



OVERBURY CE FIRST SCHOOL

Relationships, Sex and Health Education (RSHE) Policy

Date: September 2026

Sian Nolan

Our School Vision

Discover, nurture and share God's gifts

At Overbury CE First School, we believe God has given each of us special gifts to enable us to learn and flourish as unique children of God. We seek to act justly, love mercy and to walk humbly, fostering an environment where everyone is treated equitably and pupils develop into compassionate, responsible individuals who take care of each other, our community and the world in which we live.

Policy Statement

At Overbury CE First School, we are committed to providing a safe, inclusive and nurturing environment where every child is encouraged to flourish academically, socially and emotionally.

We believe that healthy relationships, emotional wellbeing, mutual respect and personal safety are fundamental to children's development and future success. Through our curriculum and wider school ethos, we equip pupils with the knowledge, skills and understanding needed to:

- Form and maintain healthy relationships
- Develop resilience and emotional literacy
- Respect themselves and others
- Stay safe both online and offline
- Understand and manage changes associated with growing up
- Become responsible and active members of society

Our RSHE provision reflects our school values and promotes equality, inclusion, wellbeing and safeguarding for all pupils.

Policy Framework

This policy reflects statutory guidance and legislation including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, September 2026)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- The Children and Social Work Act 2017
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children

Relationships Education and Health Education are statutory in all primary schools. The revised DfE guidance, effective from 1 September 2026, strengthens expectations around safeguarding, online safety, emotional wellbeing and respectful relationships.

This policy will be reviewed annually by school leaders and governors.

What is Relationships, Sex and Health Education (RSHE)?

RSHE is lifelong learning about relationships, physical and emotional development, personal safety and wellbeing. It enables children to:

- Understand different family structures and caring relationships
- Develop respectful friendships
- Learn about healthy and unhealthy behaviours
- Understand personal boundaries
- Communicate effectively and seek support when required

- Prepare for physical and emotional changes associated with puberty

In primary schools, the statutory focus is on Relationships Education and Health Education. Sex Education is delivered through the National Curriculum for Science and through upper Key Stage 2 learning about puberty and human development.

What is Health Education and Wellbeing?

Health Education and Wellbeing supports pupils in developing the knowledge, skills and attitudes needed to lead healthy, safe and fulfilling lives.

It enables children to:

- Understand the importance of physical and mental wellbeing
- Develop healthy lifestyle habits
- Recognise and manage emotions
- Build resilience and self-confidence
- Understand how to seek support when needed
- Develop healthy relationships with others
- Recognise risks and make informed choices
- Understand the importance of self-care and personal wellbeing

Children are taught that mental wellbeing is as important as physical health and that seeking help and support is a positive and responsible action. The curriculum promotes emotional literacy, self-regulation and healthy coping strategies to support lifelong wellbeing.

Section 2: The Curriculum and Its Delivery

1. Aims and Objectives

Our RSHE curriculum aims to:

- Provide accurate, age-appropriate and inclusive information
- Promote positive mental health and emotional wellbeing
- Develop confidence, resilience and self-esteem
- Foster respect for diversity and individual differences
- Prepare pupils for the changes associated with growing up
- Equip children with the skills needed to stay safe online and offline
- Develop communication, relationship and decision-making skills

Through the curriculum, pupils will:

- Build healthy friendships and relationships
- Understand personal boundaries and privacy
- Learn age-appropriate concepts relating to consent and respect
- Develop strategies for managing conflict and disagreement
- Recognise unsafe situations and know how to seek support
- Develop respect for their own bodies and the bodies of others

2. Curriculum Content and Delivery

The Jigsaw Programme

Overbury CE First School delivers Relationships Education and Health Education through the Jigsaw PSHE Programme, a comprehensive and progressive scheme of learning which meets statutory requirements for primary schools.

Jigsaw provides a spiral curriculum that builds children's knowledge, skills and understanding year on year through six half-termly themes:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

Each theme is revisited annually, enabling pupils to deepen their understanding as they progress through the school.

The Relationships and Changing Me units provide the main teaching for statutory Relationships Education and age-appropriate elements of Sex Education and Health Education.

