Glenfield Primary School

Relationships, Sex and Health Education policy

Date of Review	October 2026
Next Review Date	October 2027
Headteacher	Sukhi Tibbles
Chair of Governors	Tessa Wildgoose

Policy on Relationship and Sex Education

1. Introduction

The policy has been developed to ensure that staff and parents/carers are clear about the statutory requirements regarding Relationships, Sex and Health Education, and that the pupils receive their educational entitlement.

Glenfield Primary School uses the Jigsaw PSHE programme as its main vehicle for delivering Personal, Social, Health and Economic Education. The programme promotes children's spiritual, moral, social and cultural development and equips pupils with the knowledge and skills needed to lead healthy, safe and responsible lives. Relationships and Sex Education forms part of this wider PSHE curriculum.

Through implementation of this policy, the school meets statutory requirements through the teaching of Science and the Jigsaw PSHE programme, which provides a progressive, age-appropriate curriculum for Relationships, Health and Sex Education.

The teaching of Relationships, Sex and Health Education at Glenfield Primary School, using an integrated and consistent approach, is an important aspect of pupils' education. Relationships, Sex and Health Education allows children to gain the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Pupils will be able to put this knowledge into practice to support them when facing risks, challenges and complex contexts. Relationship, Sex and Health education will prepare pupils for the opportunities, responsibilities and experiences of adult life.

2. Aims

Taking account of the age, maturity and needs of the pupils, Relationships, Sex and Health Education aims to:

- help children to develop sensitivity and respect for themselves and others;
- support pupils in taking responsibility for their actions and the consequences of their actions;
- support children in developing and using communication skills and assertiveness skills to cope with the influences of their peers and the media;
- teach children to respect and care for their bodies;
- prepare pupils for puberty;
- give them an understanding of reproduction and sexual development;
- create a positive culture around issues of sexuality and relationships
- teach pupils the correct vocabulary to describe themselves and their bodies
- give them an understanding of the importance of physical health and hygiene;
- answer pupils' questions honestly and sensitively – referring the children to parents where appropriate;

- help pupils understand, recognise and avoid exploitation and abuse;
- help pupils understand the importance of positive mental health and wellbeing and teach them strategies to support this
- give them information on where individuals and families can get help and support.

3. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- The Department for Education's statutory guidance for Relationships, Sex and Health Education, published in July 2025 (to be fully implemented by September 2026).
- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

4. What is Relationship and Sex education?

Relationships, Sex and Health Education is about understanding the importance of family life, friendships, safe relationships, respect, diversity, love and care, online relationships, personal identity, and promoting the British value of tolerance. It is about teaching children about the fundamental building blocks and characteristics of positive relationships as well as giving pupils the information they need to make good decisions about their own physical health and mental wellbeing.

5. The teaching of Relationships, Sex and Health Education

The school ensures that effective Relationships, Sex and Health Education is available to all pupils and is taught by class teachers through the Science curriculum and the Jigsaw PSHE programme. Jigsaw provides a spiral, progressive curriculum which revisits key concepts and develops pupils' knowledge, skills and understanding in an age-appropriate way. Resources used within the programme are aligned with statutory Relationships Education and Health Education requirements and are adapted where necessary to meet the needs of pupils.

The teaching of Relationships, Sex and Health Education at Glenfield Primary School takes into account the needs of individual pupils and takes their cultures, faiths and family backgrounds into consideration.

The school is committed to promoting inclusion and diversity through RSHE, and will actively challenge harmful gender stereotypes, misogynistic attitudes, and discriminatory behaviours, in line with the updated statutory guidance.

Parents and carers have the right to request access to the resources and materials used in RSHE lessons through an email to the school office, and the school will make these available upon request.

Great care is taken to make sure 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 and 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).

Pupils with special educational needs are given support as deemed necessary by their teacher.

Parents and pupils need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of relationship and sex education. Teachers and all those contributing are expected to work within agreed values in line with current legislation.

Teachers have a responsibility to ensure the safety and welfare of their pupils as they are in a position of trust.

The RSHE curriculum is designed to ensure clear progression and sequencing, with key concepts revisited and built upon over time to support pupils’ age-appropriate understanding in line with the expectations set out in the guidance.

The Jigsaw PSHE programme supports the delivery of Relationships Education, Health Education and aspects of Sex Education through six themed units: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. The "Changing Me" unit contains the majority of the age-appropriate learning relating to puberty, human development and preparation for adolescence.

See Appendix A for specific subject content taught in each year group, as part of the Jigsaw PSHE programme, linked to Relationships, Sex and Health and Wellbeing.

See Appendix B for guidance from the Department for Education entailing what pupils should know by the end of primary school in regards to Relationships, Sex and Health education.

6. Ground rules

A set of ground rules will help teachers create a safe environment in which they, and the children, do not feel embarrassed or anxious about unintended or unexpected questions or comments. Ground rules are developed within each class or year group and may include some or all of the following:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used
- Definitions of words will be explained in a sensible and factual way

7. Answering Difficult Questions

If a child asks an explicit or difficult question, staff will use their professional judgement in deciding the best way to answer it. For questions that are inappropriate, the child should be reminded of the ground rules. If the staff member is concerned, they can refer to the headteacher who can discuss the matter with the parent, or follow other appropriate procedures.

All Key Stage 2 classes will have a 'Question box' in their classroom during the term in which they are being taught the subject, so that they can ask questions anonymously.

8. The Role of Parents

The school is well aware that the primary role in children's Relationships, Sex and Health Education lies with parents/carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- answer any questions that parents may have about the Relationships, Sex and Health Education of their child;
- inform parents about the school's Relationships, Sex and Health Education policy and seek their views;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships, Sex and Health Education in the school;
- seek parents views when reviewing the policy.

9. Confidentiality

Teachers conduct Relationships, Sex and Health Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved

in, or indicates that they may have been a victim of abuse, this will be dealt with in line with our child protection policy.

10. Procedures for Withdrawal of Pupils

Parents/carers do not have the right to withdraw their children from relationships education or statutory Science lessons.

Parents/carers do have the right to withdraw their child from some, or all, Sex Education lessons. This should be discussed with the class teacher first, and then, if necessary, the head teacher.

11. Policy Review

The teaching of Relationships, Sex and Health Education will be monitored and evaluated after each unit has been taught and any relevant changes will be made. The school values pupil voice and is committed to engaging learners in the development of the RSHE curriculum and so views of pupils will also be taken into account.

This policy will be reviewed annually in consultation with the PSHE lead, senior leaders of the school, the governing body and parents.

Appendix A – Subject content – Jigsaw PSHE programme

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys *Conception (including IVF)* Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings *Conception to birth* Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix B – DfE guidance

Relationships Education

By the end of primary school:

Families and people who care for me	Pupils should know: • 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. • 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 • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	Pupils should know: • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships	Pupils should know: • the importance of respecting others, even when they are very different from them (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 respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), 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 or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	Pupils should know: • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe	Pupils should know: • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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 and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing

By the end of primary school:

Mental wellbeing	Pupils should know: • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom 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) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	Pupils should know: • that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing 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 effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	Pupils should know: • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise 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, vigorous exercise • 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
Healthy eating	Pupils should know: • what constitutes a healthy diet (including understanding calories and other nutritional content) • 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)
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know: • 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 good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups 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 allergies, immunisation and vaccination
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle.