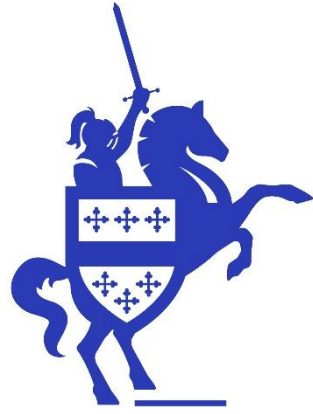




Newburgh
Primary School

Relationships, Sex and Health Education (RSHE) Policy

Introduction

At Newburgh Primary School, Relationships, Sex and Health Education (RSHE) is an essential part of our curriculum and contributes to children's physical, emotional, social and mental wellbeing.

Our RSHE curriculum supports our children to develop healthy relationships, stay safe, understand their bodies and emotions and prepare for the opportunities, responsibilities and experiences of later life.

This policy has been developed through consultation with pupils, parents and carers, staff and governors. Curriculum planning has also been informed by Warwickshire's Health Needs Assessment, Public Health intelligence, local safeguarding priorities and local crime data to ensure learning is relevant to the needs and experiences of our pupils.

This policy reflects our school's vision of creating a nurturing and stimulating environment where all children feel safe, respected and valued.

Legal Requirements

From September 2020, all primary schools must teach Relationships Education and Health Education, as required by the Children and Social Work Act 2017. While Sex Education is not compulsory, puberty is included in Health Education and reproduction is part of the Science curriculum. This policy meets statutory requirements (2025) and aligns with the Equality Act 2010, the Education Act 1996, and Keeping Children Safe in Education.

Aims of RSHE

The aims of RSHE at Newburgh Primary school are to:

- Provide accurate, age-appropriate information for the children in our care.
- Support children to build respect, empathy, and responsibility.
- Promote positive physical, emotional and mental wellbeing.
- Develop resilience, confidence and decision-making skills.
- Prepare our children for the next stage in life and future challenges.
- Develop children's understanding of healthy relationships and personal safety.
- Prepare children for puberty and the changes associated with growing up.
- Support children to recognise and manage risk both online and offline.
- Promote equality, diversity and respect for others.

Health, Relationships and Sex education

Health Education

Teaching about health and wellbeing enables pupils to make **good decisions about their own health and wellbeing**, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. Schools should support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. (DfE 2026)

Health Education teaches our children about:

- Physical health and fitness

- Healthy eating
- Mental wellbeing
- Emotional wellbeing
- Personal hygiene
- Puberty and change
- Medicines and keeping safe
- Internet safety and harms
- Basic first aid

Although schools are not required to have a separate Health Education policy, Health Education forms a significant part of our RSHE curriculum and is delivered alongside Relationships Education.

Relationships education

Relationships education focuses on **teaching the skills and knowledge** that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. (DfE 2026)

Relationships Education teaches pupils about:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Personal boundaries
- Consent and permission
- Respect, equality and diversity

Sex education

Sex Education refers to learning about human reproduction and how babies are conceived and born.

At Newburgh Primary School, we believe it is important that children should understand the facts about human reproduction before they leave primary school.

Through the Jigsaw Program in the Summer term:

- Reproduction is taught through the Puzzle Piece Changing Me.
- Lessons about reproduction are taught in Years 5 and 6.
- Children are provided with an environment where they feel safe to ask questions
- Lessons are taught using age appropriate language and content

Under Department for Education (DfE) guidelines, **Relationships Education** focuses on building respectful friendships, family structures, and safe online/offline interactions. **Health Education** teaches physical health, mental wellbeing, personal safety and basic hygiene, and is

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Healthy me	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	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	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect he body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	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	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	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	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	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	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
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing me	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	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	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change	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	Self-image Body-image Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

compulsory across all state-funded schools. **Sex Education** covers human reproduction and conception.

Although Sex education is not compulsory in primary schools, but it is recommended that primary schools teach sex education in years 5 and/or 6 so that they receive accurate, factual information.

Curriculum Content and Design

The RSHE curriculum at Newburgh is sequenced and age-appropriate. It is informed by pupil feedback, shaped through parental engagement, and contextualised using Warwickshire Health Needs Assessments, Public Health intelligence, and local safeguarding/crime data. This ensures lessons are relevant, practical, and meaningful for our pupils.

Our RSHE curriculum is delivered through the Jigsaw PSHE Scheme units: **Healthy Me, Relationships and Changing me.**

Healthy me is taught in Spring Term 2, **Relationships** in Summer Term 1 and **Changing me** in Summer Term 2

The Jigsaw scheme provides a progressive and spiral curriculum, allowing our children to revisit and build upon previous learning as they move through school.

An overview of the learning intentions for each year group can be found below:

Delivery

RSHE at Newburgh Primary School is delivered by class teachers who know their pupils well and can therefore respond and adapt appropriately to the needs of the children in their class.