Through Jigsaw, pupils learn about:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Personal safety
- Emotional wellbeing
- Physical health
- Body ownership and privacy
- Human growth and development
- Puberty and changing bodies
- Mental health and resilience
- Change, loss and bereavement
- Personal safety in a range of contexts
- Identifying trusted adults and sources of support
- Road, water and rail safety
- Emotional regulation and self-management
- Developing confidence and assertiveness
- Recognising risk and responding safely to concerns

Through the Jigsaw curriculum, pupils are supported in understanding change, loss and bereavement in age-appropriate ways. They develop the confidence to communicate concerns, seek support and make safe choices in a variety of situations.

In line with the revised DfE guidance effective from September 2026, the curriculum also includes an increased focus on:

- Online safety and digital wellbeing
- Respectful communication
- Bullying and cyberbullying prevention
- Personal safety and risk awareness
- Emotional resilience
- Managing loss, change and bereavement
- Developing confidence and help-seeking behaviours
- Using accurate and age-appropriate anatomical language where appropriate

Accurate Scientific Vocabulary

Children will be taught age-appropriate and medically accurate vocabulary for body parts and human development. The use of correct terminology supports safeguarding, enables pupils to communicate effectively about their bodies and promotes understanding of physical development in an age-appropriate manner.

Wider Curriculum Links

Statutory content is further supported through:

Science

- Animals Including Humans
- Human growth and development
- Puberty
- Reproduction

Computing

- Online safety
- Digital citizenship
- Safe use of technology

PE

- Physical health and fitness
- Healthy lifestyles
- Wellbeing

RE

- Respect for others

- Diversity and inclusion
- Values and community

Safeguarding Curriculum

- NSPCC resources
- Anti-bullying initiatives
- Mental health awareness
- Personal safety education
- Child protection learning

Positive relationships are promoted throughout the school through daily interactions, behaviour expectations and the modelling of respectful relationships by all adults.

Teaching Approaches

RSHE is taught using a variety of engaging and interactive approaches including:

- Circle discussions
- Partner and group work
- Role play
- Scenario-based activities
- Stories and literature
- Videos and age-appropriate resources
- Reflection and journaling activities

Teachers create a safe and respectful learning environment where pupils feel confident to participate, discuss and ask questions appropriately.

Lessons are generally taught in mixed-gender classes. Where considered beneficial and age appropriate, aspects of puberty education may be delivered in smaller groups by familiar members of staff.

Monitoring and evaluation are undertaken by the Headteacher, PSHE Lead, SENDCo and Senior Leadership Team through:

- Lesson observations
- Learning walks
- Planning scrutiny
- Pupil voice
- Curriculum evaluation

Roles and Responsibilities

The Governing Body

Governors will:

- Approve and review this policy.
- Monitor compliance with statutory requirements.
- Ensure that RSHE is delivered effectively and reflects current statutory guidance.
- Support the school's commitment to safeguarding, inclusion and pupil wellbeing.

The Headteacher

The Headteacher will:

- Ensure that the policy is implemented consistently across the school.
- Ensure staff receive appropriate training and support.
- Monitor the quality of RSHE provision.
- Ensure appropriate consultation and communication with parents and carers.

The PSHE Lead

The PSHE Lead will:

- Monitor curriculum implementation.
- Provide guidance and support to teaching staff.
- Review resources and curriculum content.
- Ensure progression across year groups.

Teaching Staff

Teaching staff will:

- Deliver RSHE in accordance with this policy.
- Create a safe and respectful learning environment.

- Respond appropriately to pupils' questions.
- Follow safeguarding and child protection procedures.

Parents and Carers

Parents and carers are the primary educators of children in matters relating to relationships and wellbeing. The school seeks to work in partnership with families to provide a consistent and supportive approach to RSHE.

3. Inclusion

All pupils are entitled to high-quality RSHE regardless of:

- Ethnicity
- Gender
- Disability
- Religion or belief
- Sexual orientation
- SEND
- Family circumstance
- Socio-economic background

Teaching is differentiated and adapted to ensure all pupils can access and benefit from the curriculum.

4. Equality, Diversity and Inclusion

Our teaching reflects the Equality Act 2010.

