Lady Bay Primary School

Lady Bay Primary RHE (Relationship and Health Education) Policy

(including Relationships and Health Education statutory from July 2025, and our position on Sex Education)

Name of school **Lady Bay Primary School**
Date of policy **05/06/26**
Member of staff responsible **Jenna Beckett**
Review date **05/06/27**

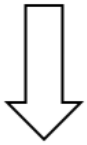
The 'Lady Bay Way' in RHE

RHE at Lady Bay aims to help children develop the knowledge, skills, and attributes they need to manage their lives, stay safe, make informed decisions, and thrive as individuals and members of society. It focuses on building well-being, fostering positive relationships, and preparing pupils for life in modern Britain. To achieve this, we follow a series of stages:

Each year group is taught in a yearly cycle covering the following units:

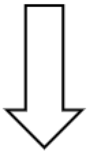
- Autumn1 - **'Being in My World'** This includes understanding my own identity and how I fit into the class, school and global community.
- Autumn 2 - **'Celebrating Difference'** This includes anti-bullying, prejudice, discrimation and understanding.
- Spring 1 - **'Dreams and Goals'** This covers 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'** This includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
- Summer 1 - **'Relationships'** This includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
- Summer 2 - **'Changing Me'** This covers Relationships and Sex Education in the context of coping positively with change

Each topic is covered in a progressive, age-appropriate way.



Teaching

In RHE lessons, knowledge and skills are taught through the Rosenshine principles. Each lesson begins with a 'big question' and new knowledge or skill is presented in small steps using a range of approaches: enquiry, questioning, examples/models/scenarios, group and guided work, independent learning and scaffolding for those needing support.



Assessment

Each lesson begins with a 'Big Questions'. Children are assessed in lessons based on their responses in lesson discussion and also in their RHE books. However, as RHE is a subject that weaves itself within daily school life, assessment is an ongoing process, based on the way we demonstrate the School Values at Lady Bay Primary School, the way we treat each other in school,

assemblies, special days/events, receiving visitors into our school community and the ways in which we interact as a School Community.

Introduction

Relationships Education is compulsory for **all** pupils receiving primary education and Relationships and Sex Education (RSE) is compulsory for **all** pupils receiving secondary education. Health Education is also compulsory in all schools except independent schools.

At Lady Bay Primary School, we wholeheartedly support the philosophy of RHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

Policy Development

This policy has been developed to reflect the most recent Statutory RSHE guidance – Relationships Education, Relationships and Sex Education (RSE) and Health Education (see https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) and was formulated in consultation with the whole school community with input from: staff, governors, children and parents/carers.

This policy is available:
• Online on the school web site (https://ladybayprimaryschool.kinsta.cloud/key-information/policies-gdpr-documents/)
• In the school prospectus
• From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles, Responsibilities and Staff Training

At Lady Bay Primary School, the RHE programme will be led by Jenna Beckett. The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

• Policy development and review
• Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
• Assess and co-ordinate training and support for staff, parents/carers, where appropriate
• Liaise with external agencies to deliver specific elements of the programme
• Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum
• Ensure that RHE is fully represented at appropriate curriculum and pastoral meetings
• Ensure parents/carers are aware of what is being taught, by whom and when
• Staff and/or Governor Training – RHE can be a sensitive issue. We will support all our staff by making provision for teaching staff to clarify legislation, curriculum requirements, and to consider appropriate teaching approaches and materials. We will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations to provide support and training to staff teaching RHE.

Confidentiality, Safeguarding and Child Protection

It is inevitable that effective RHE, which allows for open discussion to take place, may lead pupils to share their worries and concerns with staff (verbally and/or non-verbally). We will ensure that all our staff are completely familiar with our Safeguarding and Child Protection procedures. Pupil's disclosures and/or suspicions of abuse must be followed up with the pupil concerned, the same day and referred to the Designated Safeguarding Lead (DSL) or their Deputy without delay. The DSL or their Deputy will deal with these disclosures or concerns in line with the school's policies and procedures.

Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead (DSL) is Steve Border and their Deputies in our school are Tracey Keane and Nicky Baylis.

We will ensure that all visitors have been quality assured in advance and only use reputable providers. We may ask to see lesson plans or resources in advance. Any safeguarding concerns from the sessions must be reported to the Designated Safeguarding Leads (DSL) without delay. The Designated Safeguarding Lead (DSL) is Steve Border and their Deputies in our school are Tracey Keane and Nicky Baylis.

The nominated Governors with responsibility for RHE is Alison Thomas.

A Safe Environment

The curriculum will be delivered by staff who have the knowledge, skills and confidene to create a safe and supportive environment and to facilitate participative and interactive education which

aims to support and not to alarm pupils. Pupils should also understand where they can report any skills and seek help.

We will focus on building positive attitudes and skills, promoting healthy norms about relationships. We will avoid language which may normalise harmful behaviour among young people.

Managing Difficult Questions

It is inevitable that controversial issues may occur as part of RHE. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for whole class, small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed. Any safeguarding concerns or disclosures will be reported to the Designated Safeguarding Leader.

Supporting SEND Pupils

The DfE Guidance 2025 (p. 38) states that, 'Teaching should be developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood as set out in the SEND code of practice: 0 to 25 years. This applies to both mainstream and special schools.'

'Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.

In relation to those with special educational needs or disability, we will review our SRE programme to ensure that provision is made for those with additional needs. We will consider: their level of vulnerability, need to learn and demonstrate appropriate behaviour, their need to develop self-esteem and positive body image, the management of personal care, clarity about sources of support for pupils

In addition to Jigsaw resources, we may also use the 'Learn and Thrive' resources, with a focus on 'Changing Adolescent Bodies' and 'Growing Up and Keeping Safe.'

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2025 (p. 36 - 37) states: 'Schools must ensure topics in RSHE are taught in a way which does not discriminate against pupils or amount to harassment. Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics……The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex. We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.'

'Schools should encourage young people to consider how to express their views
while remaining respectful of the opinions of others. Schools should be clear that bullying

or disrespectful language or behaviour is never appropriate.'

At Lady Bay Primary School we promote respect for all and value every individual child.

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 be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Parental Engagement

The DfES (p.38) advise that 'Schools should consult parents on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on openness with parents.'

Sex Education resources are on our school web site all year round and year group Sex Education/Changing Me objectives are sent out to parents/carers via email in Summer 1 Half Term. Sex Education/Changing Me is taught in Summer 2 Half Term every year.

We have a three year cycle:

- Year 1 – Objective/Policy share and consultation meeting
- Year 2 – Drop – in Session for any Parents/Carers wishing to discuss either Sex Education Lessons/Policy
- Year 3 – Objectives sent out only.

P34 -5 Schools should take steps to pro-actively engage parents and make sure they are aware of what is being taught in RSHE. These steps might include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics. Schools must consult parents when developing and reviewing their RSE policies, in accordance with the section on developing a policy, above.
Schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Parents are not able to veto curriculum content, but schools must consult with parents when developing their RSHE policy and it is right that they are able to see what their children are being taught, especially in relation to sensitive topics, and schools should respond positively to requests from parents to see material.

Parental Rights to Withdraw

At Lady Bay Primary School, we are committed to ensuring that the education provided to our pupils in RHE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the RHE lessons that explicitly teach this i.e. the Jigsaw Changing Me unit.

We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not

from relationships education at primary. Parents wishing to exercise this right must do so in writing to our Headteacher Steve Border.

Curriculum Design

The RHE curriculum at Lady Bay Primary School will be taught through The Jigsaw Programme, but this also includes:

- A spiral curriculum
- Curriculum days
- RHE lessons
- External providers
- Taught by dedicated school staff
- Assemblies
- Topics
- Taught by Pastoral staff
- Links with other curriculum areas such as – PE, Citizenship, Science, Religious Education,
- E- Safety

At Lady Bay School, we teach Relationship and 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.

