Relationships Sex and Health Education Policy

Christ Church Streatham CE Primary School
Academic year 2026–27 | Jigsaw PSHE

Policy owner: Headteacher
Approval: through the current SDBE MAT Scheme of Delegation
Date approved: _____
Review: October 2027, or earlier if guidance or school needs change

1 Purpose and Christian ethos

RSHE helps children build caring relationships, understand growing bodies, look after their wellbeing and seek help when something feels unsafe. Our Christian ethos affirms the dignity and worth of every child. Teaching promotes kindness, responsibility and respect and welcomes children of all faiths and none. Faith perspectives are distinguished from factual information and the law.

Christ Church uses Jigsaw for PSHE, including compulsory relationships and health education. Additional sex education is taught in Years 5 and 6. This policy covers pupils from EYFS to Year 6, with learning adapted to their age, development and needs.

2 Requirements and policy status

The policy has regard to the DfE RSHE guidance effective from 1 September 2026 and the 2019 RSHE Regulations, alongside the Equality Act 2010, current safeguarding guidance, EYFS framework and SEND Code of Practice. It links with safeguarding, behaviour, anti bullying, online safety, SEND, equality, intimate care and complaints policies.

This is a draft for parental consultation and approval. Before adoption, leaders will consult parents, consider pupil views, check current Jigsaw resources and confirm the detailed teaching sequence. The approved policy will be published on the school website and supplied free of charge on request.

3 Responsibilities

- Headteacher: oversee implementation, consultation, training and withdrawal requests.
- Deputy Headteacher and designated PSHE lead: check coverage, progression, resources and assessment; coordinate science, computing and PE links.
- Teachers: deliver and adapt lessons, assess understanding and report safeguarding concerns promptly.
- Inclusion Manager: support accessible teaching, including SEND adaptations and provision in the Nest. DSL: advise on risks, disclosures and sensitive content.
- Governors and Trust: approve and monitor provision within delegated responsibilities, including statutory coverage, accessibility and parental information.

4 Curriculum and teaching

Jigsaw revisits themes with increasing depth. Teachers normally provide a weekly PSHE lesson, reinforced through daily relationships, stories and wider learning. Praise and restorative conversations support learning; they do not replace safeguarding action.

Term	Jigsaw theme
Autumn 1	Being Me in My World
Autumn 2	Celebrating Difference
Spring 1	Dreams and Goals
Spring 2	Healthy Me
Summer 1	Relationships
Summer 2	Changing Me

Relationships and health education run throughout the year. Appendix 1 gives a concise progression overview. Staff use the current Jigsaw statutory mapping to check full coverage and supplement or adapt resources where necessary.

Core learning

- Relationships: caring families and friendships; kindness; respect; privacy and boundaries; recognising bullying and unsafe behaviour; online relationships and asking for help. Examples include same sex parents, single parent, adoptive, foster and kinship families.
- Health and wellbeing: emotions, self care, change and bereavement; sleep, exercise, nutrition, dental care, hygiene and sun safety; infection prevention and vaccination; harmful substances including vaping; online wellbeing, scams and gaming spending; fire, road, rail and water safety; basic first aid and emergency calls.
- Developing bodies: accurate body vocabulary, physical and emotional changes, puberty and menstruation. Teaching is timed to prepare children before changes occur. All pupils learn this content. Discreet menstrual products and practical support will be available.

5 Additional sex education

Within Changing Me, Year 5 teaches conception, including how sexual intercourse can lead to fertilisation and pregnancy, with age appropriate acknowledgement of fertility treatment. Year 6 develops this learning through pregnancy and birth. These additional lessons are distinct from compulsory puberty, relationships and science content.

The April 2026 Jigsaw map identifies Year 5 Piece 4 Conception and Year 6 Piece 3 Babies Conception to Birth. It removes sex education from Year 4. Staff must match titles and numbering to the school's current edition before issuing lesson information; older editions differ.

Teachers review optional content and examples before use; Jigsaw resources are not adopted automatically. The school will explain the specific additional sex education content, timing and resources to parents in advance. Changes to the published programme will be communicated before teaching.

6 Parents and withdrawal

Parents and carers are consulted when this policy is developed or reviewed. The school shares curriculum information and representative resources, welcomes questions and offers support with conversations at home. All RSHE materials, including visitor resources, can be viewed on request through the school office. Accessible arrangements are offered. Copyright affects how resources are shared, not whether parents may see them.

Content	Right to withdraw
Relationships education	No
Health education including puberty and menstruation	No
Content taught within science	No
Additional Year 5 and Year 6 sex education	Yes

To request withdrawal, contact the Headteacher through the school office. Written requests help record arrangements; the school will also help record verbal requests. The Headteacher will offer a discussion, but a meeting is not a condition of withdrawal. Primary requests to withdraw from additional sex education must be granted.

The school records the lesson boundaries, informs teachers discreetly and provides purposeful, supervised alternative learning. Children are treated sensitively. Parents can reverse a decision by contacting the school. Compulsory sections within a mixed lesson remain accessible; withdrawn content is not delivered indirectly.

7 Inclusion and safe discussion

RSHE is accessible to every pupil, including those in the Nest. Adaptations may include visuals, symbols, social stories, vocabulary support, repetition, smaller groups and communication aids. Teachers work with the Inclusion Manager and draw on EHCP and specialist advice. Essential safety learning is retained; SEND is not a reason to omit it.

