



Relationships, Sex and Health Education Policy



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Contents

Introduction.....	2
Relationships and Health Education: What do we teach and who teaches it?	3
A Whole-school approach	3
Relationships Education	4
Health Education	4
Sex Education.....	5
Pupils with special educational needs and disabilities (SEND).....	5
Monitoring and Review.....	5

Introduction

At Mark First & Pre-School CE Academy, we teach Relationships and Health Education as part of our whole-school approach to Personal, Social, Health and Emotional (PSHE) education. We aim to “create a love of learning” within a happy, safe and inspiring environment, where everyone feels value and respected. We understand that Relationships and Health Education is compulsory for all pupils receiving primary education. We consider these subjects to be the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. We recognise the importance of these subjects in meeting the needs of all pupils, helping them to develop spiritually, morally, culturally, mentally and physically. We understand the importance of enabling our pupils to understand and respect who they are; feel empowered with a voice and be prepared for the opportunities, responsibilities and experiences of later life. It is our intention to support their well-being and to help them become successful, happy adults, who make a meaningful contribution to society.

For our RSHE lessons, we use The Jigsaw Programme, which provides a comprehensive, carefully thought-through Scheme of Work, bringing consistency and progression to our children’s learning in this vital curriculum area. The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. Our RSHE policy is informed by existing guidance;

The Church of England’s ‘Valuing All God’s Children’

- Keeping Children safe in Education
- Equality Act 2010
- SEND code of practice : 0 to 25 years
- Alternative Provision
- Promoting Fundamental British Values as part of SMSC in schools

Relationships and Health Education: What do we teach and who teaches it?

A Whole-school approach

The Jigsaw programme consistently covers all areas of personal, social and health education (PSHE) for the primary phase, including statutory Relationships and Health Education. A different learning theme is explored in a holistic way by the whole school, each half term. This is evident through launch assemblies, weekly assembly themes, class displays and unit outcomes. The table below summarises the learning themes, which deepen and broaden every year. An overview of the programme can be seen on the school website.

Term	Theme (Jigsaw Puzzle Piece)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Class agreement established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber bullying included) and understanding
Spring 1:	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

Spring 2:	Healthy Me	Includes medicine, tobacco and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, hygiene, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement or loss
Summer 2:	Changing Me	Includes the correct vocabulary to describe parts of the body (See Appendix 2) Includes Puberty in the context of coping positively with change

At Mark First & Pre-School CE Academy, the jigsaw unit is taught in a discrete lesson weekly, by the class teacher/ HLTA. Each lesson is progressive through a spiral curriculum, in order to impart knowledge and skills in a developmental and age-appropriate way, using Keystage One terminology through into Keystage Two.

Each lesson is tailored to the pupils' needs and is reinforced and enhanced through; our school vision and values, our assemblies and collective worship; our praise and reward systems, learning behaviours, as well as through relationships between adults and children across the school. We aim to apply our learning to everyday situations within the school and wider community.

The mapping document: Statutory Relationships and Health Education, shows exactly how Jigsaw meets the statutory requirements. (See Appendix 1)

Relationships Education

By the time our pupils leave first school, they will have learnt about 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe' (see Appendix 1) The majority of the statutory Relationships Education is covered within the Jigsaw 'Relationships' Puzzle, although some of the outcomes are also taught elsewhere within Jigsaw (for example: the 'Celebrating Difference' Puzzle helps children appreciate that there are many types of family composition, including LGBT, and that each is important to the children involved). This holistic approach builds on pupils' prior knowledge, ensuring the learning is reinforced throughout the year and across the curriculum.

In accordance with Church of England guidance (Valuing All God's Children, 2019), our Relationships Education prepares all pupils for the future, regardless of sexual orientation or gender identity. Our lessons promote equality and challenge discrimination. As a school, we value each individual through an ethos where "every child is revered and respected as a member of a community, where all are known and loved by God." We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may not be in agreement with our approach to some aspects of Relationships, Health and Sex Education.

Health Education

Teaching children about puberty is now a statutory requirement, which sits within the Health Education part of the DfE guidance 2019. Puberty is taught through our Jigsaw lessons, as part of the 'Changing Me' Puzzle.

By the time our pupils leave first school, they will have learnt about 'Mental wellbeing', 'Internet safety', Physical health and fitness', 'Healthy eating', 'Medicines, alcohol and tobacco', 'Health and

prevention' and 'Changing adolescent bodies'. The majority of the statutory Health Education is covered within the Jigsaw 'Healthy Me' puzzle, although some of the outcomes are also taught elsewhere within Jigsaw (for example: emotional and mental health is nurtured every lesson through the Calm Me time, social 3 skills are grown every lesson through the Connect Us activity and respect is enhanced through the use of the Jigsaw Charter).

Sex Education

Sex Education is not compulsory in first schools, however, the DfE Guidance 2019 (p.23) recommends that all schools 'have a programme tailored to the age and the physical and emotional maturity of the pupils'. This programme 'should ensure that both boys and girls are prepared for the changes that adolescence brings', supporting the teaching of lifecycles and living things set out in the national curriculum for science.

At Mark First & Pre-School CE Academy, drawing on the DfE Guidance, and in agreement with our feeder Middle Schools, explicit Sex Education will begin through PSHE in the middle school years. We believe that this is most appropriate for the pupils in our care.

Since teaching about puberty is a statutory requirement, taught through PSHE 'Health Education', the parental right to withdraw a child from some or all lessons (DFE Guidance p.17) is not applicable.

Teachers endeavour to work in partnership with parents and are always happy to discuss the content of the curriculum. Teachers endeavour to answer questions as honestly as possible, but if faced with a potentially sensitive issue, provision would be made to meet the individual pupil's needs. Parents with any queries should contact PSHE Lead or a member of the Senior Leadership Team.

Teachers are aware that RSHE education may lead to disclosure of a child protection issue. The staff member will inform the Designated Safeguarding Lead, in line with the Safeguarding Policy.

Pupils with special educational needs and disabilities (SEND)

We recognise that for some pupils with special educational needs or disabilities, there may be a need to tailor the content of the lessons taught. Where this is the case, teachers will consult with the school's SEND Coordinator to ensure that lessons are sensitive and developmentally appropriate. Teaching may be differentiated or personalised to ensure accessibility and this will be noted on a Provision Map.

Monitoring and Review

This policy has been introduced as part of a curriculum event and shared with parents/carers, teaching and non-teaching staff, local partners and our partner schools. The RSHE policy is shared with parents via the school website. The subject leader for PSHE monitors the effective delivery of relationships, sex and health education. Comments and concerns expressed by parents/carers about the school PSHE programme will be addressed by the PSHE Lead or Senior Leaders.