that when a child is withdrawn then alternative arrangements will be made for that child.

For teachers, we provide training on how to handle those difficult questions about sex and sexuality that pupils might ask, and which go beyond what is set out within relationships education.

We carry out the main sex education teaching in our personal, social, health and citizenship education (PSHCE) curriculum. We also teach some sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of their own body, and how it is changing and developing.

The organisation and management of our sex education programme is undertaken by class teachers. The planning and delivery of the programme is undertaken by the class teachers. The delivery of this programme will be flexible, and it will be delivered through topics, planned aspects of science, class discussions and circle time.

We ensure that all school personnel are trained to manage disclosures of any type and pupils are made aware of how to raise concerns, to make a report and how a report will be handled.

Safeguarding and Child Protection

RSHE is delivered within a strong safeguarding framework. Pupils are taught how to:

- Recognise unsafe situations, including peer-on-peer abuse
- Understand that abuse is never their fault
- Report concerns about themselves or others
- Stay safe online, including risks relating to images, messages and contact

All staff follow the school's safeguarding and child protection policies. Any disclosures are handled in line with statutory guidance and school procedures.

Equality and Inclusion

RSHE is taught in line with the Equality Act 2010. We work hard to ensure that pupils are taught the importance of equality and respect and that all teaching is sensitive and age appropriate.

Teaching:

- Is inclusive and accessible to all pupils
- Reflects diverse families, relationships and backgrounds
- Does not discriminate or promote stereotypes
- Supports pupils with SEND through appropriate adaptation and support

LGBT content is integrated naturally and sensitively within the curriculum.

Teaching and Learning Approach

RSHE is delivered through:

- Planned, progressive lessons
- A safe and respectful classroom environment
- Staff trained to handle sensitive topics and questions appropriately

Pupils are never required to disclose personal information.

Managing Questions and Sensitive Issues

Teachers:

- Respond honestly using age-appropriate language
- May defer questions to parents or trusted adults where appropriate
- Are supported through training and safeguarding guidance

Working with Parents and Carers

We work in partnership with parents by:

- Consulting parents when reviewing this policy
- Providing access to curriculum information and resources
- Informing parents in advance of sensitive content

Parents may request to withdraw their child from sex education where applicable.

Roles and Responsibilities

- **Governing Body:** Ensures statutory compliance and oversight
- **Headteacher:** Leads implementation and safeguarding
- **RSHE Lead:** Co-ordinates curriculum and staff training
- **Staff:** Deliver RSHE safely and professionally

Monitoring, Assessment and Review

RSHE is monitored through:

- Lesson observations
- Pupil voice
- Staff feedback
- Governor oversight

Assessment focuses on pupils' understanding and confidence in applying learning safely. This policy is reviewed every 3 years or sooner if guidance changes.

Linked Policies

- Safeguarding and Child Protection
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality and SEND Policies

Monitoring and Review

This statutory outcomes mapping is reviewed annually alongside the RSHE policy to ensure continued compliance with DfE guidance and any updates to the Jigsaw Programme.

Approved by Governing Body: 19th May 2026

Appendix A: Jigsaw RSHE Statutory Outcomes Mapping (DfE July 2025)

This appendix demonstrates how Bleak Hill Primary School meets all statutory requirements for Relationships Education and Health Education through the **Jigsaw PSHE Programme**. This mapping is provided to ensure transparency for parents, governors and inspectors and to support Ofsted inspection.

A1. Relationships Education – Statutory Coverage (Primary)

Statutory Area (DfE)	Required Outcomes by End of Primary	Jigsaw Puzzle(s)	Evidence of Coverage
Families and people who care for me	Families take many forms; families provide love, care and stability; how to seek help if family relationships cause concern	Relationships; Celebrating Difference	Lessons explore family diversity, trusted adults, and help-seeking behaviours
Caring friendships	How to make and maintain friendships; manage conflict; recognise unhealthy friendships	Relationships; Being Me in My World	Explicit teaching of friendship skills, conflict resolution and respect
Respectful relationships	Importance of respect, kindness and equality; personal boundaries; consent	Relationships; Celebrating Difference	Progressive teaching of respect, empathy, boundaries and consent
Online relationships	How online relationships differ from face-to-face; online risks	Healthy Me; Relationships	Online safety lessons including communication, boundaries and reporting Safeguarding-focused lessons aligned with school child protection policy
Being safe	Recognising inappropriate behaviour; how to report concerns; trusted adults	Relationships; Healthy Me	

A2. Health Education – Statutory Coverage (Primary)

Statutory Area (DfE)	Required Outcomes by End of Primary	Jigsaw Puzzle(s)	Evidence of Coverage
Mental wellbeing	Recognising emotions; strategies to manage feelings; when and how to seek help	Being Me in My World; Healthy Me	Emotion literacy, self-regulation strategies and help-seeking embedded
Internet safety and harms	Safe use of the internet; recognising online risks	Healthy Me	Explicit teaching on online safety and reporting concerns
Physical health and fitness	Importance of physical activity; healthy lifestyles	Healthy Me	Healthy lifestyle education including activity, rest and wellbeing
Healthy eating	What constitutes a healthy diet	Healthy Me	Lessons focus on balanced diets and informed choices
Drugs, alcohol and tobacco	Basic facts about substances and their risks	Healthy Me (upper KS2)	Age-appropriate, factual teaching about risks and safety
Health and prevention	Hygiene, dental health, illness prevention	Healthy Me	Personal hygiene, handwashing and dental care taught progressively
Basic first aid	Dealing with minor injuries; when to seek help	Healthy Me	First aid awareness and safety responses
Changing adolescent body	Puberty and emotional changes	Changing Me	Age-appropriate preparation for puberty and secondary education

A3. Sex Education (Non-Statutory – Primary)

Area	Content	Jigsaw Puzzle(s)	Notes
Puberty and reproduction	Physical and emotional changes; basic human reproduction	Changing Me	Delivered factually and sensitively; parents may withdraw children

Sex education content is clearly distinguished from statutory Relationships Education. Parents have the right to request withdrawal from sex education that is not part of the statutory science curriculum.

A4. Safeguarding and Ofsted Alignment

Through Jigsaw, pupils are taught to:

- Recognise unsafe situations and inappropriate behaviour
- Understand consent, boundaries and privacy
- Know how to report concerns and seek help
- Stay safe online and offline

This supports Ofsted judgements relating to **Personal Development, Behaviour and Attitudes**, and **Safeguarding**.