

WOOD LEY COMMUNITY PRIMARY SCHOOL

Relationships, Sex and Health Education (RSHE) Policy

Updated for the statutory guidance in force from 1 September 2026

Approved by	Curriculum Committee / Governing Board
Policy owner	PSHE / RSHE Subject Leader
Last reviewed	September 2026
Next review due	September 2027

This policy should be read alongside the school's Safeguarding and Child Protection, Behaviour, Online Safety, SEND and Equality policies.

Contents

1. Aims and principles
2. Statutory requirements and guidance
3. Policy development and consultation
4. Definitions and scope
5. Curriculum and use of Jigsaw
6. Delivery of RSHE
7. Equality, inclusion and SEND
8. Safeguarding, confidentiality and responding to questions
9. Roles and responsibilities
10. Parents' right to withdraw from sex education
11. Working with parents and access to materials
12. Staff training and external visitors
13. Assessment, monitoring and evaluation
14. Review arrangements

Appendix 1: Wood Ley RSHE curriculum overview

Appendix 2: Statutory Relationships Education outcomes by the end of primary

Appendix 3: Parent request for withdrawal from sex education

Appendix 4: Parent/carer information template

1. Aims and principles

At Wood Ley Community Primary School, RSHE is part of our wider commitment to safeguarding, wellbeing, personal development and preparing pupils for life in modern Britain. We aim to provide education that is factual, age-appropriate, inclusive, carefully sequenced and responsive to the needs of our pupils.

- help pupils build safe, healthy and respectful relationships with family, friends, peers and adults
- develop kindness, empathy, self-respect, resilience, confidence and the ability to communicate effectively
- teach pupils about personal boundaries, privacy, consent in age-appropriate contexts, and their right to be safe
- give pupils the vocabulary and confidence to recognise, report and seek help about worries, abuse, harmful behaviour or unsafe situations, including online
- prepare pupils for the physical and emotional changes of puberty and growing up
- teach accurate biological knowledge and correct anatomical vocabulary in an age-appropriate way
- promote understanding and respect for different families, backgrounds and protected characteristics, without stigmatising pupils or their home circumstances
- support pupils to think critically about online information, relationships, peer pressure and harmful or upsetting content
- work transparently and constructively with parents and carers.

2. Statutory requirements and guidance

Wood Ley is a maintained primary school in England. Relationships Education is compulsory for all pupils receiving primary education and Health Education is compulsory in state-funded primary schools. Primary schools are not required to provide sex education beyond the National Curriculum for science, but may choose to do so.

This policy has been updated with regard to the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised in 2025 and in force from 1 September 2026. The school will also have regard to Keeping Children Safe in Education, the Equality Act 2010, the SEND Code of Practice and the National Curriculum for science.

Where Wood Ley teaches non-statutory sex education, this is clearly distinguished from statutory Relationships Education, Health Education and science. The school publishes this policy on its website and will provide a copy free of charge on request.

3. Policy development and consultation

The school will proactively engage and consult parents and carers when developing and reviewing this policy. Pupil voice and staff views will also inform curriculum review so that provision remains relevant, age-appropriate and responsive.

1. Review: the school considers current statutory guidance, safeguarding requirements, Jigsaw materials and local/pupil need.
2. Staff consultation: staff are invited to review the policy and curriculum and identify training needs.
3. Parent/carers consultation: parents and carers are given a meaningful opportunity to view the proposed approach, ask questions and comment.
4. Pupil voice: pupils' views are gathered in an age-appropriate way about what helps them feel safe, informed and supported.
5. Ratification: the policy is approved through the school's agreed governance process.

4. Definitions and scope

Relationships Education

Relationships Education teaches the knowledge and skills pupils need to form and sustain positive relationships, recognise unhealthy or unsafe situations, understand boundaries and privacy, manage conflict, seek help and treat others with kindness and respect. It includes online relationships and safeguarding content.

Health Education

Health Education includes physical health, mental wellbeing, puberty, the changing adolescent body, healthy lifestyles, online wellbeing and other statutory health content. Puberty and the changing adolescent body are not optional.

