



May Park Primary School
Relationships, Sex and Health Education (RSHE) Policy

Date of approval September 2026

Approved by Stuart Emery

Review date September 2027

1. Aims

The aims of relationships, sex and health education (RSHE) at May Park Primary School are to:

- Provide a safe, respectful and age-appropriate environment for learning about relationships, health and wellbeing.
- Help pupils develop self-respect, confidence, empathy and emotional literacy.
- Create a positive culture around relationships, sexuality and personal safety.
- Prepare pupils for puberty and support their emotional and physical development.
- Teach pupils accurate vocabulary to describe themselves and their bodies.
- Ensure pupils can recognise risks, including coercion, exploitation, grooming and online harm, and know how to keep themselves safe.

2. Statutory Requirements

As a primary academy, we must provide relationships education and health education to all pupils under section 34 of the Children and Social Work Act 2017.

We also:

- Teach statutory science content relating to the human body, growth and reproduction.
- Have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996.
- Comply with the Equality Act 2010 and the Public Sector Equality Duty.
- Follow the DfE statutory guidance for RSHE (2019, updated 2023–2026).

3. Policy Development

This policy was developed through consultation with:

1. Review of national and local guidance by trust and school leaders.
2. Staff consultation on draft content.
3. Parent/carers consultation meetings, including review of resources.
4. Pupil voice gathered by PSHE leads.
5. Review and ratification by the academy committee.

4. Definition

RSHE at May Park Primary School includes:

Relationships Education

Teaching the building blocks of positive relationships, including respect, kindness, consent, emotional awareness and personal safety.

Health Education

Teaching physical health, mental wellbeing, sleep, nutrition, exercise, online safety and time outdoors.

Sex Education

Limited to factual, age-appropriate content taught through the science curriculum, with optional additional content in Year 6 (conception and IVF). Parents may request withdrawal from this non-statutory content.

5. Curriculum

May Park Primary School follows the **Jigsaw PSHE scheme**, supplemented with carefully selected resources.

Our curriculum:

- Is mapped in Appendices 1 and 2.
- Is adapted to meet pupils' developmental needs, cultural backgrounds and SEND requirements.
- Includes opportunities for pupils to ask questions safely and appropriately.
- Ensures teachers respond factually, sensitively and in an age-appropriate manner.

Sex Education

Primary sex education is limited and taught in line with the National Curriculum for science:

- External body parts
- Human growth from birth to old age (including puberty)
- Reproduction in plants and animals
- Conception (factual, non-explicit, taught in Year 6 using Jigsaw "Changing Me")

Any additional sex education beyond science is **non-statutory**.

6. Delivery of RSHE

RSHE is taught through:

- Jigsaw PSHE lessons
- Science curriculum
- Religious Education (where relevant)

Teaching is:

- Sequenced, age-appropriate and evidence-based
- Inclusive of SEND needs
- Designed to embed knowledge for real-life application
- Delivered in whole-class, small-group or 1-to-1 formats where appropriate

Teachers ensure:

- Pupils' views are listened to
- Questions are answered sensitively and factually
- Boys and girls receive equitable teaching
- Protective content is taught without causing alarm or normalising risky behaviours

6.1 Inclusivity

We ensure RSHE:

- Reflects diverse families and backgrounds
- Is accessible to pupils with SEND
- Is sensitive to pupils' lived experiences
- Provides safe learning environments
- Avoids stigmatisation of any family structure

6.2 Use of Resources

All resources:

- Align with statutory guidance
- Are age-appropriate and evidence-based
- Are reviewed for accuracy, impartiality and sensitivity
- Are shared with parents/carers on request

Parents cannot veto curriculum content but are fully informed and consulted.

7. Use of External Organisations

May Park may work with external organisations to enhance RSHE, but the school remains responsible for all content.

We ensure:

- All external materials are accurate, age-appropriate and unbiased
- Speakers follow safeguarding procedures
- Teachers remain present during sessions
- All materials are shared with parents/carers
- No organisation with extreme political views is used
- No organisation is used if it restricts sharing materials with parents

8. Roles and Responsibilities

8.1 Academy Committee

The academy committee:

- Approves the RSHE policy.
- Holds the principal to account for its implementation.
- Ensures curriculum content and teaching materials comply with statutory guidance.
- Ensures parents receive clear information about RSHE and withdrawal rights.

8.2 Principal

The principal is responsible for:

- Ensuring RSHE is taught consistently and sensitively across the school.

- Sharing all resources and materials with parents and carers.
- Managing requests to withdraw pupils from non-statutory sex education.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive, high-quality and age-appropriate way.
- Modelling positive attitudes to RSHE.
- Monitoring pupil progress.
- Responding to individual pupil needs.
- Challenging harmful stereotypes and promoting respectful behaviour.
- Reporting safeguarding concerns to the DSL.

Staff cannot opt out of teaching RSHE.

8.4 Pupils

Pupils are expected to engage fully in RSHE and treat others with respect and sensitivity.

9. Parents' Right to Withdraw

Parents/carers **cannot withdraw** their child from:

- Relationships education
- Health education
- Science curriculum content (including puberty and reproduction)

Parents **may request withdrawal** from **non-statutory sex education** taught in Year 6.

Requests must:

- Be made in writing
- Use the form in Appendix 3
- Be addressed to the principal

Alternative work will be provided.

10. Training

Staff receive RSHE training through:

- Induction
- Ongoing CPD
- Support from school nurses, sexual health professionals and trust specialists

11. Monitoring Arrangements

RSHE delivery is monitored through:

- Planning scrutinies

- Learning walks
- Pupil voice
- Book looks

Pupil development is monitored through internal assessment.

This policy is reviewed annually by the principal and approved by the academy committee.

Appendix 1: RSHE Curriculum Map (Aligned with Jigsaw PSHE curriculum)

EYFS

- Building relationships
- Managing feelings and behaviour
- Self-confidence and self-awareness
- Health and self-care
- Understanding the world (people, communities, similarities/differences)

Key Stage 1 (Years 1–2)

Jigsaw Themes: Being Me in My World, Celebrating Difference, Dreams & Goals, Healthy Me, Relationships, Changing Me

- Naming external body parts (penis, vagina, bottom, breasts, anus, vulva)
- Understanding differences between boys and girls
- Recognising healthy friendships
- Identifying people who care for us
- Basic hygiene and keeping healthy
- Recognising unsafe situations and how to seek help
- Understanding that animals, including humans, have offspring that grow into adults
- Introduction to consent (simple boundaries: “my body belongs to me”)
- Online safety basics (trusted adults, safe choices)

Lower Key Stage 2 (Years 3–4)

Jigsaw Themes: As above, with increased complexity

- Understanding personal space and respectful behaviour
- Emotional regulation and recognising feelings
- Healthy lifestyle choices (nutrition, exercise, sleep)
- Introduction to puberty (Year 4 girls: menstruation)
- Understanding different types of families
- Recognising bullying and discrimination
- Online safety: recognising risks, reporting concerns
- Life cycles of plants and animals (science)

Upper Key Stage 2 (Years 5–6)

Jigsaw Themes: As above, with preparation for transition to secondary school

- Puberty changes for boys and girls (Years 5 & 6)
- Menstruation, hygiene and managing changes
- Reproduction in plants and animals (science)
- Human development from birth to old age
- Consent, personal boundaries and saying no
- Healthy and unhealthy relationships
- LGBTQ+ inclusion taught sensitively and factually
- Online safety: coercion, grooming, harmful content
- Year 6: factual conception content (Jigsaw “Changing Me”)
- Safety, including FGM awareness (Year 6)
- Understanding forced marriage laws (Marriage & Civil Partnership Minimum Age Act 2022)

Appendix 2: By the End of Primary School Pupils Should Know

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Boundaries, consent and personal space
- How to report concerns or seek help

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco (age-appropriate)
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

Science Curriculum Requirements

- Naming external body parts
- Human growth and development
- Life cycles of plants and animals
- Reproduction in plants and animals
- Puberty changes
- Menstruation
- How offspring grow into adults

Additional May Park Content (non-statutory sex education)

(Year 6 only, factual and age-appropriate)

- How a baby is conceived (non-explicit, biological explanation)
- IVF as an alternative conception method
- Safety, respect and responsibility in relation to reproduction

Appendix 3: Parent/Carer Request to Withdraw from Non-Statutory Sex Education

Pupil Details

Name of pupil: _____

Class/year group: _____

Parent/Carer Details

Name: _____

Relationship to pupil: _____

Contact number: _____

Request

I request that my child be withdrawn from the **non-statutory sex education** elements of RSHE.

Reason for request (optional): _____

Parent/Carer Signature

Signed: _____

Date: _____

Principal Decision

Request received by: _____

Date: _____

Outcome: ☐ Approved ☐ Not approved

Notes:

Signature (principal): _____

Date: _____