



Leamington Federation

Sydenham Primary School and Lighthorne Heath Primary School

Relationships, Sex and Health Education Policy



UN Convention on the Rights of the Child

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham Primary School and Lighthorne Heath Primary School, children's rights are learned, taught, practised, respected, protected and promoted. Our RSHE provision supports pupils to understand their rights, respect the rights of others and develop the knowledge and confidence to seek help when they need it.

1. Purpose and Aims

Relationships, Sex and Health Education (RSHE) is an important part of our safeguarding, inclusion and personal development provision. It equips pupils with accurate, age-appropriate knowledge and practical skills to build positive relationships, look after their physical and mental health, understand boundaries and privacy, recognise unsafe situations and know how to seek help.

- To provide a safe framework in which sensitive and age-appropriate discussion can take place.
- To help pupils develop kind, respectful, safe and healthy relationships with family, friends, peers and adults.
- To help pupils understand and respect their bodies and prepare them for the physical and emotional changes of puberty.
- To build pupils' self-respect, confidence, emotional literacy and resilience.
- To teach pupils about personal boundaries, privacy, consent and how to recognise and report unsafe or abusive behaviour, including online.
- To ensure pupils understand that families can take different forms and that all pupils and families should be treated with dignity and respect.
- To support pupils to make informed, safe and healthy choices and to know how and where to ask for help.
- To provide inclusive teaching that is accessible to pupils with SEND and responsive to pupils' differing needs and circumstances.

2. Statutory and Legal Framework

This policy has been reviewed for the 2026–2027 academic year and has regard to the revised Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, which came into effect on 1 September 2026. It should be read alongside current safeguarding, equality, SEND, online safety and behaviour requirements.

- The Education Act 2002, including the duty to provide a broad and balanced curriculum and the statutory basis for RSHE guidance.
- The Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- The Equality Act 2010, including the Public Sector Equality Duty.
- The Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years.
- Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2026.
- The Online Safety Act 2023 and relevant statutory guidance on safeguarding children online.
- The National Curriculum for Science, including statutory content on the human body, life cycles and puberty.
- DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, effective 1 September 2026.

As maintained primary schools, the Federation must provide Relationships Education and Health Education to all pupils. Primary schools are not required to provide sex education beyond the statutory science curriculum; however, the DfE recommends that primary schools teach an age-appropriate sex education programme in Year 5 and/or Year 6. The Federation does so as described in this policy.

3. Policy Development, Parent Engagement and Transparency

The Governing Body approves this policy. In line with statutory guidance, the Federation will proactively engage and consult parents and carers when this policy is developed or materially reviewed, and will take account of pupil voice so that the curriculum is relevant, well sequenced and responsive to pupils' needs.

The policy will be published on both school websites and made available free of charge on request. Parents will be informed in advance about sex education content and will be given opportunities to understand the curriculum and ask questions.

The Federation is committed to openness about resources. A representative sample of RSHE materials will be shared with parents and carers, and all curriculum materials used to teach RSHE will be available for parents to view on request, subject to copyright arrangements. Copyright will not be used as a reason to refuse reasonable access to materials.

4. Curriculum Principles

- Pupil engagement: teaching is informed by pupils' needs, questions and experiences, without requiring pupils to disclose personal information.
- Parent engagement and transparency: parents are kept informed about the content, sequencing and resources used in RSHE.
- Positivity: teaching promotes healthy norms, kindness, respect, self-worth and safe relationships and avoids language that normalises harmful behaviour or stereotypes.
- Careful sequencing: knowledge and skills are revisited and developed progressively so pupils are prepared before they encounter new experiences or risks.
- Relevance and responsiveness: teaching is age- and stage-appropriate, informed by the school context and adapted where emerging local or online risks make this necessary.
- Skilled delivery: staff create a safe, supportive and participative learning environment and know how to respond if a lesson leads to a safeguarding disclosure.

- Whole-school approach: RSHE is reinforced by safeguarding, behaviour, anti-bullying, online safety, inclusion, mental health and wider curriculum provision.

5. Our RSHE Curriculum

The Federation uses Jigsaw PSHE as its core, progressive PSHE and RSHE curriculum, supplemented by Warwickshire's Taking Care / Protective Behaviours programme, the National Curriculum for Science, online safety teaching and other high-quality resources where appropriate.

