

Relationships Education
PSHE and RHE Policy









Approved by the governing body on	March 2025
Signed (Chair of Governors)	
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Contents

1. Aims	2
2. Statutory Requirements.....	2
3. Definition.....	3
4. Curriculum	3
5. The Jigsaw Approach: A Whole-School Framework.....	3
6. Roles and responsibilities	5
7. Parents' Right to Withdraw	5
8. Training	7
9. Monitoring Arrangements.....	7
Appendix 1.....	8
Appendix 2	Error! Bookmark not defined.

1. Aims

The aims at our school are to:

-  Provide a framework in which sensitive discussions can take place
-  Give children an understanding of the importance of health and hygiene
-  Prepare pupils for puberty (age appropriately)
-  Help pupils develop feelings of self-respect, confidence and empathy
-  Create a positive culture around issues of sexuality and relationships
-  From Year 4 teach pupils the correct vocabulary to describe themselves and their bodies

At Eagle CP School, the impact of our values is evident in the daily life of the school as well as in our PSHE/RHE curriculum includes all of our core values that sustain the positive ethos of our school.

Our Core Values are:

PERSEVERANCE RESPECT INTEGRITY DILIGENCE EMPATHY

2. Statutory Requirements

At Eagle CP School we will provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).




However, although we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum, which we cover in Upper KS2.

In teaching PSHE/RHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Eagle CP School we teach the curriculum as set out in this policy.

3. Definition














The introduction of RHE (Relationship and Health Education) in conjunction with our existing PSHE curriculum:

-  is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.
-  involves a combination of sharing information and exploring issues and values.
-  **is not** about the promotion of sexual activity.

4. Curriculum

We deliver statutory Relationships and Health Education within our comprehensive PSHE programme, using materials from Jigsaw PSHE 3-11. This provides children with a carefully sequenced, age-appropriate curriculum that meets all statutory requirements whilst also developing wider personal and social capabilities. Our PSHE curriculum also supports our safeguarding responsibilities as set out in Keeping Children Safe in Education and the Prevent Duty, helping children to recognise concerns, stay safe online and offline, and seek help when needed.

Our curriculum addresses all statutory requirements including:

-  Families and people who care for me
-  Caring friendships
-  Respectful, kind relationships
-  Online safety and awareness
-  Being safe
-  Mental wellbeing
-  Internet safety and harms
-  Physical health and fitness
-  Healthy eating
-  Drugs, alcohol, tobacco and vaping
-  Health protection and prevention
-  Basic first aid
-  Developing bodies (including puberty as part of Health Education)

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is included in Appendix 1

5. The Jigsaw Approach: A Whole-School Framework

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles





Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships.

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. Our PSHE lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

-  The specific needs, experiences and developmental stages of pupils in each class

-  Pupil voice - gathered through feedback within lessons, informal discussions with children, and [insert other methods your school uses, e.g., "school council discussions, pupil surveys, class discussions"]
-  Local context and community considerations
-  Feedback from parents, pupils and staff
-  Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents and carers are informed about significant adaptations, particularly where these relate to sensitive content.

6. Roles and responsibilities

6.1 The Governing Body

The governors approve this policy and hold the Head Teacher to account for its implementation.

6.2 The Head Teacher

The Head Teacher is responsible for ensuring that the curriculum is taught consistently across the school.

6.3 Staff

Staff are responsible for:

- › Delivering the curriculum in a sensitive way
- › Modelling positive attitudes to RHE
- › Monitoring progress
- › Responding to the needs of individual pupils

6.4 Pupils

Pupils are expected to engage fully in RHE and when discussing issues related to RHE, treat others with respect and sensitivity.

7. Parents' Right to Withdraw

We teach about human reproduction within our Science curriculum, in line with the National Curriculum Science requirements that children learn about life cycles and how mammals reproduce. Because this is taught as part of the statutory Science curriculum, parents **do not** have the right to withdraw children from this content.

In Upper Key Stage 2, children will learn about their changing adolescent bodies and will learn key facts about puberty and the changing adolescent body, including physical and emotional changes. They will also learn about menstrual wellbeing including the key facts about the menstrual cycle. In order that parents are aware and prepared for this, we will inform you when this lesson is scheduled.




We ensure this learning is delivered in a factual, scientific manner and is age-appropriate.

7(i) Inclusive Practice and Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010










We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

-  Does not subject pupils to discrimination
-  Promotes equality of opportunity
-  Fosters good relations between people with protected characteristics and those without

The protected characteristics are age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum presents families in all their forms, recognising that children come from diverse family backgrounds including:

-  Single parent families
-  Same-sex parent families
-  Families headed by grandparents or other relatives
-  Adoptive families
-  Foster families
-  Kinship care arrangements
-  Blended families
-  Families from different cultural and religious backgrounds
-  Service families, including those where a parent or carer serves in the armed forces

We ensure that no child is stigmatised based on their home circumstances and that all family structures are represented positively in our teaching. When discussing families, we emphasise that the key characteristic of families is that they provide love, care, stability and security for children, not a particular structure.

Including LGBT Content






Throughout PSHE education, children learn that all people deserve to be treated with respect and kindness, regardless of difference. This is a fundamental principle that runs through all our teaching.

In teaching about families and relationships, we include same-sex parents alongside other family structures, presented naturally as one of the many different types of families that children may have or encounter. This content is integrated throughout the curriculum rather than taught as a standalone topic, ensuring that diverse families are visible and valued within our school community.

Children learn about treating others with kindness and respect, understanding that people have protection from discrimination and should be treated with dignity and respect, and that there are laws in place to protect people's rights. Pupils learn how bullying or discriminatory behaviour is never acceptable and how to report this for themselves or others. Jigsaw PSHE 3-11 does not include content on gender questioning or transgender topics. Our focus at primary level is on teaching children to respect all people and to challenge stereotypes about what boys and girls can do, be, or achieve, without introducing complex concepts about gender identity.

Supporting Children with SEND

Children with special educational needs and/or disabilities receive appropriate, adapted PSHE education that meets their needs. PSHE is particularly important for children with SEND, who may be more vulnerable to exploitation, abuse and bullying. Teachers adapt lessons to ensure content is accessible, using:

-  Visual supports, simplified language, concrete examples
-  Additional pre-teaching or small group work where needed
-  Multi-sensory approaches and practical activities
-  Extended time for processing and responding
-  Personalised social stories or resources where appropriate

For some children with SEND, certain PSHE content may need to be taught in different ways or at different times to ensure understanding and safety. The SENCO works closely with the PSHE lead and class teachers to ensure appropriate provision.

8. Training

Staff are trained on the delivery of RHE as part of their induction and it is included in our continuing professional development calendar.

The Head Teacher and senior leaders will also invite visitors from outside the school, such as school nurses or other outside agencies/charities to provide support and training to staff teaching RHE.

9. Monitoring Arrangements

Delivery is monitored through planning, work scrutinies and learning walks.

Class teachers will review the subject as part of our internal assessment systems to monitor pupils' development.

Appendix 1

TBA

By the end of primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and in turn they should show respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources