

# Shaftesbury Junior School

## Relationships, Sex & Health Education Policy



*'We care, we share, for the future we prepare'*

**Approved by:** FGB

**Date:** 9<sup>th</sup> December 2025

**Last reviewed on:** December 2025

**Next review due by:** December 2026

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

We support the 'City of Sanctuary' vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. We endorse the City of Sanctuary Charter, and agree to act in accordance with City of Sanctuary values and apply the network principles within our work.

We recognize the contribution of people seeking sanctuary. Sanctuary seekers are welcomed, included and supported within our context.

## **Statement of intent**

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children to understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Single Equality Policy
- Health and Safety Policy
- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding Policy
- Special Educational Needs Policy
- Science curriculum
- RSE Content taught through the Jigsaw Programme

## **Aims & Objectives**

At Shaftesbury we aim to teach children about:

- The physical development of their bodies as they grow into adults;
- The way humans reproduce;
- Respect for their own bodies and the importance of sexual activity only as part of a committed, long term and loving relationship;
- The importance of family life;
- Moral questions;
- Relationship issues;
- Respect for the views of other people;
- Staying safe and what to do if they are worried about any sexual matters.

## **National curriculum Requirements**

From September 2020, Relationships and Health Education are compulsory in all primary schools in England. For primary aged children this includes curriculum content under two headings (DfE 2019):

Relationships Education

- Families and people who care for me
- Mental wellbeing
- Caring Friendships
- Internet safety and harms
- Respectful Relationships

And;

Health Education

- Physical health and fitness
- Online Relationships
- Healthy Eating
- Being safe
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

- Changing adolescent body

### Methods of delivery

We teach RSHE through different areas of the curriculum. While we carry out the main RSHE in discrete lessons and embed through PSHCE sessions when appropriate (Jigsaw), we also teach some RSHE through other subject areas (for example Science and PE). Some of the foundation work on relationships is also covered through RE.

RSHE is taught through discussion, sorting activities, labelling, video media and story-telling and closely follows the recommendations of the Jigsaw scheme. The content of the scheme was analysed by a group of schools and, via their recommendations, the content was adapted to become age appropriate.

Year	Jigsaw piece	Learning intention
3	Piece 1	How Babies Grow- understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals- science curriculum
	Piece 2	Babies- understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family (also covered in KS2 science).
	Piece 3 - moved to Year 4	Outside Body Changes- understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process, recognise how I feel about these changes happening to me and know how to cope with those feelings.
	Piece 4 - moved to Year 4	Body Changes- identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings.
	Piece 5	To start to recognize stereotypical ideas I might have about parenting and family roles.
	Piece 6	To identify what I am looking forward to when I move to my next class.
4		Year 3 Piece 3 and 4 ( <b>Can be withdrawn</b> ). <i>For pieces 3 and 4 from Year 3 a boy/girl split could be considered dependent on individual school preferences.</i>
	Piece 1	To understand that some of my personal characteristics have come from my birth parents. ( <b>Can be withdrawn</b> ).
	Piece 2	Having A Baby- correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult ( <b>Can be withdrawn</b> ).
	Piece 3	Girls and Puberty- describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty. ( <b>Can be withdrawn</b> ).
	Pieces 4 and 5	To know how the circle of change works and can apply it to changes I want to make in my life. I can identify changes that have been and may continue to be outside of my control that I learn to accept.

<b>5</b>	Piece 1	To be aware of my own self-image and how my body image fits into that
	Piece 2	To can explain how a girl's body changes during puberty and understanding the importance of looking after yourself physically and emotionally.
	Piece 3	To explain how a boy's body changes during puberty and understand the importance of looking after yourself physically and emotionally. <i>(Removing vocabulary sheet/quiz especially mention of orgasms. When discussing ejaculation put in context of wet dream not related to sexual reproduction. Puberty is the body's preparation to reproduce).</i>
		Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Process of sexual intercourse and reproduction. <i>(Remove 'making love' show KS2 video 9-11 without narratives girls and boys).</i> <b>(Can be withdrawn).</b>
	Piece 5	Identify what I am looking forward to about becoming a teenager and understand this bring growing responsibilities (age of consent).
<b>6</b>	Piece 1	Be aware of my own self-image and how my body image fits into that.
	Piece 2	Puberty- explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty <i>(Remove use of orgasm and mention of masturbation).</i>
	Piece 3	To understand that sexual intercourse can lead to conception and that is how babies are usually made. To describe how a baby develops from conception through the nine months of pregnancy and how it is born. <i>(Take out part 2 and part 3: emotions related to birth. Add that some women give birth through caesarean and some through vagina. (Can be withdrawn).</i>
	Piece 4	Attraction- understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.
	Piece 5	Real self and ideal self.

### **Planning, assessment and reporting**

In RSHE we teach about relationships and encourage children to discuss issues and parents to talk to children about these.

Children are reminded that 'loving relationships' can be between a man and a woman or people of the same sex. Teachers again use their own discretion in these situations when responding to children's questioning. Each Jigsaw Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task is the formal opportunity for teacher assessment, but also offers children the chance to assess their own learning and have a conversation with the teacher about their opinions.

Children are taught to respect the life choices of others (including their sexuality). Homophobic bullying is discussed at a level appropriate to the age of the children. Teachers answer questions with sensitivity and care. Children are always given the opportunity to ask questions at the end of each session. Parents are informed before the sessions, of the time period and content and are given the opportunity to view the resources that will be used. Informal assessment is completed at the end of each session. The PSHCE coordinator reviews the RSHE policy and scheme of work each year and amends as necessary.

### **Differentiation, SEND and Inclusion**

All children are taught sex education regardless of their ability or special educational needs. Parents are informed of resources and lesson content and teachers differentiate the lessons and ensure all children can access the curriculum.

## **Resources**

We use a variety of resources, as advised by health professionals. We also use Jigsaw and story books written by Babette Cole and a series of resources published by Channel 4; these include DVD materials.

## **Working with parents and carers**

The DfE guidance clearly states the statutory requirements that MUST be taught by the end of primary school. Health Education includes learning about 'the changing adolescent body' to equip children to understand and cope with puberty.

The National Curriculum for Science (also a compulsory subject), includes learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals (which could include human beings).

So, Relationships Education, Health Education and Science are compulsory subjects and parents & carers do NOT have the right to withdraw their children from these subjects.

It is up to primary schools to determine what is meant by 'Sex Education'. At primary school age, it is usually agreed to mean 'human reproduction', and can be taught within Science. If, however, it is taught within PSHE/RSHE parents have the right to request their child is withdrawn from these specific lessons.

Those parents & carers wishing to exercise this right are invited in to see the headteacher and/or RSHE Co-ordinator who will explore and discuss any concerns and the impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the RSHE programme until the request for withdrawal has been removed. We invite parents to view the materials at an open evening and they can be made available to parents & carers who wish to deliver RSHE to their children at home.

## **Health and safety/ Confidentiality**

We follow LA health and safety guidelines (see Health & Safety Policy).

Teachers conduct RSHE in a sensitive manner and in confidence. However if a child makes reference to being involved, or is likely to be involved in sexual activity then the teacher will take the matter seriously and deal with it as a matter of safeguarding. Teachers respond in the same way if a child indicates that they have been a victim of child abuse (see Safeguarding Policy).

Shaftesbury will not tolerate homophobic bullying just as we will not accept any form of bullying. All incidents are dealt with appropriately. This is in line with Every Child Matters and our school Inclusion Policy.

## **Monitoring and Evaluation**

RSHE is monitored and evaluated by teaching staff. They report any issues to the PSHCE Co-ordinator who alters the programme accordingly.

## **Success Criteria for Evaluation**

By the end of Key stage 2:

Children have an understanding of changes they will go through at puberty, including emotional changes. Pupils understand how strong relationships are built and have the life skills to resist peer pressure. Children know the correct terms for body parts and functions and know the process of human reproduction. Pupils can understand how to stay safe and the risks involved in sexual intercourse. Children understand the human lifecycle.