Sex Education in primary

Sex education is learning that goes beyond the statutory Relationships Education, Health Education and National Curriculum science content and explains human conception/reproduction in greater detail. At Wood Ley, non-statutory sex education is taught in Years 5 and/or 6 as part of the Jigsaw 'Changing Me' unit, following consultation with parents and carers.

Family

The term 'family' is used to describe the people who care for a child and provide love, security and support. Families take many forms, including single-parent families, families with same-sex parents, families headed by grandparents, kinship care, foster families, adoptive families and other family arrangements. Teaching will be positive and sensitive and will not stigmatise pupils because of their family circumstances.

5. Curriculum and use of Jigsaw

Wood Ley uses the Jigsaw PSHE 3–11 programme as its core PSHE and RSHE scheme. From September 2026, the school uses the updated Jigsaw materials mapped to the revised statutory RSHE guidance. Jigsaw's six whole-school 'Puzzles' are: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; and Changing Me.

RSHE is therefore not confined to one half term. Relevant knowledge and skills are revisited and developed progressively across the year and across year groups. The 'Relationships' and 'Changing Me' Puzzles provide particularly explicit teaching, while online safety, wellbeing, respect, equality, safeguarding and healthy relationships are reinforced throughout the programme and wider curriculum.

The school retains responsibility for the curriculum it teaches. Staff review Jigsaw materials before use and may adapt examples, pacing or supplementary resources to meet the needs and maturity of the cohort, while ensuring statutory content is covered. Any significant departure from the published curriculum will be communicated to parents in advance, with relevant materials available to view on request.

The curriculum is carefully sequenced. Children are taught protective and preventative content in a way that supports rather than alarms them and does not normalise risky behaviour. Where emerging safeguarding issues affect a cohort, age-appropriate teaching may be brought forward or supplemented.

6. Delivery of RSHE

RSHE is normally taught by the class teacher or HLTA within PSHE, supported by Jigsaw resources. Relevant content is also reinforced through science, computing/online safety, PE, RE, assemblies, safeguarding education and the wider life of the school.

Teaching is participative and interactive. Staff establish clear ground rules using the Jigsaw Charter, use appropriate discussion and reflection, and ensure pupils know where and how to seek support.

Across the primary phase pupils learn, at an age-appropriate level, about:

- families and people who care for them, including a range of family structures
- caring friendships, loneliness, conflict and repairing relationships
- respectful and kind relationships, self-respect, stereotypes and bullying
- boundaries, privacy, bodily autonomy and appropriate/inappropriate contact
- how to recognise harmful or dangerous relationships and how to report concerns
- online relationships, social media age restrictions, privacy, location settings, harmful contact/content, peer pressure and the permanence of online sharing
- correct anatomical vocabulary and how bodies change as children grow
- puberty, menstruation and emotional changes
- human reproduction/conception in Years 5 and/or 6 where this goes beyond statutory science and is designated as sex education.

Pupils may also receive responsive, age-appropriate safeguarding teaching where there is a specific need, for example around pressure to share naked images or exposure to sexualised online content. Such teaching will be carefully judged, sensitive and communicated to parents when it represents a departure from the published curriculum.

7. Equality, inclusion and SEND

The school complies with the Equality Act 2010 and the Public Sector Equality Duty. RSHE will be taught in a way that does not discriminate against pupils or amount to harassment.

Pupils learn the importance of equality, dignity and respect. When discussing families, teaching includes same-sex parents alongside other family arrangements. Teaching about protected characteristics is age-appropriate and consistent with the law.

Where topics relating to biological sex and gender reassignment arise, staff teach facts and the law carefully and do not present contested views as settled fact. Staff use language that is respectful, accurate and appropriate to pupils' age and developmental stage.

Teaching is adapted so that pupils with SEND can access and understand the curriculum. This may include additional teaching time, pre-teaching vocabulary, visual supports, simplified language, repetition, smaller-group work or personalised safeguarding teaching. Staff are mindful that some pupils with SEND may be more vulnerable to abuse, exploitation, bullying or harmful sexual behaviour.

8. Safeguarding, confidentiality and responding to questions

Safeguarding

RSHE is an important part of safeguarding. Pupils are taught that abuse is never the fault of the person experiencing it, that they should trust their instincts when something feels wrong, and that they should keep seeking help until they are heard.

Any disclosure or safeguarding concern arising from RSHE will be managed in line with the school's Safeguarding and Child Protection Policy and reported promptly to the Designated Safeguarding Lead (DSL) or a deputy DSL.

Confidentiality

Staff create a trusting learning environment but do not promise absolute confidentiality. Pupils are reminded that adults may need to share information if they are worried about a child's safety.

Answering questions

Pupils are encouraged to ask questions. Staff may use an anonymous question box so that questions can be considered carefully. Questions are answered honestly, factually and in a way that is suitable for the age and maturity of the class.

If a question is outside the planned primary curriculum, is too explicit for a whole-class response, or relates to sex education from which a pupil has been withdrawn, the teacher will not ignore or shame the pupil. The teacher will give an appropriate safeguarding response, explain that the question is better discussed privately or at home where appropriate, and seek advice from the PSHE lead/DSL if needed. Where a question indicates possible exposure to harmful material or abuse, safeguarding procedures will be followed.

9. Roles and responsibilities

The governing board / committee

- approves the policy through the school's agreed governance arrangements
- holds the headteacher to account for implementation
- ensures curriculum content, resources and teaching are aligned with statutory guidance
- ensures provision is accessible to pupils with SEND and that parents receive clear information about content, materials and withdrawal rights.

The headteacher

- ensures RSHE is taught consistently and safely
- ensures staff receive appropriate training and support
- manages requests for withdrawal from non-statutory sex education
- ensures parental consultation and transparency requirements are met.

The PSHE / RSHE Subject Leader

- leads curriculum development and implementation
- keeps the school's Jigsaw provision and statutory mapping under review
- supports staff with planning, subject knowledge and sensitive questions
- monitors coverage, progression and pupil experience
- coordinates communication with parents and carers.

Class teachers and other staff

- deliver RSHE sensitively and accurately
- use the agreed Jigsaw materials and adaptations
- model respectful language and relationships
- respond to individual needs and make reasonable adjustments
- remain alert to disclosures and safeguarding concerns
- assess pupils' understanding and identify where additional support is needed.

Staff do not have the right to opt out of teaching statutory Relationships or Health Education. Any member of staff who has concerns about delivering particular content should discuss this with the headteacher or subject leader so that appropriate support or training can be arranged.

Pupils

Pupils are expected to participate appropriately, respect agreed class ground rules and treat others' views, experiences and family circumstances with sensitivity and respect.

10. Parents' right to withdraw from sex education

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education or National Curriculum science, including statutory teaching about puberty and relevant science content.

Parents and carers may request that their child is withdrawn from some or all non-statutory sex education provided by the school. In a primary school, the headteacher must grant such a request for content that is genuinely sex education and is not part of statutory science.

Before withdrawal takes place, the headteacher will normally invite the parent/carer to discuss the request, clarify what is and is not statutory, explain the purpose and benefits of the planned teaching, and consider any concerns. The discussion and agreed action will be recorded.

Pupils who are withdrawn will receive appropriate, purposeful alternative education during the lesson. Withdrawal will not result in a pupil being removed from statutory Relationships Education, Health Education, puberty teaching or science.

11. Working with parents and access to materials

Wood Ley aims to be open and transparent with parents and carers. The school will inform families about planned RSHE teaching and particularly about non-statutory sex education content before it is taught.

- A representative sample of teaching resources will be made available to parents/carers.
- Parents/carers may request to view all curriculum materials used to teach RSHE.
- Where resources are copyrighted, the school will provide access in a way that respects copyright, for example through a parent portal, supervised viewing or a presentation. Copyright will not be used as a reason to refuse access.
- Parents/carers may ask questions or raise concerns with the class teacher, PSHE/RSHE leader or headteacher.
- Consultation informs the policy but does not give individual parents a veto over statutory curriculum content.

12. Staff training and external visitors

RSHE is included in relevant induction and continuing professional development. Training will cover subject knowledge, the Jigsaw programme, safeguarding, responding to disclosures, handling sensitive questions, equality and inclusion, and teaching pupils with SEND.

External visitors may be used where they add specialist expertise. The school remains responsible for what is taught. Any visitor or external resource will be checked in advance for accuracy, age and stage appropriateness, impartiality, safeguarding practice and suitability. Staff will see lesson plans/materials in advance and parents will be able to view the materials on request.

13. Assessment, monitoring and evaluation

Teachers assess pupils' knowledge, understanding and personal development through discussion, observation, pupil work and Jigsaw assessment opportunities. Assessment is used to identify misconceptions, gaps and pupils who need additional support; it is not used to judge pupils' personal circumstances or private experiences.

The delivery and impact of RSHE will be monitored through a combination of planning/resource review, learning walks, pupil voice, staff feedback, parent feedback where appropriate, and review of curriculum coverage. The subject leader will use this information to support improvement and staff development.

14. Review arrangements

This policy will be reviewed at least annually and sooner if statutory guidance changes, Jigsaw materials are significantly updated, safeguarding concerns indicate a need to change provision, or the school makes a substantial change to its sex education curriculum.

At each review, parents/carers will be consulted in line with statutory expectations. The reviewed policy will be approved through the school's agreed governance arrangements and published on the school website.

Appendix 1: Wood Ley RSHE curriculum overview

Wood Ley follows the updated Jigsaw PSHE 3–11 programme. The table below is a school-level overview; the current Jigsaw 2026 mapping and Puzzle Maps provide the detailed lesson-by-lesson progression and should be used by staff when planning.

Phase / year	Key Relationships / safeguarding themes	Changing Me / health themes	Sex education status
EYFS	Families, friendship, kindness, safe/unsafe, asking for help, appropriate boundaries.	Bodies, respecting my body, growing and changing, naming body parts appropriately.	No non-statutory sex education.
Year 1	Belonging, making friends, personal space, people who help us, safe touch and boundaries.	Life cycles, changes since babyhood, growing and learning, correct body-part vocabulary.	No non-statutory sex education.
Year 2	Different families, friendship and conflict, trust, privacy, safe/unsafe secrets, online awareness.	Growing from young to old, independence, body differences, assertiveness, transition.	No non-statutory sex education.
Year 3	Family roles, friendship, conflict, online safety, choices, stereotypes, trusted adults.	How bodies grow, external/internal changes, preparing for puberty, body vocabulary and transition.	No non-statutory sex education.
Year 4	Jealousy, love and loss, getting on/falling out, healthy relationships, boundaries, online safety.	Being unique, puberty and menstruation, confidence with change, body image and transition.	No planned non-statutory human reproduction teaching. Any optional Jigsaw content that goes beyond statutory requirements must be agreed through policy/parent consultation before use.
Year 5	Self-worth, online communities, rights/responsibilities online, pressure, grooming awareness, trusted adults.	Puberty for girls and boys, body image, emotional change; factual conception/human	Wood Ley teaches agreed non-statutory sex education here and/or in Year 6. Parents may request

		reproduction where taught.	withdrawal from this element only.
Year 6	Mental wellbeing, love/loss, power and control, assertiveness, online safety, respectful relationships and transition.	Puberty and feelings, conception to birth at an age-appropriate level, respect, consent, change and transition.	Wood Ley teaches agreed non-statutory sex education here and/or in Year 5. Parents may request withdrawal from this element only.

Appendix 2: Statutory Relationships Education outcomes by the end of primary

The 2026 statutory guidance groups primary Relationships Education into the following areas. The wording below is a concise school summary and should be read alongside the full Department for Education guidance.

Families and people who care for me

- Families can provide love, security, stability and care.
- Families can look different; pupils should respect different family arrangements.
- Stable, caring relationships are important for children's security.
- Marriage and civil partnerships are legally recognised commitments intended to be lifelong.
- Pupils know how to seek help if family relationships make them feel unhappy or unsafe.