We adopt various teaching methods including:

- Discussion
- Story-based learning
- Role play
- Group activities
- Reflection
- Question and answer activities

Teachers establish clear ground rules to ensure a respectful, safe and supportive learning environment through the Jigsaw Charter. They adapt lessons to meet the needs of all pupils and ensure inclusivity. All teaching is framed by the law and promotes equality and diversity.

Parental Engagement and Consultation

At Newburgh, we believe parents are central to the success of RSHE. We value consulting with parents to develop and enhance our RSHE curriculum to ensure it meets the needs of our school community. Parents can view all teaching materials on request and an overview of our resources are shared via the school website.

Inclusion and Accessibility

Our RSHE curriculum is inclusive and accessible to all children, including those with SEND. Lessons are adapted to different learning needs, and content promotes respect for diversity, in line with the Equality Act 2010. Examples of adaptations for SEND children may include: pre-teaching concepts or vocabulary, using clear, direct vocabulary, visual aids, breaking down lessons into smaller steps, providing time for repetition and reflection, and engagement with parents.

Teaching Sensitive Topics and Safeguarding

At Newburgh, sensitive topics are taught in a safe environment. Teachers answer questions age-appropriately and respectfully. We believe that if a child asks a question they deserve an honest, open answer. In the age of information, where children in primary have access to tablets, smart phones and the internet, (often unsupervised) it is essential that we help children to recognise they are able to ask questions safely, appropriately and without judgement rather than searching for answers on the internet. Our aim is to ensure our children feel empowered to ask questions about themselves, their bodies and the world around them.

Safeguarding concerns or disclosures are reported to the Designated Safeguarding Lead (DSL) following statutory procedures. If a child asks a question that is considered out of place or beyond the planned curriculum, the class teacher will endeavour not to answer it in the lesson but will inform their parents.

Staff have received training as to how to deal with children's questions in an age appropriate manner.

- Children are praised for asking questions, as we wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, it will be answered appropriately as a whole group.
- Depending on children's knowledge and experience, answers to questions will be adapted, as some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying something like: *"That is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute."*
- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff will make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you."* This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question until they have spoken to the parent/carer.

Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Roles and Responsibilities for RSHE at Newburgh

The Governing Body will:

- Approve the RSHE policy.

The Headteacher will:

- Ensure RSHE is delivered effectively.
- Support staff training.
- Ensure resources are available.
- Monitor implementation.

The RSHE Lead will:

- Coordinate curriculum planning.
- Support staff.
- Liaise with parents.
- Monitor delivery.
- Evaluate impact.
- Review policy and practice.

Teachers will:

- Deliver RSHE in line with the policy.
- Provide a safe learning environment.
- Respond appropriately to pupil needs.
- Follow safeguarding procedures.

Parents and carers are encouraged to:

- Support learning at home.
- Engage in consultations.
- Discuss RSHE topics positively with their children.

Pupils are expected to:

- Engage respectfully in lessons.
- Share their views through feedback opportunities.

Rights to Withdraw from Sex Education

At Newburgh, we believe that successful teaching around RSHE takes place when parents and school work together. We endeavour to be transparent and give parents information about the programmes and lessons we deliver around RSHE, as we recognise it can be a sensitive subject for some families for a number of reasons. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

Before specific sex education lessons are delivered in school, we will send home a letter to parents to inform them of when the lessons will be delivered.

Parents have the right to request their child / children are withdrawn from non-statutory Sex Education. Requests must be submitted to the Headteacher in writing at the email address: head2325@welearn365.com Children cannot be withdrawn from Relationships or Health Education. Alternative provision will be arranged for children withdrawn from Sex Education lessons.

Monitoring, Evaluation and Review

Monitoring is led by the RSHE Lead and Headteacher and includes planning scrutiny, observations, staff/pupil/parent feedback, and review against local health and safeguarding data. The policy is reviewed every two years, or sooner if required.

External Visitors and Contributors.

At Newburgh, we believe that external providers enhance the RSHE curriculum. Examples at Newburgh include talks on fire, road and water safety. All visitors are checked for safeguarding compliance and are supervised by staff. Their input is evaluated and feedback is sought.

Policy Governance and Review.

This policy has been co-produced with pupils, parents, staff, and governors.
It was approved by the Governing Body September 2026

It will be reviewed every two years, or earlier if required.

Useful links

Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

Jigsaw curriculum overview

<https://jigsawlivescimsuk.blob.core.windows.net/umbraco-media/vlepknpa/pshe-3-11-knowledge-content-snapshot-overview.pdf>

Jigsaw information for parents

<https://jigsawlivescimsuk.blob.core.windows.net/umbraco-media/azunpjp0/jigsaw-information-leaflet-for-parents-and-carers-2026.pdf>

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