Jigsaw PSHE

Jigsaw PSHE 3–11 is a whole-school, spiral programme in which knowledge and skills are revisited and developed across six recurring units ("Puzzles"). Jigsaw has updated its primary programme to align with the revised statutory RSHE guidance for September 2026. The six Puzzles are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

Relationships and health content is woven across the programme rather than taught only in a single unit. The Relationships and Changing Me Puzzles are particularly relevant to friendship, families, boundaries, puberty and age-appropriate sex education. The programme is used flexibly so that teachers can respond to pupils' needs while maintaining clear progression and statutory coverage.

Warwickshire Taking Care / Protective Behaviours

The Federation also teaches Warwickshire's Taking Care programme, based on the Protective Behaviours process. This long-established Warwickshire approach supports safety awareness, resilience and self-protection. It helps pupils recognise and trust their "Early Warning Signs", understand safe and unsafe feelings, identify trusted networks and know that they can talk with someone about anything, even if it feels awful or small.

The two core themes used across the programme are:

1. Theme 1: We all have the right to feel safe all the time.
2. Theme 2: We can talk with someone about anything, even if it feels awful or small.

Protective Behaviours is taught from Reception to Year 6 and revisited through the year as part of our safeguarding culture.

6. Relationships Education: Primary

Relationships Education is compulsory for all primary pupils. Teaching develops the building blocks of positive relationships and equips children to keep themselves and others safe. By the end of primary school, pupils are taught age-appropriately about:

- families and people who care for them, including the fact that families can take many forms and that safe, caring families provide love, security and stability;
- caring friendships, including making friends, loneliness, repairing friendships and managing conflict without violence;
- respectful and kind relationships, including self-respect, boundaries, assertiveness, courtesy, stereotypes, bullying and seeking help;

- online safety and awareness, including respectful online behaviour, privacy, location settings, harmful content and contact, peer pressure, sharing information and images, and how to report concerns;
- being safe, including privacy, personal boundaries, safe and unsafe touch, recognising harmful or dangerous relationships, trusted adults and keeping asking for help until they are heard.

Pupils are taught the correct anatomical terms for body parts in an age-appropriate way. This supports clear communication, body confidence and safeguarding.

7. Families, equality and respect

Teaching positively reflects the range of families in modern Britain, including single-parent families, same-sex parents, families headed by grandparents, kinship carers, adoptive families and foster families. No child should be stigmatised because of their home circumstances.

Teaching complies with the Equality Act 2010 and must not discriminate against or harass pupils. Primary pupils are taught that people and families can be different and that everyone should be treated with dignity and respect. Where questions arise about protected characteristics, biological sex or gender reassignment, staff will provide factual, age-appropriate information consistent with the law and current DfE guidance, and will not present contested beliefs as settled fact.

8. Health Education: Primary

Health Education is compulsory for pupils in state-funded primary schools. Through Jigsaw, science, PE and wider school provision, pupils develop knowledge and practical skills across physical and mental health.

This includes, at an age-appropriate level:

- general wellbeing, emotional awareness, self-care, loneliness, change, loss and knowing when and how to seek support;
- wellbeing online, including balanced use of technology, online influences and knowing what to do if something online causes worry or distress;
- healthy eating, physical activity, sleep, dental health and personal hygiene;
- the basic facts about medicines, smoking, vaping and other substances in ways appropriate to primary-aged pupils;
- basic first aid and personal safety;
- puberty and developing bodies, including the physical and emotional changes that occur as children grow.

9. Puberty and menstruation

Puberty is taught before pupils are likely to experience the changes themselves. The National Curriculum for Science requires pupils to learn about changes as humans develop to old age, including puberty. Parents do not have a right to withdraw pupils from statutory science or from Health Education.

Pupils learn about menstruation in an inclusive and matter-of-fact way. We use respectful terminology such as 'periods', 'period pads' and 'menstrual products'. Period products and spare clothing are available in school, and pupils are shown discreetly how to access them. Teaching supports both girls and boys to understand puberty and menstruation so that knowledge, empathy and respect are strengthened.

10. Sex Education in Primary School

Sex education beyond the National Curriculum for Science is not compulsory in primary schools. In line with the revised DfE guidance, the Federation provides a carefully sequenced, age-appropriate programme

of sex education in upper Key Stage 2, principally in Year 5 and/or Year 6, through Jigsaw's Changing Me materials and associated teaching.

This content is designed to complement statutory science and puberty education and may include age-appropriate factual teaching about how a baby is conceived and develops. It is taught in a way that is clear, scientific, respectful and appropriate to pupils' age and maturity. Parents are informed about the content in advance and may view the materials used.

The school will not use sex education to introduce content that is unnecessary for primary pupils or that is not age-appropriate. Where pupils ask questions that go beyond the planned curriculum, staff will respond in accordance with the section on managing questions below.