Here, at Lady Bay Primary School, we value RHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school RHE Programme.

What do we teach when and who teaches it?

Whole-school approach

At Lady Bay Primary School, we allocate 40 minutes to RHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Across Key Stage One and Two, pupils will be supported with developing the following skills:

- Communication – speaking and listening, including how to manage changing friendships, relationships, and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Curriculum Content

Through an effective and creative curriculum and by the end of primary school, our pupils should know about:
• Families and people who care for them
• Caring friendships
• Respectful relationships
• Online relationships
• Being safe

Physical Health and Mental Wellbeing
Our pupils will be taught about the characteristics of good physical health and mental wellbeing and of the benefits and importance of daily exercise, good nutrition, and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within our curriculum and by the end of primary school, pupils should know about:
• Mental wellbeing
• Online behaviour and safety
• Physical health and fitness
• Healthy eating
• Drugs, alcohol, vaping and tobacco
• Health and prevention
• Basic first aid
• Changing adolescent body

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	Unit	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. Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic 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 drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

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.

Health Education

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

Sex Education

The DfE Guidance 2025 (p.12) states that: 'Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.'

At Lady Bay Primary School, we believe children should understand the facts about human reproduction before they leave primary school.

We define Sex Education as learning about physical, moral and emotional development and understanding human reproduction. Sex Education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

The key objectives that we will cover from the Changing Me Units are:

Foundation – Knowing the names of body parts (legs, arms etc)

Year 1 – I am starting to understand the life cycles of animals and humans. I can tell you how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and can use the correct names for these (penis, testicles, vagina, vulva, anus, breasts). I respect my body and understand which parts are private. I understand that growing up is natural and that everybody grows at different rates.

Year 2 - I can recognise the physical differences between boys and girls. I can use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can tell you about the natural process of growing from young to old and understand that this is not in my control.

Year 3 - I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby. I understand how babies grow and

develop in the mother's uterus. I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

Year 4 - I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I can correctly label and I can 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. I know the internal and external parts of male and female bodies that are necessary for making a baby. I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

Year 5 - I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how boys' and girls' bodies change during puberty, I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).

Year 6 - I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.

Guidance is also given from within the Jigsaw scheme on how to answer pupil questions in an age-appropriate way.

Teachers may also have an anonymous 'question box' where children may post their questions.

The school will inform parents of this right by year group letter/email/text and/or curriculum newsletter. A parents' meeting may also be held to show the content, objectives and resources which are used in the 'Changing Me' units.

Breaches / Complaints:

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

Policy	How it may link
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding

Child-on-Child Policy	Includes details about how to recognise, report and respond to all forms of child-on-child abuse
Behaviour Policy	Includes details about the school's behaviour system including potential sanctions for pupils
Anti-Bullying Policy	Includes information about bullying behaviours and vulnerable groups
Online Safety Policy / E-Safety / Acceptable Use Policies	Includes information about children's online behaviour and details about online bullying / cyberbullying
Equality Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Further information and support can be found through the following links:

- Statutory RSHE guidance - Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- Keeping Children Safe in Education - https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Equality Act 2010: advice for schools - https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
- NSPCC - How to Talk to Children About Sex & Safety https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/
- PSHE Association - PSHE Association | Charity and membership body for PSHE education pshe-association.org.uk
- CEOP Education https://www.ceopeducation.co.uk/

Monitoring, Evaluation and Review

To ensure our RSHE programme is effective, is meeting the needs of our pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:

• Evaluation self-review from pupils after specific topics or at the end of a key stage

• Comments from pupils and representatives from the pupil voice

• Whole class discussions

The Strategic Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Strategic Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

This policy is reviewed and evaluated throughout the academic year. It is updated annually.