



Together, we learn, grow and flourish. 'A farmer who plants only a few seeds will get a small crop. But the one who plants generously will get a generous crop.'

2 Corinthians 9:6

Relationships Education, Relationship and Sex Education (RSE) and Health Education policy

Approved by: June 2026

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Next Review Due By: June 2027

Aims

The aims of the Relationships Education, Relationship and Sex Education (RSE) and Health Education policy at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an **age-appropriate** understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around potential issues relating to relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Sutton Benger CE we teach RSE as set out in this policy.

Curriculum

At Sutton Benger CE Primary School, we teach PSHE using the Jigsaw scheme to ensure we provide a progressive and carefully mapped out sequence of learning.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. The outline of what we should teach children by the end of primary school in the different areas of Relationships Education, Relationship and Sex Education (RSE) and Health Education – and where this fits within the Jigsaw scheme – is outlined in Appendix 2. Curriculum materials can be also viewed and individual lesson plans can be provided on request.

Delivery of RSE

RSE is taught within the personal, social, health education (PSHE) curriculum.

Relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

RSE is monitored through effective PSHE leadership including lesson observations and regular review of the PSHE policy and programme (JIGSAW) including looking at pupils' work and staff records. It is evaluated

through both structured and informal pupil and staff feedback including evaluation of lessons, units and overall programme and pupils' work.

Sex Education

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived (factual information involving the biological process.)

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). (See Appendix 1 for our curriculum mapping.)

Biological aspects of RSE are taught within the science curriculum.

Teachers will answer questions about sex education by following the statutory guidance and policies set out by the Department for Education. They will provide clear and age-appropriate information about relationships and sexual health and ensure that the content is relevant and appropriate for the students. Teachers will engage in discussions with students about their questions, using a respectful and supportive approach as well as consulting with parents and guardians, as and when needed, to ensure that the content aligns with their values.

Health and wellbeing

Health and wellbeing lessons are taught within many areas of the school's curriculum including through the PSHE programme (JIGSAW). Alongside the PSHE programme, health and wellbeing is taught through physical education lessons (PE), Metacognition lessons, that are embedded throughout the school's curriculum and through the safeguarding curriculum. This includes a wide range of external experts coming into school to provide education on health and wellbeing. The pupils will also take part in special weeks throughout the school year to compliment these lessons, such as mental health week and anti-bullying weeks. The curriculum content being covered by the end of primary is:

1. 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.
2. The importance of promoting general wellbeing and physical health.
3. 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.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. 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).
10. That it is common to experience mental health problems, and early support can help.

Additionally, wellbeing is also taught through online, digital content through weekly computing lessons and internet safety day as well as within the PSHE scheme.

Physical health and fitness, healthy eating, basic first aid lessons and health protection and prevention lessons are also taught throughout the school's curriculum. These lessons are taught through a variety of PSHE lessons and within the DT, Science and PE curriculum.

Personal safety

During personal safety lessons children are taught about hazards, injury or risk and ways to reduce risk including basic first aid. The pupils are taught about fire safety from external providers and within the PSHE curriculum. Transport safety is taught throughout the primary curriculum including year group specific talks from the railway and police and road safety week, annually. Additionally, NSPCC attend annually during T4 to talk to pupils about personal safety. In KS2, children are also taught basic first aid lessons created by ST John's Ambulance and delivered by classroom teachers. These cover a range of areas including calling for help, bites and stings, allergies, asthma, bleeding, burns and scalds, choking, head injuries and basic life support.

Pupils with special educational needs and disabilities (SEND)

To ensure all pupils can access the curriculum we provide lessons that are made accessible for all pupils including pupils with SEND. Content is made accessible to all pupils, including those with special educational needs or disabilities (SEND) by differentiation including the use of visual aids, social stories and concrete objects to help explain abstract concepts like 'boundaries' or 'emotions.' Teachers will adapt their lessons accordingly to enable all learners to understand the key concepts by reviewing prior learning and knowledge. Where a child's EHCP identifies specific needs related to social communication or personal care, bespoke sessions or interventions will be provided to address these in a safe, private environment.

We acknowledge that pupils with SEND may be at higher risk of exploitation or bullying. Our RSE delivery will:

- Use direct, medically correct vocabulary for body parts to ensure pupils can clearly report any concerns.
- Prioritise the teaching of consent in various contexts (e.g. Physical touch, sharing toys, online interaction)
- Ensure staff are trained to recognise inappropriate behaviours may be a communication of unmet needs or a lack of understanding of social norms.

Content is also made accessible to all pupils through use of support staff, engagement with pupils, safeguarding and tailored provision when and where appropriate.

Managing difficult questions

Similarly, to sex education, teachers will manage difficult questions by following the statutory guidance and policies set out by the Department for Education. They will provide clear and age-appropriate information and ensure that the content is appropriate for the pupils. Teachers will be supportive and this may include asking a pupil to speak to their parent/s or a trusted adult and signposting to support services where needed. Teachers will not share information with children that is not in the curriculum for that age group. If a child asks a question that goes beyond what they are required to know at that stage, teachers will ensure they are answered with respect but will make it clear that is something we cannot discuss in school at this point.

Roles and responsibilities

10.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

10.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

10.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE. However at Sutton Benger, we teach the statutory parts of the curriculum.

10.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e., Certain lessons in the Jigsaw Changing Me Puzzle (unit) in Term 6. These lessons are taught in Year 5 and in Year 6 and are:

- Year 5, Lesson 4 - Conception
- Year 6, Lesson 3 - Babies: Conception to Birth

We will remind parents of this right in Term 6 by carrying out a parents and carers' consultation and information meeting for parents to attend at the school; the term before the Changing Me Puzzle is taught.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

Monitoring arrangements

The delivery of RSE is monitored by Rachel Harris, Assistant Head Teacher, through:

- Planning scrutinies
- Work scrutinies
- Pupil Voice

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rachel Harris annually. At every review, the policy will be approved by Hayley Clayton and the Governing Body and through a consultation with the parents.

Appendix 1: Curriculum map

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

Appendix 2: By the end of primary school pupils should know

Relationships Education in Primary schools – DfE Guidance 2025

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	- that families are important for children growing up because they can give love, security and stability. - the characteristics of healthy family life, 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.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me

	- that others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	- Celebrating Difference - Being Me in My World
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, including mutual respect, truthfulness, 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, 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.	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World
Respectful 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	All of these aspects are covered in lessons within the Puzzles - Relationships - Changing Me - Celebrating Difference - Being Me in My World

	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 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, and 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.	
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Online relationships	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference and ICT lessons
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. • about the concept of privacy and the implications of it 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 physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference

	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.	
Sex Education (non statutory)	- Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. - Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.	All of these aspects are covered in lessons within the puzzles: - Relationships - Changing Me And within the Science Curriculum Support is given to parents through yearly meetings and information leaflets and presentations available on the school website.

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
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 well-being or ability to control their emotions (including issues arising online). - it is common for people to experience mental ill health, and early support can help.	All of these aspects are covered in lessons within the Puzzles - Healthy Me - Relationships - Changing Me - Celebrating Difference
Internet safety and harms	- 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	All of these aspects are covered in lessons within the Puzzles - Relationships - Healthy Me and within the computing curriculum

	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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

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).	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Drugs, alcohol and tobacco	• 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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Health and Prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Personal Safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	All of these aspects are covered in lessons within the Sutton Benger CE Safeguarding Curriculum
Basic first aid	• how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me And within the Sutton Benger CE Safeguarding Curriculum

Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me And within the Science Curriculum