11. Parents' Right to Request Withdrawal

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

Parents do have the right to request withdrawal from some or all of the non-statutory sex education provided by the Federation. In a primary school, the Executive Headteacher must grant such a request, other than for content taught as part of the statutory science curriculum.

Before withdrawal is confirmed, the Head Teacher will normally invite the parent to discuss the request, explain the nature and purpose of the curriculum, clarify which content is statutory and discuss any possible social or emotional effects of withdrawal. This conversation will be documented. Where a pupil is withdrawn, the school will provide appropriate, purposeful alternative education during the lesson.

12. Teaching Approach and Safe Learning Environment

- Ground rules are established so that pupils know how to discuss sensitive topics respectfully and understand the limits of confidentiality.
- Staff use distancing techniques, scenarios and anonymous question boxes where helpful so pupils can explore issues without being required to disclose personal experiences.
- Teachers answer questions in a calm, factual, age-appropriate and impartial way, without sharing unnecessary personal information about themselves.
- Pupils are never put under pressure to answer personal questions or disclose experiences in front of peers.
- Staff make clear that being a victim of abuse is never the child's fault and that pupils can speak to a trusted adult if they are worried.
- Any external visitor or provider must be appropriately checked, briefed and supervised; the school remains responsible for curriculum content and safeguarding.

13. Mixed and single-sex groupings

RSHE is normally taught in mixed groups because this supports shared understanding, reduces stigma and helps pupils learn to communicate respectfully about experiences that may be different from their own. However, where there is an identified educational, pastoral or safeguarding need, the school may use single-sex or smaller-group teaching for a particular topic or discussion. Any such decision will be made carefully, without stereotyping or stigma, and all pupils will receive the knowledge they are entitled to receive.

14. Inclusion, SEND and Reasonable Adjustments

RSHE is an entitlement for all pupils. Teaching will be adapted so that pupils with SEND can access the curriculum and are prepared for adulthood. The Federation recognises that some pupils with SEND may be more vulnerable to bullying, sexual abuse, exploitation, harmful sexual behaviour or difficulty understanding social boundaries, making high-quality RSHE especially important.

Adaptations may include:

- pre-teaching key vocabulary and revisiting concepts more frequently;
- using visual timetables, Now and Next boards, Makaton, symbols, pictures, social stories, concrete examples and simplified language where appropriate;
- breaking learning into smaller steps and checking understanding carefully;
- using role play, modelling and repeated rehearsal of help-seeking, boundary-setting and reporting skills;
- providing additional processing time, smaller-group teaching or trusted-adult support where appropriate;
- adapting resources sensitively for pupils with sensory, communication, cognitive or emotional needs without reducing expectations unnecessarily.

15. Safeguarding and Child Protection

RSHE is an important protective curriculum. Teaching about safe relationships, privacy, body ownership, online safety, trusted adults and help-seeking can help children recognise when something is wrong and feel more able to disclose concerns.

Sensitive lessons can also lead to safeguarding disclosures. All staff must follow Keeping Children Safe in Education 2026 and the Federation Child Protection and Safeguarding Policy. If a pupil makes a disclosure or a member of staff becomes concerned about a pupil's welfare, the concern must be acted on immediately and passed to the Designated Safeguarding Lead (or Deputy) in accordance with school procedures.

Staff must never promise absolute confidentiality. Pupils should be told, in child-friendly language, that adults may need to share information with people who can help keep them safe. Where an external provider contributes to a lesson, safeguarding arrangements will be agreed in advance.

The curriculum supports the prevention of harmful sexual behaviour and sexual harassment by teaching kindness, respect, boundaries, privacy and safe help-seeking from the earliest years. Staff challenge sexism, misogyny, homophobia, discriminatory language and harmful stereotypes in accordance with school policies and age-appropriate teaching.

16. Managing Questions and Sensitive Issues

Pupils' questions are treated respectfully. Teachers use professional judgement about whether a question should be answered to the whole class, individually, later with support from a senior leader, or referred back to parents/carers. Staff will not give detailed information about sexual activity that falls outside the agreed primary curriculum.

Where a question may indicate a safeguarding concern, the teacher will not investigate through further questioning but will follow safeguarding procedures. Where a pupil has been withdrawn from sex education and asks a question relating to withdrawn content, staff will support the pupil appropriately, which may include encouraging discussion with a parent or trusted adult and signposting to safe, age-appropriate sources of support.

17. Roles and Responsibilities

The Governing Body

- approves and keeps this policy under review;
- ensures statutory duties are met and teaching is accessible to pupils with SEND;
- ensures parents receive clear information about subject content, materials, external providers and withdrawal rights;
- monitors the quality, inclusivity and impact of RSHE.

Executive Headteacher and Senior Leaders

- ensure RSHE is implemented consistently across both schools;
- ensure staff are appropriately trained and supported;
- ensure teaching is quality-assured, sequenced and aligned with safeguarding and inclusion priorities;
- manage requests for withdrawal from non-statutory sex education;
- ensure parent consultation and transparency requirements are met.

Teachers and Teaching Assistants

- deliver and support RSHE in a sensitive, inclusive and purposeful way;
- model respectful language and positive relationships;
- make appropriate adaptations for pupils with SEND and other additional needs;
- monitor pupils' understanding and address misconceptions;
- follow safeguarding procedures immediately if concerns arise.

18. Staff Training and Quality Assurance

Staff delivering RSHE receive appropriate professional development so that they understand statutory expectations, safeguarding implications, curriculum progression and how to manage sensitive questions. This may include training and resources from Jigsaw Education Group, Warwickshire local authority and Safeguarding Warwickshire, the PSHE Association, The National College and other nationally recognised organisations.

The Executive Headteacher, Associate Headteachers and subject leaders monitor RSHE through planning scrutiny, learning walks, lesson visits, pupil voice, work scrutiny where appropriate, assessment information and feedback from staff and parents. Monitoring considers whether pupils are acquiring the intended knowledge and skills, whether teaching is inclusive and whether adaptations are effective.

19. Related Policies

- Child Protection and Safeguarding Policy
- Inclusion and SEND Policy
- Positive Behaviour Policy
- Anti-Bullying Policy
- Online Safety / Acceptable Use Policy
- Emotional Well-being and Mental Health Policy
- Preventing Radicalisation Policy

- Equality Policy / Equality Information and Objectives
- Staff Behaviour Code of Conduct

20. Review

This policy will be reviewed at least annually and sooner if there are changes to legislation, statutory guidance, curriculum materials or the needs of the school community. Parents and carers will be consulted on material changes to the policy.

This policy was ratified: September 2026

And will be reviewed: September 2027

Executive Head Teacher: Juliette Westwood

Chair of Governors: Richard Butler

Appendix 1: National Curriculum Science Content Relevant to RSHE

The following statutory science content cannot be withdrawn from:

Year 1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: notice that animals, including humans, have offspring which grow into adults.

Year 5: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age, including puberty.

Where the school teaches human conception as part of its additional primary sex education, parents are informed in advance and retain the right to request withdrawal from that non-statutory content.

Appendix 2: Jigsaw PSHE and RSHE Overview

Jigsaw PSHE is organised into six recurring Puzzles across the primary phase. The following summary shows how these contribute to RSHE; exact lesson content is age-appropriate and progressive.

Jigsaw Puzzle	Core emphasis	RSHE contribution
Being Me in My World	Belonging, rights, responsibilities, class community	Self-worth, respectful relationships, voice, responsibilities and help-seeking
Celebrating Difference	Difference, inclusion, bullying, stereotypes	Equality, respect, anti-bullying, diversity and challenging stereotypes
Dreams and Goals	Aspirations, resilience, cooperation	Self-esteem, perseverance, relationships and wellbeing

Jigsaw Puzzle	Core emphasis	RSHE contribution
Healthy Me	Physical and mental health, healthy choices	Health education, emotional wellbeing, medicines/substances, safety and self-care
Relationships	Families, friendships, communication, online relationships	Families, caring friendships, boundaries, respect, privacy, online safety and trusted adults
Changing Me	Life cycles, change, puberty and growing up	Developing bodies, menstruation, puberty and age-appropriate upper-KS2 sex education

Appendix 3: Protective Behaviours / Taking Care Progression

Warwickshire's Taking Care approach is taught progressively from Reception to Year 6 and revisited through the year. Themes include feelings and Early Warning Signs, body awareness and personal space, privacy and secrets, problem-solving, rights and responsibilities, trusted networks and using those networks to seek help.

Appendix 4: Parent Information and Viewing Materials

Parents and carers may request to view RSHE curriculum materials, including relevant Jigsaw resources, through the school office or Executive Headteacher. Where resources are protected by copyright, the school will arrange lawful viewing or controlled access rather than unrestricted copying. Parents will be informed in advance of non-statutory sex education content and may request withdrawal from that content in accordance with this policy.