Caring friendships

- Friendships contribute to happiness and security.
- Healthy friendships are welcoming, kind and inclusive.
- Loneliness is common and there is no shame in talking about it.
- Healthy friendships include mutual respect, honesty, trust, loyalty, kindness and support.
- Friendships have ups and downs; conflict can often be repaired without violence.
- Pupils know how to recognise uncomfortable or unhealthy friendships and get support.

Respectful, kind relationships

- Pupils consider the needs and preferences of others while respecting their own needs.
- Healthy boundaries should be set and respected.
- Pupils practise kind communication, assertiveness and conflict management.
- Pupils understand the difference between assertive and controlling behaviour.
- Everyone should be treated with respect, including people who are different or hold different beliefs/preferences.
- Pupils understand manners, self-respect, self-esteem, bullying, bystander responsibility and stereotypes.
- Pupils know how to seek help when concerned about harm, violence or trust.

Online safety and awareness

- The same principles of respect apply online and offline.
- Pupils learn to resist pressure to share information or images.
- Pupils learn to critically evaluate online relationships, information and unknown contacts.
- Pupils know that social media services have minimum age requirements and understand why.
- Pupils understand privacy/location settings and the risks of sharing personal information.
- Pupils understand that online material can be copied and circulated beyond their control.
- Pupils know what to do if they see upsetting or inappropriate content.

Being safe

- Pupils understand appropriate boundaries in friendships and other relationships, including online.
- Pupils understand privacy and that unsafe secrets should not be kept.
- Pupils know their body belongs to them and understand appropriate and inappropriate contact.
- Pupils know how to respond safely to adults and others they encounter online and offline.
- Pupils recognise harmful or dangerous relationships and learn who to trust.
- Pupils know how to report abuse or concerns and have the vocabulary and confidence to do so.
- Pupils know how to ask for help for themselves or others and to keep trying until they are heard.

Appendix 3: Parent request for withdrawal from sex education

This form applies only to non-statutory sex education. It does not apply to Relationships Education, Health Education or National Curriculum science.

Name of child	
Class / year group	
Name of parent/carer	
Date	
Which non-statutory sex education lesson(s) are you requesting withdrawal from?	
Reason for request / information you would like the school to consider	
Parent/carer signature	

To be completed by the school

Date discussed with parent/carer	
Staff member	
Clarification of statutory / non-statutory content	
Agreed action and alternative education during withdrawal	

Appendix 4: Parent/carer information template

Dear Parent/Carer,

As part of your child's education at Wood Ley Community Primary School, we teach PSHE through the Jigsaw programme. Jigsaw supports children's wellbeing, emotional literacy, relationships, health, safety and preparation for growing up.

During the coming term, your child will take part in age-appropriate Relationships, Sex and Health Education (RSHE) learning. The school uses the updated Jigsaw PSHE 3–11 materials aligned with the statutory guidance in force from September 2026.

Most of this learning is statutory. Parents cannot withdraw children from Relationships Education, Health Education or National Curriculum science, including statutory teaching about puberty. Where the school provides non-statutory sex education in Year 5 and/or Year 6, parents may request withdrawal from that specific element.

We will tell you in advance which lessons are designated as non-statutory sex education. We will also provide a representative sample of resources and you may request to view all RSHE curriculum materials used by the school.

The teaching is carefully sequenced and age-appropriate. It includes learning about safe and healthy relationships, different families, boundaries, privacy, online safety, correct anatomical vocabulary, puberty and how to ask for help. In later primary, agreed lessons may include factual teaching about human reproduction.

If you have any questions about what will be taught, the resources used, or the right to request withdrawal from non-statutory sex education, please contact the class teacher or PSHE/RSHE Subject Leader.

Yours sincerely,

PSHE / RSHE Subject Leader

Key references

- Department for Education (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance (revised guidance in force from 1 September 2026).
- Department for Education, Keeping Children Safe in Education (current version).
- Equality Act 2010 and Public Sector Equality Duty.
- SEND Code of Practice: 0 to 25 years.
- National Curriculum in England: Science programmes of study.
- Jigsaw Education Group, Jigsaw PSHE 3–11 materials and RSHE 2026 mapping / updated Puzzle Maps.