GREENWOOD ACADEMIES TRUST

KINGSWOOD PRIMARY ACADEMY

Relationships, Sex and Health Education Policy

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JIGSAW PSHE 3-11

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Parent Summary

This policy sets out what we teach in Relationships Education, Health Education and (optional) Sex Education, how we keep lessons age-appropriate and inclusive, and how you can view the materials we use. We teach pupils the knowledge and skills to build healthy, respectful relationships and to stay safe on - and offline. We always teach in line with Department for Education (DfE) statutory guidance and our safeguarding duties.

1. Aims

Our RSHE curriculum helps pupils to:

• develop the knowledge, skills and values to form healthy, respectful relationships with friends, family and wider community, promoting positive wellbeing and an inclusive academy ethos;

• understand boundaries, privacy, kindness, age-appropriate understanding of consent, permission and personal boundaries, including seeking and giving permission in everyday situations and understanding bodily autonomy and the law around harassment;

• recognise and respond to risks online and offline, including grooming, artificial intelligence, misinformation and disinformation and emerging digital harms;

• look after their physical health and mental wellbeing, including puberty education and menstruation;

• know when and how to seek help and report concerns.

2. Statutory Guidance

This policy and our curriculum have regard to:

• DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated July 2025; in force from 1 September 2026).

• Keeping Children Safe in Education (KCSIE) 2025.

• Equality Act 2010 and the Public Sector Equality Duty (PSED).

• Education Act 1996 and Children and Social Work Act 2017 (sections 34–35).

3. Definitions and right to withdraw

Relationships Education (statutory at primary): the focus is on teaching the fundamental building blocks of positive relationships, including families, friendships, respectful relationships, online relationships and being safe. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Health Education (statutory): the focus is on teaching the characteristics of good physical health and mental wellbeing, including internet safety and harms, changing adolescent body and menstrual wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education (non-statutory at primary): content beyond the science curriculum (reproduction). The focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents may request withdrawal for their child from sex education lessons that sit outside the National Curriculum science. There is no right to withdraw from Relationships or Health Education, or from the science curriculum.

4. Curriculum intent, sequencing and age-appropriateness

Sequencing principles: developmentally appropriate progression from EYFS to Year 6; revisit core concepts regularly; teach preventatively while being sensitive to maturity and local context. Local needs: we use safeguarding and wellbeing data (DSL logs/patterns, pupil surveys, local authority updates) to adjust emphasis and timing while keeping within statutory expectations. Age-appropriateness: lessons avoid sexualised content; teachers use distancing techniques and agreed language; potentially alarming issues are framed around safety, kindness and seeking help. Staff training: all staff receive annual RSHE and safeguarding updates; RSHE teachers receive CPD on managing discussion, online safety, and SEND adaptation.

Curriculum overview (what we teach)
We follow the Jigsaw PSHE curriculum with additional resources from Pol Ed which are designed to be engaging and age-appropriate, supporting schools to deliver lessons on law, policing and safeguarding and mapped against the PSHE Association. Key primary content includes families and people who care for me; friendships; respectful relationships; online relationships; being safe; mental wellbeing; internet safety and harms; physical health; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing bodies.
In line with the 2025 RSHE guidance, the academy introduces age-appropriate teaching in Key Stage 2 to help pupils understand that online images and videos can be edited or artificially generated. While deepfake and AI-generated imagery are statutory topics at secondary school, we prepare pupils by teaching critical thinking, online safety and how to seek help if they encounter concerning content.

Curriculum Design; Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The curriculum at Kingswood Primary Academy will consider the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online inappropriately.

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
Autumn 1:	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.
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

5. Teaching and learning, safe classroom practice and handling questions

Ground rules are established and revisited in every unit. We use inclusive, non-judgemental language, distancing techniques, and question boxes to manage anonymous questions. Protocol for difficult or inappropriate questions: acknowledge, check understanding, defer if needed, follow up with accurate, age-appropriate information or signpost, and refer to the DSL if a safeguarding concern is raised. Teachers will not depart from the agreed curriculum or share personal views. Teaching includes age-appropriate, factual information about sexual orientation and puberty lessons acknowledge emotional changes and attraction in an inclusive way. The academy actively fosters a welcoming and inclusive environment for all pupils, families and staff. The academy acknowledges different ethnic, religious and cultural attitudes to puberty, relationships and sex and teaches content with sensitivity. Lessons reflect the full range of modern family structures, including same-sex parents, blended families, foster families and extended families. RSHE is delivered sensitively, promotes respect and equality, and ensures every pupil feels represented, safe and valued.

6. Working with parents and access to materials

We are transparent about what we teach. Curriculum overviews and information about the Jigsaw programme are available on the school's website. Parents may also request to view lesson materials by contacting the school.

7. Inclusion, equality and SEND access

Teaching reflects the Equality Act 2010 and promotes respect for all people. Pupils will learn that everyone should be treated with dignity and respect regardless of protected characteristics.
RSHE is taught in a way that is accessible to all pupils, including those with SEND. Adaptations may include:

- pre-teaching vocabulary; visual supports, symbols and social stories;
- smaller groups or individual teaching where needed;
- overlearning and repetition; simplified texts and scaffolded tasks;
- adjusting pacing and providing additional adult support;
- linking to EHCP outcomes and personalised targets; and
- explicit teaching of protective behaviours to help keep pupils safe from abuse or exploitation.

8. Use of correct anatomical terminology

We teach the correct anatomical names for body parts, in an age-appropriate way, to support safeguarding, clarity and confidence.

9. Menstrual wellbeing support

We teach about the menstrual cycle and menstrual wellbeing. We ensure access to menstrual products in school, clear information about how to obtain them, suitable disposal facilities, and supportive arrangements to manage pain or unexpected periods.

10. Safeguarding, online safety and reporting concerns

RSHE is a core part of safeguarding. Staff follow our Trust's Safeguarding Policy and Site Specific Safeguarding Arrangements. Pupils are taught how to report concerns, including online harms. The academy has a robust filtering and monitoring system to block access to harmful or inappropriate content, meeting all DfE requirements.

11. Roles and responsibilities

The Trust monitors the quality and effectiveness of the RSHE policy and curriculum in the academy.
The Principal is responsible for ensuring that RSHE is taught consistently across the academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education.
The Principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.
The PHSE Lead is responsible for quality-assuring the curriculum; support staff training and monitoring staff delivery of content.
Teachers are responsible for delivering RSHE sensitively; following protocols for handling questions and safeguarding and for adapting teaching for SEND (following liaison with the SENDCo).
Designated Safeguarding Lead (DSL): oversees safeguarding within RSHE, including online safety, and supports staff with concerns.
Pupils are expected to engage fully in lessons and, when discussing issues related to RHSE, treat others with respect and sensitivity.

12. Monitoring and Evaluation

The delivery of RSHE is monitored in academies by senior leaders through:
• Planning monitoring, lesson visits, children and staff surveys
• Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

The implementation of this policy is monitored by the Trust through:
• Assurance activities to ensure statutory arrangements are in place in each academy
• Assurance activities to ensure the academy policies are being implemented and the RSHE curriculum in each academy is of sufficient quality.

13. Approval and Review

This policy will be reviewed annually, or sooner if changes to statutory or local guidance occur.

Appendix A – Statutory Relationships & Health Education Content (updated July 2025; in force from September 2026)

Relationships Education (Primary) — Statutory Content

Theme	Pupils should know…
Families and People Who Care for Me	• Families provide love, security, stability and care. • Characteristics of healthy family life including protection, support and the importance of spending time together. • Families may look different; all families that provide care should be respected. • Stable, caring relationships are essential for children's wellbeing. • That families can experience change, loss and bereavement, and that feelings around these experiences are normal.

	• Marriage is a formal, legally recognised lifelong commitment between two people. • How to recognise when family relationships are unsafe and how to seek help.
Caring Friendships	• Why friendships matter for happiness, belonging and security. • Characteristics of healthy friendships: respect, kindness, trust, loyalty, generosity and support. • Friendships should be positive and welcoming and should not make others feel lonely or excluded. • Friendships have ups and downs; conflicts can be resolved; violence or coercion is never acceptable; • How to recognise when a friendship is unhealthy, including controlling or pressuring behaviour, and how to seek help.
Respectful Relationships	• The importance of respecting others, including those with different backgrounds, beliefs or choices. • Practical steps to improve and support respectful relationships. • Courtesy, good manners and self-respect • Respect for authority in school and society. • What bullying is (including cyberbullying), its impact and the responsibility of bystanders. • What stereotypes are and why they are harmful. • The meaning of consent, including permission-seeking and permission-giving in everyday situations. • How harmful attitudes (including misogyny, prejudice or discriminatory behaviour) can affect others and how to challenge them safely.
Online Relationships	• People may behave differently online, including pretending to be someone else. • The same principles of respect and kindness apply online as face to face. • Rules for staying safe online; recognising risks, harmful content, harmful influencers, scams, monetisation features in games, and how to report concerns. • How to critically consider online friendships, information, and digital content (including edited AI-generated/deepfake material) • How information and data is collected, shared and used online, and why privacy matters. • How to manage online contact safely and set appropriate boundaries.
Being Safe	• Appropriate boundaries in friendships, including online. • That each person's body belongs to them; the differences between appropriate and inappropriate contact. • The correct names for external body parts, including genitalia, and why using accurate vocabulary keeps children safe. • That unsafe secrets should not be kept; how to recognise unsafe situations. • How to respond safely to unfamiliar adults, including online.

	• How to ask for help for themselves or others and persist until heard; where to get advice. • Personal safety, including road, rail, water, fire and safety in public spaces. • How to recognise and avoid risky situations, including those involving substances, dangerous items or unsafe environments.
Emerging Online Harms	•That some people online may attempt to pressure, trick or threaten others into sharing personal information, images or videos. •That this behaviour is unsafe and wrong, and that no one should ever feel forced or frightened into sharing anything online. •How to respond safely: saying no, stopping communication, not sharing anything, and telling a trusted adult immediately. •How to report concerns using school procedures and online reporting tools. •That help is available if they ever feel worried, scared or unsure about something that happens online.

Physical Health & mental Wellbeing Education (Primary) – Statutory content

Theme	Pupils should know…
Mental Wellbeing	• Mental wellbeing is a normal part of daily life. • Recognising and talking about feelings. • Strategies for managing worries, stress and change. • Benefits of exercise, time outdoors, hobbies, and community participation. • Importance of rest, time with friends/family and self-care. • Loneliness and isolation can affect children; the importance of discussing feelings and seeking support. • That bullying (including cyberbullying) has negative, lasting impacts. • That families can experience change, loss and bereavement, and that feelings around these experiences are normal. • Where and how to seek support, including in school, and recognising triggers for seeking support. • That mental ill-health is common and problems can be resolved with the right support.
Internet Safety and Harms	• The internet has many benefits for most people. • Benefits of rationing time online; risks of excessive screen time; impact of positive and negative content. • Considering the effects of online actions on others; respectful behaviour and keeping personal information private. • Why social media, some games and online services have age restrictions. • Online abuse, trolling, bullying and harassment can harm mental health. • How to be a discerning consumer of information online, including how search results are ranked/targeted.

	• Where and how to report concerns and get support with issues online.
Physical Health and Fitness	• Characteristics and benefits of an active lifestyle. • Building regular exercise into daily/weekly routines (e.g., walking/cycling to school, daily mile). • Risks of inactivity (including obesity). • How and when to seek support and who to talk to in school if worried about health.
Healthy Eating	• What constitutes a healthy diet and why it matters. • Principles of planning/preparing a range of healthy meals. • Characteristics of a poor diet and risks linked to unhealthy eating and other behaviours (e.g., alcohol).
Drugs, Alcohol and Tobacco	• The risks of harmful substances and why they should be avoided.
Health and Prevention	• Recognising early signs of physical illness. • Safe and unsafe exposure to the sun; reducing risk of sun damage. • Importance of sufficient, good-quality sleep for health and learning. • Dental health and benefits of good oral hygiene, including regular check-ups. • Basic hygiene, handwashing and dental health. • Facts and science relating to immunisation and vaccination.
Basic First Aid	• How to make a clear, efficient emergency call. • Basic first aid concepts, including dealing with common injuries and head injuries.
Changing Adolescent Body	• Key facts about puberty, including physical and emotional changes. • The correct names for body parts and why accurate vocabulary is important. •That changes happen at different times for different people.

Appendix B – Sex Education (Primary) (updated July 2025; in force from September 2026)

Sex Education at Kingswood Primary Academy

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 Kingswood Primary Academy our approach to sex education is: We teach age-appropriate sex education in Years 5 and 6 as part of our PSHE curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching. We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the

stages of pregnancy and birth. Sex education is not learning about different types of sexual activity. This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

• Relationships Education (statutory)

• Health Education, including puberty education (statutory)

• Science curriculum content, including content about reproduction (statutory)

Before deciding to withdraw a child from sex education, we invite parents to discuss their concerns with the principal. This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will:
• Arrange a meeting to discuss the request and the curriculum content in detail
• Share relevant teaching materials again so parents can see exactly what will be taught
• Explain how we will support the child during withdrawal (ensuring they receive appropriate, purposeful education)
• Respect the parent's final decision whilst documenting our professional advice

Appendix C – PSHE Jigsaw curriculum theme overview by year group:

JIGSAW PSHE 3-11

December 2025

PSHE Knowledge Content Snapshot 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
Ages 8-9	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
Ages 9-10	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 *Conception (including IVF)* 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
Ages 10-11	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 *Conception to birth* Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix D: Parent withdrawal from sex education request form

Parent/ Carer name: …….

Child name and class: ……

I request to withdraw my child from sex education that is outside the National Curriculum Science. I understand there is no right to withdraw from Relationships, Health Education or from the Science curriculum.

Reason (optional) ……..

Signature: …….. Date: ……..

School Use: Meeting help with principal on: ……