

# **MANEY HILL PRIMARY SCHOOL**



# **RELATIONSHIPS, SEX and HEALTH EDUCATION POLICY**

Reviewed by Staff: May 2026

Governor Ratification Date: May 2026

Next Review Date: May 2029

# RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

As a maintained primary school, we must provide Relationships and Health Education to all pupils as per The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2025 made under sections 34 and 35 of the Children and Social Work Act 2017.

At Maney Hill Primary School we teach Relationships, Sex Education and Health Education (RSHE) as set out in this policy.

## Values, aims and objectives:

The aims of the Relationships, Sex and Health Education (RSHE) policy at Maney Hill Primary School are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare children for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help children develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach children the correct vocabulary to describe themselves and their bodies.
- Empower children with a voice and to equip them for life and learning.
- Celebrate difference, teach children about diversity such as disability, racism, power, friendships and conflict.
- Teach children about anti-bullying, including cyber and homophobic bullying.

## Relationships, Sex and Health Education in the Curriculum

At Maney Hill Primary School we teach RSHE through the JIGSAW - Personal, Social and Health Education programme. 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 overview of the programme can be seen on the school website and in this policy **Appendix 1**.

The programme has clearly planned RSHE learning opportunities across EYFS and Key Stages 1 and 2, designed in a sensitive, spiral, age-appropriate curriculum. It has lessons on human reproduction in Key Stage 2 to ensure children know the accurate facts concerning this before going to secondary school, and to ensure children understand why the body changes in adolescence. Clear objectives and outcomes are identified within planning to secure the development of personal skills, knowledge and understanding and the exploration of attitudes and values pertinent to RSHE. We are aware that RSHE is not fully contained within Personal Social Health Education (PSHE). Other subjects, along with the pastoral care, make a valuable contribution to the learning of our pupils. Maney Hill ensures the RSHE complements existing National Curriculum subjects and whole school approaches to wellbeing and health.

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2025 Relationships Education, Relationships and Sex Education and Health Education)

## Compulsory

### **1) Relationships Education**

Relationship Education covers the topics:

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

Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

For an overview of when each element is covered see **Appendix 1**.

## **2) Health Education**

Health Education covers two main areas of health: Emotional/mental health and Physical health. Topics covered are:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Puberty including menstruation will be covered in Health Education. This will ensure male and female pupils are prepared for changes they and their peers will experience. For an overview of when each element is covered see **Appendix 1**.

## **3) Science Curriculum**

In addition to the above objectives, Maney Hill Primary School has a statutory duty to teach the following as part of the Science National Curriculum:

### **EYFS**

Children learn about the concept of male and female and about young animals.

### **Key Stage 1**

- Notice that animals, including humans, have offspring which grow into adults.

### **Key Stage 2**

- 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.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**Parents do not have the right to withdraw their child/children from these above aspects of the Science Curriculum.**

## **Non-compulsory**

### **Sex Education**

Sex Education is not compulsory in Primary Schools. However, Maney Hill Primary School does teach additional content on Sex Education to meet the needs of our pupils. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.

### **Parents' right to request their child be excused from Sex Education**

Parents have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory Relationships and Sex Education.

At Maney Hill Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (Appendix 1). At Maney Hill, 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.

As Sex Education is non statutory, prior to its delivery a letter will be sent to parents stating our intention to deliver the lessons and the objectives to be covered. If parents have a concern or wish to withdraw their child from these lessons, they are requested to first discuss their concerns with the Headteacher, either in person or through telephone communication. It is our wish to respect the views and wishes of parents in this regard and to ensure that they are kept informed at all times. Parents may view curriculum materials on request to help inform their understanding of what will be taught. Teachers will be aware of not answering questions relating to Sex Education outside of the allocated lessons for this content, if a child/children were withdrawn from these lessons.

## **MONITORING AND EVALUATING**

The Relationships, Sex and Health Education Curriculum Lead will monitor the delivery of the Relationships, Sex Education and Health Curriculum. At the end of each unit, an opportunity will be given to the children to express any concerns. Where appropriate teachers may feedback concerns to parents, if they consider further support is needed.

## **EQUAL OPPORTUNITIES**

All individuals will be given the same opportunity to learn irrespective of any protected characteristics (sex, race, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity). Content will be made accessible for all pupils, including those with SEND.

## **CHILD PROTECTION/CONFIDENTIALITY**

Teachers will conduct Relationships, Sex Education and Health lessons in a sensitive manner and seek to provide an atmosphere of trust and confidentiality. We would wish that the children would express their thoughts and concerns in an open and honest fashion in order to avoid stress or embarrassment.

If a child expresses worries or concerns or makes comments to a teacher that he/she feels is inappropriate, or where the teacher feels that he/she is unable to respond in a professional manner, then the Head Teacher or Assistant Headteacher will be informed immediately. If deemed appropriate the child's parents will be

informed.

If a child makes reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if they suspect that a child may be the victim of abuse. In these circumstances the teacher will speak to the child and draw their concerns to the attention of the Headteacher in their role as DSL (Designated Safeguarding Lead). The school will then deal with the matter according to the guidelines laid down in the schools Child Protection Policy.

In the above context ‘teacher’ is inclusive of any professional person involved in the delivery of the programme.

## APPENDIX 1

### Jigsaw Content Overview

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
Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	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
<b>Ages 9-10</b>	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 <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition
Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 10-11</b>	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 <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition