Ladygrove Primary School and Nursery

RSE Policy

Relationships and Sex Education

(Including Health Education)

September 2026

Updated to reflect statutory guidance effective from 1 September 2026

Introduction

This policy applies to all staff, pupils, parents and carers, governors, trustees where applicable, and external organisations working with the school. It reflects the Department for Education's revised statutory guidance on Relationships Education, Relationships and Sex Education and Health Education, published in July 2025 and effective from 1 September 2026. Relationships Education and Health Education are statutory in primary schools. Ladygrove Primary School and Nursery also provides age-appropriate sex education through its Personal, Social, Health and Economic Education curriculum, using the updated Jigsaw PSHE 3–11 programme. The school has reviewed its curriculum, policy and resources in line with the revised requirements and has consulted parents and carers as part of this process.

The revised guidance places increased emphasis on safety education, including online safety, harmful content, misinformation, artificial intelligence-generated material, social media age restrictions, personal boundaries, consent, healthy relationships, mental wellbeing, recognising unsafe situations and seeking help from trusted adults. Relationships Education, Relationships and Sex Education and Health Education statutory guidance

Policy Availability

This policy will be published on the school website. A paper copy or an accessible alternative format will be provided free of charge on request. Parents and carers may also request further information about curriculum content and arrangements for viewing teaching materials, subject to copyright and safeguarding restrictions.

Statutory Requirements

Relationships Education and Health Education are compulsory for all pupils in primary education. The school also provides age-appropriate sex education where this supports pupils' preparation for puberty, relationships and adult life.

By the end of primary education, pupils will have been taught the statutory content relating to:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe;
- mental wellbeing;
- internet safety and harms;
- physical health and fitness;
- healthy eating;
- drugs, alcohol, tobacco and vaping;
- health and prevention;
- basic first aid; and
- the changing adolescent body.

The school will use the current Department for Education statutory outcomes and the current Jigsaw PSHE 3–11 curriculum mapping to check complete and progressive coverage.

Teaching about the Law

Pupils will receive accurate, age-appropriate teaching about the legal rights and responsibilities relevant to Relationships, Health and Sex Education. This will include, where appropriate to pupils' age and development, equality and protected characteristics, marriage and civil partnership, consent and personal boundaries, privacy, online behaviour and image sharing, safeguarding, and how to seek help. Teaching will explain that the law exists to protect people and will distinguish clearly between legal requirements, school rules and personal or religious beliefs.

Intent

At Ladygrove Primary School and Nursery, our Relationships, Health and Sex Education supports pupils to become safe, healthy, respectful and responsible members of their communities. It develops the knowledge, understanding, vocabulary and skills pupils need to form positive relationships, manage their physical and mental wellbeing, recognise risk, understand personal boundaries and seek help.

Our aims are to:

- meet the school's statutory responsibilities for Relationships Education and Health Education;
- provide an age-appropriate programme of sex education that complements statutory science;
- provide accurate, balanced and evidence-informed teaching;
- help pupils recognise healthy and unhealthy relationships;
- develop pupils' understanding of privacy, consent, boundaries and personal safety;
- teach pupils how to stay safe online and respond to harmful content, contact, conduct and commercial pressures;
- prepare pupils for physical and emotional changes, including puberty;
- promote respect for different families, backgrounds, beliefs and protected characteristics;
- ensure teaching is accessible to pupils with SEND and other additional needs;
- work openly and constructively with parents and carers; and
- monitor the curriculum so that it remains current, progressive and responsive to pupils' needs.

Content

Ladygrove Primary School and Nursery uses **Jigsaw PSHE 3–11** as its principal scheme of work for PSHE, Relationships Education, Health Education and the school's age-appropriate sex education provision. The programme has been updated to align with the statutory RSHE guidance effective from September 2026. See Appendices 1 and 2.

What topics are covered in RSE?

Jigsaw provides a progressive, spiral curriculum from the Early Years to Year 6. Learning is revisited and developed at an age-appropriate level through the six half-termly Puzzles:

- Being Me in My World

- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Statutory Relationships and Health Education is taught across all six Puzzles rather than being confined to one unit. The Relationships Puzzle focuses on families, friendships, respectful and online relationships, boundaries, consent, conflict resolution, recognising healthy and unhealthy relationships and seeking help. The Healthy Me Puzzle includes physical and mental health, medicines, drugs, alcohol, tobacco and vaping, sleep, nutrition, exercise and healthy choices. The Changing Me Puzzle includes growing and changing, puberty, menstruation, self-respect, body privacy, safeguarding, transition and age-appropriate learning about human reproduction. Human reproduction is taught in Years 5 and 6 as part of the school's planned sex education provision.

The school uses the updated Jigsaw lesson plans, Puzzle Maps, class-teacher preparation materials and the Jigsaw PSHE 3–11 RSHE 2026 mapping document. This mapping identifies where each statutory outcome is taught and enables leaders and governors to check progression, coverage and any necessary adaptations. Further information about the updated programme is available through the Jigsaw Education Group's RSHE 2026 guidance and primary programme information.

Delivery

PSHE is taught through a planned weekly lesson led mainly by the class teacher. Staff use the most up-to-date Jigsaw materials and adapt teaching where necessary to meet pupils' age, developmental stage, prior knowledge and individual needs. Adaptation must not remove pupils' entitlement to statutory learning.

Teaching will be factual, balanced, inclusive, evidence-informed and free from personal bias. Staff will establish a safe learning environment using the Jigsaw Charter, agreed ground rules and appropriate distancing techniques. Questions will be answered honestly and in an age-appropriate way. Where a question falls outside the planned curriculum for a year group, the teacher may explain that it will be addressed at a later stage or encourage the pupil to speak with a parent, carer or trusted adult.

Safeguarding is central to the curriculum. Pupils will be taught how to recognise safe and unsafe situations, understand privacy and boundaries, seek permission, respond to pressure, identify trusted adults, report concerns and obtain help. Online learning will include age-appropriate teaching about harmful content, misinformation, artificial intelligence-generated material, contact with others online, social media age restrictions, privacy, image sharing and how online activity can affect wellbeing.

External Organisations

External organisations may enhance the curriculum by providing specialist knowledge or additional ways of engaging pupils. The school will remain responsible for the content, quality and appropriateness of all teaching. Visitors and resources will be checked in advance, linked to planned curriculum outcomes, supervised by school staff and used in accordance with

safeguarding procedures. External organisations will not replace a planned, sequential programme taught by trained staff.

Equality, Diversity, Inclusion and School Values

The school will comply with the Equality Act 2010 and the Public Sector Equality Duty. Teaching will be guided by dignity, respect, kindness, honesty, equality, responsibility and safety. It will foster respect for all people and families and will not stigmatise pupils because of their background, family circumstances, disability, race, religion or belief, sex, sexual orientation, gender reassignment or any other protected characteristic.

Teaching will be factual, balanced and sensitive to pupils' age, development, culture, faith and lived experience while remaining consistent with the law and the school's safeguarding responsibilities. It will promote healthy relationships based on care, mutual respect, appropriate boundaries and freedom from pressure, coercion, abuse and exploitation. The curriculum will challenge prejudice, discriminatory language, harassment, sexual harassment, bullying and harmful stereotypes. Staff will not promote personal beliefs.

Accessible Teaching

The curriculum will be accessible to all pupils, including those with SEND. Adaptations may include visual supports, pre-teaching, repetition, simplified or alternative communication, additional processing time, small-group teaching and individual support. Adaptation will not remove pupils' entitlement to essential statutory and safeguarding content.

Role of the Subject Leader

The subject leader is responsible for ensuring that:

• policy and practice are developed in accordance with statutory guidance, good practice and the school's safeguarding duties;

• the policy and curriculum are monitored, reviewed and presented to governors for approval;

• staff, parents and carers receive clear and timely information about the policy and curriculum; and

• staff receive appropriate training, resources and support to deliver the curriculum confidently and consistently.

Role of the Governing Body

The governing body will:

- approve this policy and ensure that it meets statutory requirements;
- ensure that appropriate consultation with parents and carers has taken place;
- monitor curriculum coverage, progression, inclusion, safeguarding and the quality of provision;
- ensure that the school's arrangements for parental withdrawal are lawful and clearly communicated;

- support and challenge school leaders in relation to staff training, resources and curriculum effectiveness; and
- review the policy at least annually and sooner if statutory guidance or the Jigsaw programme changes.

Partnership with Parents and Carers, Confidentiality and Withdrawal

The school recognises parents and carers as the primary educators of their children in relation to relationships and growing up. To support an open partnership, the school will:

- publish the policy and an overview of curriculum content;
- inform parents and carers before relevant Changing Me lessons;
- provide opportunities to view materials, subject to copyright and safeguarding restrictions;
- consult families about significant policy or curriculum changes;
- respond to questions and concerns through the class teacher, PSHE subject leader or senior leadership team; and
- explain what is taught in each year group, answer questions and concerns, and make clear which content is statutory and where the right to request withdrawal applies.

Parents and carers may request withdrawal only from sex education taught outside the statutory science curriculum. They cannot withdraw their child from statutory Relationships Education, Health Education, safeguarding education or national curriculum science. A request should be made to the headteacher or designated senior leader. The school will discuss the request, clarify which content is statutory, consider the pupil's needs, record the outcome and provide appropriate alternative education during any agreed withdrawal. See Appendix 3.

Staff cannot promise absolute confidentiality. If a pupil shares information that indicates a safeguarding concern, staff will follow the school's safeguarding and child-protection procedures and share information only with those who need to know.

Parents and carers will be contacted before the summer term and informed about any lessons from which they may request that their child is withdrawn. Full details will also be available on the school website.

Questions, Concerns and Complaints

Parents and carers are encouraged to raise questions or concerns at the earliest opportunity with the class teacher, PSHE subject leader or Deputy head teacher so that the matter can be discussed and, where possible, resolved promptly. If a concern remains unresolved, it may be progressed through the school's published complaints procedure. Safeguarding concerns will always be managed in accordance with the school's safeguarding and child-protection procedures.

Monitoring, Evaluation and Assessment

Monitoring is the responsibility of the senior leadership team, the PSHE subject leader and the named governor. Monitoring will include scrutiny of statutory curriculum mapping and planning, pupil voice, sampling of work, lesson visits, assessment information, staff confidence, parent and carer feedback, and governor oversight. Leaders will evaluate whether the curriculum is progressive, inclusive, well taught and effective in helping pupils know more, remember more, make safe choices and seek help. Findings will inform staff development, resource decisions and future policy and curriculum review.

Appendix 1: Jigsaw PSHE 3–11 Changing Me progression and curriculum mapping

The curriculum materials included in this appendix form part of the school's licensed Jigsaw resources. The PSHE subject leader will check them against the current versions available through the Jigsaw portal whenever Jigsaw issues an update.

Appendix 2: Jigsaw PSHE 3–11 assessment and attainment materials

The screenshots and assessment materials included in this appendix will be checked against the current Jigsaw assessment resources available through the school's licensed portal. They will be reviewed whenever Jigsaw issues an update and at least annually as part of the school's policy review.

Copyright note: Jigsaw materials are licensed resources. Screenshots and extracts retained in this internal policy must be handled in accordance with the school's licence and must not be reproduced or published more widely unless permission expressly allows this. Parents and carers may view relevant materials through the arrangements described in this policy.

Appendix 3: Parent Request for Withdrawal from Non-Statutory Sex Education

Ladygrove Primary School and Nursery – Parent request to withdraw a child from sex education taught outside the statutory science curriculum

TO BE COMPLETED BY PARENTS				
Name of child		Class		Child's D.O.B
Name of parent		Date		
Reason for requesting withdrawal from sex education taught outside the statutory science curriculum				
Any other information you would like the school to consider				
Parent signature				

Policy- Document Status			
Date of Policy Creation	**October 2023**	**Named Responsibility**	Kirsty Stewart
Date of review completion	**September 2026**	**Named Responsibility**	Kirsty Stewart
Date Policy Comes into Effect	**September 2026**	**Named Responsibility**	Kirsty Stewart
Date of Policy Adoption by Governing Body		**October 2026**	

Next review: September 2027, or earlier if statutory guidance or the Jigsaw programme changes.