Teaching challenges stereotypes and discrimination, respects relevant protected characteristics and avoids shaming pupils about bodies or family circumstances. Facts about bodies are taught accurately; contested views are not presented as established fact. Individual concerns are handled sensitively through pastoral and safeguarding procedures.

Teachers establish respectful ground rules, use fictional examples and never require personal disclosures. Pupils may ask questions privately or anonymously and may choose not to speak in discussion. Adults give accurate answers suited to the child’s stage, or defer a question for advice from the PSHE lead or DSL.

Questions beyond the planned curriculum, or about sex education from which a child is withdrawn, receive a supportive response without delivering withdrawn content. Staff consider whether a question suggests harm, involve a safe adult where appropriate and act promptly on safeguarding concerns. Children are not shamed for asking.

8 Safeguarding and reporting

Pupils can tell any trusted adult in school about worries, unwanted touch, sexual comments, harassment or online pressure. They may use speech, writing, drawings, symbols or an agreed communication aid. They are taught to keep seeking help if a concern remains unresolved and that abuse is never their fault. Anonymous question boxes are not an emergency reporting route.

- Staff listen calmly, take concerns seriously and reassure the child.
- Do not promise secrecy, investigate or ask leading questions. Explain that adults who can help may need to be told.
- Record the child's words accurately and report promptly to the DSL or deputy under the safeguarding policy. Take immediate protective action where danger is immediate.

Harassment and harmful sexual behaviour are never dismissed as banter. The DSL oversees protection, support and referrals. Emerging online or sexual risks are addressed proportionately without showing explicit imagery or causing unnecessary alarm. Curriculum work does not replace safeguarding intervention.

9 Resources assessment and review

The PSHE lead checks resources for accuracy, age suitability, accessibility and alignment with guidance. Staff receive support for sensitive teaching and disclosures. External visitors are approved in advance: credentials, materials, safeguarding arrangements and parental access are checked. School staff remain present and responsible for teaching.

Teachers assess knowledge and skills through discussion, scenarios, observation and Jigsaw activities. They do not assess private beliefs or require personal disclosures. Misconceptions and missed learning, including after absence or school moves, are addressed sensitively.

Leaders review planning, pupil feedback and statutory coverage, including SEND access. Governors and the Trust receive assurance within delegated roles. The Headteacher leads annual review and parental consultation. Concerns should be raised with the teacher or Headteacher; unresolved complaints follow the school complaints policy.

Appendix 1 Year group progression

This is a school planning summary, not a list of statutory requirements for each year. Statutory RSHE outcomes apply by the end of primary school. The detailed Jigsaw mapping remains the coverage checklist.

Stage	Main progression in RSHE
EYFS	Feelings, friendships, trusted adults, sharing, hygiene, privacy and growing i
Year 1	Belonging, kindness, family care, naming body parts and seeking help.
Year 2	Friendship problems, differences, safe touch, body privacy and healthy routi
Year 3	Family and friendship changes, boundaries, early puberty understanding an
Year 4	Respect, stereotypes, emotional resilience, puberty and menstrual preparati education in the updated programme.
Year 5	Peer influence, online relationships, wellbeing and puberty; additional conce
Year 6	Respectful relationships, pressure, body confidence and transition; additiona teaching.

Appendix 2 Science links

The national science programme provides the reference points below. As an academy, Christ Church must provide a broad and balanced curriculum including science. These links support coordination; they do not reclassify additional PSHE sex education as compulsory science.

Year	Relevant science learning	RSHE connection
1	Body parts and senses.	Body awareness and vocabulary.
2	Offspring grow into adults; survival needs; exercise, food and hygiene.	Growth and caring for health. This s does not require explaining how reproduction occurs.
3	Nutrition; skeletons and muscles.	Healthy eating and physical activity
4	Digestion and teeth.	Dental care and nutrition.
5	Human development to old age; animal life cycles and reproduction in some plants and animals. Puberty appears in the accompanying guidance.	Growing bodies, puberty and biolog cycles. Coordinate boundaries with additional conception lessons.
6	Circulation; effects of diet, exercise, drugs and lifestyle; transport of nutrients and water.	Health choices and caring for the b

Appendix 3 Lesson checks before teaching

The PSHE lead and Years 4–6 teachers will confirm the following against their current Jigsaw portal materials. These checks complete the school's implementation record; they are not a claim that the school's licensed resources have been inspected.

- Use updated Year 4 materials; do not rely on older Having a Baby lesson references.
- Confirm Year 5 Conception and Year 6 Babies Conception to Birth titles, numbering and exact content. Review optional puberty content and any alternative lessons.
- Identify additional sex education sections and compulsory sections accurately; tell parents the relevant lesson dates, resources and withdrawal arrangements.
- Check all statutory outcomes against current Jigsaw mapping, including September 2026 updates; record any supplementary teaching and SEND adjustments.

References

DfE statutory RSHE guidance effective September 2026 and national science programme: gov.uk Jigsaw PSHE 3–11 programme, April 2026 Changing Me Puzzle Map and Knowledge and Skills Progression Map: Jigsaw Education Group. Detailed statutory mapping and licensed lessons: school Jigsaw portal.
Read with current safeguarding guidance and the school policies listed in section 2.