John Fletcher of Madeley

Primary School

Relationship and Health Education (including RSE) Policy

Reviewed October 2025
To be reviewed October 2026

Statutory Requirements
As a maintained Special School with Primary aged pupils we must provide relationships education as per section 34 of the Children and Social work act 2017 for primary aged pupils and relationships and sex education, we must have regard to to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. For Primary aged pupils we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. As a school, we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils. At John Fletcher of Madeley Primary School, we teach RSE as set out in this policy, using the Respect Yourself and Jigsaw, as well as bespoke resources.

The current legislation is under draft this year, therefore any changes will be made during the 2025- 2026 academic year.

Relationships and Sex Education in John Fletcher of Madeley Primary School

At John Fletcher of Madeley Primary School, Relationship and Health Education is taught within a broader, carefully planned Personal, Social, Health and Economic curriculum (PSHE). It aims to gradually and appropriately prepare children or adult life, and ensuring the development of the personal skills needed by pupils if they are going to establish and maintain relationships both now and in their future.

The biological aspects of of RSE are taught wihtin the Science Curriculum. As a school, to support learning and understanding, we use Jigsaw, the mindful approach to PSHE, as well as the award-winning Shropshire Respect Yourself Relationship and Sex Education Programme.

Through the delivery of these schemes, we aim to provide a safe and secure learning environment in which children feel safe to express themselves, ask questions and develop their self-esteem. This is essential, as if young people feel positive and good about themselves – they are more likely to take care of themselves, think positively about others and therefore develop more secure, caring relationships as they grow up. The Shropshire Respect Yourself scheme teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach. The RSE topic covers three areas: Choices and Challenges, Changes and Care and Commitment. In year 5 and 6, there is a greater emphasis on the changes that occur in puberty. Year 6 follow the Shropshire RSE transition Programme which aims to support their ongoing emotional and physical development effectively, whilst encouraging better cross phase collaboration between Key Stages 2 and 3. The RSE Lesson Outline Plan (Appendix A) shows the lessons that will be covered in each year group, based on a combination of the Respect Yourself and JIGSAW programmes.

As a school, we believe Relationships and Health Education (RHE) and Relationships and Sex Education (RSE) is a lifelong process of acquiring information, developing skills and forming positive beliefs and attitdues about relationships, providing pupils with the skills and knowlegde to prepare them for decisions that they make througohut their lives. Relationships and and Health Education is thelifelong learning about physical, moral and emotional development. It about the understanding of the importance of forming relationships based on mutual respect, love and care.

RHE/RSE lays the foundation for factual knowledge and the more sexually explicit information required by young people in later years (secondary education). Effective RHE/RSE, set with PSHE lessons, encourages children to reflect upon and to develop theirown vales, attitudes, personal and social skills, including the awareness of the values of their own community and others, whilst understanding the beliefs and ideas of their peers and increase their knowledge and understanding, so that they are able to make informed decisions and life choices now and in the future. this includes the positive benefits of loving, rewardin, safe and responsible relationships, emotional and phyiscal changes to their bodies (including puberty), developing positive mental health and emotional well-being, and the skills to be digitlly safe.

RHE/RSE at John Fletcher of Madeley Primary School *does not* encourage sexual experimentation, the taking away of a child's innocence, over-ruling the wishes or rights of parents, or imposing ideas onto young people.
RHE/RSE is *not* about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching. It is important to ensure pupils can reflect on their own beliefs, vlaues and ideas in and age and developmentally approprate way.

Effective RHE/RSE is dependent on partnerships at many levels; this includes between ourselves and parents, carers and guadrians; children; the local authority including Public Health and health professionals; local faith communities and (where relevant) the voluntary sector.

Principles

All those who teach aspects of RHE/RSE within school, including visitors, are expected to be guided by the following principles, which represent the values held in common by the school cummunity.

At the centre of our delivery of RSE in school, we aim to provide children with the following:
• A planned, age-appropriate scheme of work, which is integrated within the wider school curriculum and becomes part of the general ethos within school.
• An open and safe environment where children feel safe to express themselves, ask questions, take part in discussion and develop a strong sense of self-worth – promoting positive emotional and mental wellbeing.
• An understanding of the fundamental building blocks and characteristics of varied, positive relationships (friendships, family relationships, peers and other adults)
• A secure understanding of what a healthy relationship is – taking turns, treating others with kindness, consideration and respect, importance of honesty, concept of personal space/privacy, communication.
• The opportunity to encourage positive virtues – honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice.
• The skills necessary to keep themselves happy and safe, including online (addressing appropriate online behaviour).
• The confidence to challenge media stereotypes, prejudices and discrimination and promote equal opportunities.
• A curriculum which gives accurate and objective information and dispels some of the mixed messages children have received from a variety of resources – for example about family life, loving relationships and what is going to happen to their own bodies.
• An understanding of the variations in rates of growth and development and to provide reassurance that change is part of life's cycle.

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. 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. (See Appendix B.)

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 / Shropshire Respect Yourself	Includes Relationships and Sex Education in the context of coping positively with change

At John Fletcher of Madeley Primary School we allocate one hour (time) to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:
Assemblies and collective worship, praise and reward system, Jigsaw Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers deliver the weekly lessons to their own classes.

Health Education
Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health

Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit) and through the Shropshire Respect Yourself Programme.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At John Fletcher of Madeley Primary School, we believe children should understand the facts about human reproduction before they leave primary school, ready for the smooth transition of learning and progression to secondary school.

Safeguarding and Child Protection Procedures

Safeguarding is at the heart of RSE and plays a vital role in preventative education. Children must be taught about safeguarding, including peer on peer abuse, sexual harassment and sexual violence, how to stay safe online and how to identify potentially unsafe scenarios.

Children are protected from inappropriate content by the Respect Yourself and JIGSAW scheme - as the curriculum is graduated and age appropriate. Staff will use their professional judgement to decide what content is appropriate to be delivered as a whole class, what should be delivered as a small group and what needs to be discussed on a one to-one basis.

The nature of RSE means that safeguarding disclosures may arise – all staff in school are confident in knowing how to handle any safeguarding disclosures, understand school procedures and know who the DSLs are.

Equal Opportunities – Protected Characteristics

The school is committed to the provision of RHE/RSE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds.

Under the provisions of the Equality Act 2010,. Our school will ensure that, where there may be a disadvantage based on one of these protected characteristics, reasonable adjustments will be made. In addition, where there are pupils with special educational needs and disabilities – teaching will be differentiated and personalised to ensure it is accessible to all and taught at an appropriate level.

The Equality Act 2010 aims to prevent discrimination. Schools must not unlawfully discriminate against any pupils based on the protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race: can refer to colour, nationality, ethnic or national origins
- religion or belief: can refer to religious or philosophical beliefs, including a lack of belief
- sex: refers to a person's gender
- sexual orientation

No form of discrimination is tolerated at John Fletcher of Madeley Primary School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups.
We address this in a number of ways, such as through our carefully timetabled assemblies that address respect and tolerance. We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age-appropriate manner.

Right to Withdraw

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At John Fletcher of Madeley Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit) and the Shropshire Respect Yourself Programme, and we conclude from the DFE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum with parents, guardians and carers, answering questions and supporting as needed.

In addition, while it is "not necessary or proper to imply a statutory duty to provide parents with sufficient information so as to enable them to make a meaningful decision as to whether to action their right under section 405 of the Education Act 1996 to 'wholly or partly' withdraw their child from sex education classes.", we do believe that communication with parents is vital and, therefore, we will continue to inform parents of the content and vocabulary used within RHE/RSE lessons.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious

consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Appendix A

RSE – Summer Term 2

RSE - Respect Yourself (to be used alongside JIGSAW Changing Me where specified) - Summer 2						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
L1	Amazing Me (RYP)	Growing from Young to Old Piece 1 JIGSAW	Growing Up (RYP)	Life Cycles (RYP)	Puberty (RYP)	Overheard Conversations (RYP)
L2	Same But Different (RYP)	Changes (RYP)	Knowing our bodies (RYP)	Knowing our bodies (RYP)	Menstruation (RYP)	Valuing Ourselves (RYP)
L3	Animals and their babies (RYP)	Knowing our bodies (RYP)	Fact and Fiction (RYP)	Healthy Choice Challenge (RYP)	Reproduction (RYP)	Changes (RYP)
L4	Coping with Change Piece 6 JIGSAW	Assertiveness Piece 5 JIGSAW	Friendship (RYP)	Who and what helps? (RYP)	Pregnancy (RYP)	Puberty (RYP)
L5	The importance of Hygiene (RYP)	The importance of Hygiene (RYP)			Healthy Choice Challenge (RYP)	Puberty (RYP)
L6		Choices and Challenges (RYP)			Celebrating (RYP)	Knowing Our Bodies (RYP)
L7						Knowing Our Bodies (RYP)
L8						Review and Reflect (RYP)

Colour coding:
Pink – care and commitment
Green – choices and challenges
Blue – changes

Apendix B
DfE Guidnace states that, by the end of primary school:

	Pupils should know…	**How we deliver this…**
Families and people who care for me	• R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 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. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All of these aspects are covered in lessons within the following Jigsaw Puzzles as well as the Shropshire Respect Yourself Programme: • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	• R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	All of these aspects are covered in lessons within the Jigsaw Puzzles • Being Me in My World • Celebrating DIfference • Relationships

	• R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 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 • R11 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 and advice from others, if needed	
Respectful relationships	• R12 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 • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults	All of these aspects are covered in lessons within the following Jigsaw Puzzles as well as the Shropshire Respect Yourself Programme: • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me
Online relationships	• R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 that the same principles apply to online relationships as to face-to-face relationships, including the importance of	All of these aspects are covered in lessons within the following Jigsaw Puzzles as well as the Shropshire Respect Yourself Programme: • Relationships

	respect for others online including when we are anonymous. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online.	• Changing Me • Celebrating Difference
Being safe	• R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources.	All of these aspects are covered in lessons within the following Jigsaw Puzzles as well as the Shropshire Respect Yourself Programme: • Relationships • Changing Me • Celebrating Difference

Physical health and mental well-being education in Primary schools
The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.
By the end of primary school:

	Pupils should know	**How we deliver this…**
Mental wellbeing	• H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • H3 how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their	All of these aspects are covered in lessons within the following Jigsaw Puzzles as well as the Shropshire Respect Yourself Programme: • Healthy Me • Relationships • Changing Me • Celebrating Difference

	emotions (including issues arising online). • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
Internet safety and harms	• H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Jigsaw Puzzles: • Relationships • Healthy Me
Physical health and fitness	• H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or	All of these aspects are covered in lessons within the Jigsaw Puzzles: • Healthy Me

	other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health.	
Healthy eating	• H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Jigsaw Puzzles: • Healthy Me
Drugs, alcohol and tobacco	• H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	All of these aspects are covered in lessons within the Jigsaw Puzzles: • Healthy Me
Health and prevention	• H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Jigsaw Puzzles: • Healthy Me
Basic first aid	• H32 how to make a clear and efficient call to emergency services if necessary.	All of these aspects are covered in lessons within the Jigsaw Puzzles: • Healthy Me

	• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.	
Changing adolescent body	• H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the following Jigsaw Puzzles as well as the Shropshire Respect Yourself Programme: • Changing Me • Healthy Me

Appendix C - Vocabulary
(See attached pdf)