



# RSHE Policy

Member of staff responsible	Headteacher
Governor responsible	Chair of Governors
Date approved at Governing Body	January 2026
Frequency of policy review	3 years
Date next review due	January 2029

Issue Number	Issue Date	Summary of changes
2	13/10/2025	<p>Current position regarding RSHE statutory guidance            New RSHE guidance for schools in England was published by the DfE in July 2025 for implementation by September 2026.</p> <p>This brings welcome clarity on next steps for RSHE in schools, and a contemporary focus that builds positively on the existing guidance from 2019. Schools must update their programmes and policy to meet this new guidance by September 2026. We are pleased to confirm that our existing materials from Jigsaw already enable us to be compliant with the vast majority of the new expectations, as the new guidance reflects much of the current research and good practice that we have already embedded.</p> <p>Jigsaw have taken the time to look at all aspects of the 2025 RSHE Guidance in detail, alongside feedback from schools, current data and research. they have audited every lesson in the Jigsaw PSHE programme against this and are now using this to inform and update of all our PSHE content.</p> <p>There are a small number of areas where we need to make small changes to include additional content to our spiral curriculum and we expect to move a small amount of content around to allow for a handful of new lessons to be included.</p>

		<p>We expect this new content to have been written, quality assured and available from January 2026. We plan to delay our review cycle until the beginning of 2026, which also allows time for the DfE to confirm any further details of the indicated additional funding for training, and for other related guidance to be published and considered that may be relevant. This includes the Gender Questioning guidance that is also due this calendar year. This will also ensure that SLT, PSHE Lead, Pastoral leads and teachers will feel confident in the current content/approach and will feel ready to review and consult with the school community in Spring 2026.</p> <p>Implementation and review (2025-2026)</p> <ul style="list-style-type: none"> <li>• Begin delivery of updated materials</li> <li>• Build team confidence and expertise</li> <li>• Gather evidence of what works in your specific context.</li> </ul> <p>Adaptation (Sept 2026 onwards)</p> <ul style="list-style-type: none"> <li>• Adjust policy and practice based on final guidance</li> <li>• Use accumulated experience to make informed decisions</li> <li>• Continue the cycle of review and improvement</li> </ul>

Document Version Control

**Lyneham Primary School**  
**RSHE Policy September 2025**

## Introduction

This is the policy of Lyneham Primary School on the approach taken to Relationships, Sex and Health Education (RSHE). At Lyneham Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

At Lyneham Primary School, we follow a scheme of work for PSHE called 'Jigsaw, that has been written specifically by a subject specialist that ensures our teaching in the subject is fully compliant with the National Curriculum and covers all statutory requirements related to PSHE. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The Jigsaw Programme covers all statutory requirements for teaching RSHE.

## Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- 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.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

## Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

## Aims

The aims of our RSHE programme are:

- To enable young people to understand and respect their bodies, and be able to cope with the changes puberty brings, without fear or confusion.
- To help young people develop positive and healthy relationships appropriate to their age, development etc. (respect for self and others).
- To support young people to have positive self-esteem and body image, and to understand the influences and pressures around them.
- To empower them to be safe and safeguarded.

## Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

### Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non- statutory components of RSHE.
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## Subject leader

The PSHE leader is responsible for:

- Leading the development and delivery of effective RSHE.
  - Keeping up-to-date with the development of RSHE.
  - Supporting colleagues as required.
  - Monitoring and evaluating RSHE and providing necessary reports.
  - Liaising with parents and carers.
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- Keeping subject information up-to-date, including on the school website.
  - Overseeing external visitors and resources used in RSHE.

## All staff

All staff are responsible for:

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

## Governors

The governors are responsible for authorising the RSHE Policy, and any subsequent reviews of the policy.

## Curriculum organisation

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

### **National Curriculum for Science**

Pupils are taught RSHE as part of the statutory National Curriculum for Science as outlined below:

#### **Key Stage 1**

Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Describe the importance of exercise, eating the right amounts of different types of food, and hygiene.

## Key Stage 2

Pupils should be taught to:

- 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.

## PSHE at Lyneham Primary School

The PSHE curriculum is taught through the scheme Jigsaw. Lessons are delivered by class teachers to their class weekly and are adapted to suit the needs of the children in the class. The lessons last approximately 30 – 45 minutes (KS1) and 45 – 60 minutes (KS2).

## 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
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	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
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

## Jigsaw and RSHE

Jigsaw RSHE Content: The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning intention- Pupil will be able...
EYFS	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	-Identify the parts of the body that make boys different to girls and use the correct names
2	Piece 4 Boys' and Girls' Bodies	-Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private, tell you what I like/don't like about being a boy/girl.
3	Piece 1 How Babies Grow	-Understand that in animals and human's lots of changes happen between conception and growing up, and that usually it is the female who has the baby. -Express how I feel when I see babies or baby animals

	Piece 2 Babies	-Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. - To express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	-Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. -Identify how boys' and girls' bodies change on the outside during this growing up process. - Recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	-Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up -Recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	-Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. -Understand that having a baby is a personal choice and express how I feel about having children when I am an adult.

	Piece 3 Girls and Puberty	-Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. -Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
5	Piece 2 Puberty for Girls	-Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. -Understand that puberty is a natural process that happens to everybody and that it will be OK for me.
	Piece 3 Puberty for Boys and Girls	-Describe how boys' and girls' bodies change during puberty - Express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	-Understand that sexual intercourse can lead to conception and that is how babies are usually made and understand that sometimes people need IVF to help them have a baby -Appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	-Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. -Express how I feel about the changes that will happen to me during puberty.
	Piece 3 Girl Talk/Boy Talk	-Ask the questions I need answered about changes during puberty. - Reflect on how I feel about asking the questions and about the answers I receive.
	Piece 4 Babies – Conception to Birth	-Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. -Recognise how I feel when I reflect on the development and birth of a baby.
	Piece 5 Attraction	-Understand how being physically attracted to someone changes the nature of the relationship. -Express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

### Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.

- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

## Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

## Parents' right to withdraw

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. (*Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019*).

At Lyneham Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). 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. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 4, Lesson 2 (Having a baby)

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

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

Parents have the right to withdraw their children from the non- statutory components of sex education within RSHE.

Parents who wish to withdraw their child are invited to speak to their child's class teacher in the first instance who will explore the concerns of the parents/carers and the possibility of adjusting the programme of study or approach. They will also discuss the impact that withdrawal may have on the child.

### **Answering Children's Questions**

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned. In the event that a child asks a question which the class teacher feels they cannot answer in the school environment, they will direct the child to ask their parent/carer.

### **Monitoring and evaluating**

The delivery of RSE is monitored by the subject leader through: Learning walks, staff and pupil discussion and book looks.

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

This policy will be reviewed by the governing board annually. At every review, the policy will be approved by the governing board.

### **Professional development**

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

## Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested from the school office.