Pupils are taught that:

- Families can be structured in different ways.
- All people deserve dignity and respect.
- Diversity should be valued and celebrated.
- Bullying and discrimination are unacceptable.

Teaching is factual, age-appropriate and inclusive, helping children understand and respect the diverse society in which they live.

5. Sensitive and Controversial Issues

We recognise that pupils and families may hold a range of beliefs and values.

All RSHE teaching will be:

- Age-appropriate
- Evidence-based
- Inclusive
- Sensitive
- Respectful
- Consistent with statutory guidance

Children will be encouraged to listen respectfully to different viewpoints while developing their own informed understanding.

6. Dealing with Questions

Pupils are encouraged to ask questions during lessons.

Teachers will:

- Answer questions honestly and appropriately.
- Consider pupils' age and maturity.
- Correct misconceptions.
- Use professional judgement.
- Follow safeguarding procedures where necessary.

Questions outside the planned curriculum may be addressed individually or at a more appropriate time.

7. Confidentiality

Children will be encouraged to contribute to discussions in a safe and respectful environment.

However:

- Staff cannot guarantee confidentiality.
- Safeguarding concerns must be reported.

- Any disclosure that indicates a child may be at risk of harm will be referred to the Designated Safeguarding Lead (DSL).

Section 3: Working with Parents and the Right to Withdraw

Overbury CE First School is committed to working in partnership with parents and carers.

Parents will:

- Be informed about the school's RSHE programme.
- Have access to this policy.
- Be able to discuss any concerns with school staff.
- Be informed before puberty and Sex Education lessons are delivered.

Access to Curriculum Materials

In line with Department for Education guidance, Overbury CE First School is committed to openness and transparency regarding RSHE provision.

Parents and carers may request information about curriculum content, learning objectives and teaching resources. The school welcomes opportunities to discuss the curriculum and address any questions or concerns.

Parents cannot withdraw their child from statutory Relationships Education or Health Education.

Parents may request that their child be withdrawn from any non-statutory Sex Education delivered outside the National Curriculum for Science.

Requests should be made in writing to the Headteacher. A meeting will be offered to discuss the request in line with current DfE guidance.

Appropriate alternative learning arrangements will be provided where required.

Section 4: Safeguarding and Child Protection

RSHE plays a vital role in safeguarding children.

Through RSHE pupils learn:

- How to recognise unsafe situations
- The importance of personal boundaries
- Body privacy and ownership
- How to identify trusted adults
- How and when to seek support
- How to recognise unsafe secrets
- How to respond to worries both online and offline
- Strategies for managing peer pressure
- How to report concerns about themselves or others
- How to seek help and support
- How to stay safe both online and offline

The curriculum is designed to support safeguarding outcomes by helping pupils recognise risks, understand boundaries and develop the confidence to seek help when needed.

The revised statutory guidance places significant emphasis on safeguarding, online safety, wellbeing and the development of children's understanding of healthy relationships.

All concerns arising from RSHE lessons will be dealt with in accordance with the school's Child Protection and Safeguarding Policy.

Section 5: Monitoring, Review and Evaluation

The effectiveness of RSHE provision will be monitored through:

- Lesson observations
- Learning walks
- Curriculum reviews
- Pupil voice activities
- Staff feedback
- Governor monitoring
- Analysis of safeguarding and wellbeing priorities

The policy will be reviewed annually, or sooner if required due to statutory changes, updated guidance or identified school needs.

The Governing Body will be responsible for approving any significant amendments to this policy.

Appendix 1: Statutory Curriculum Coverage

Statutory Relationships Education and Health Education outcomes are delivered through:

- Jigsaw PSHE Programme
- Science
- Computing
- RE
- PE
- Safeguarding curriculum

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health Education

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Health and prevention
- Basic first aid
- Changing adolescent body

Areas Strengthened in the 2026 Guidance

- Online wellbeing and digital safety
- Respectful communication
- Personal safety
- Emotional resilience
- Managing change, loss and bereavement
- Confidence and help-seeking behaviours

Additional Areas Covered Through Jigsaw

- Online wellbeing and digital citizenship
- Managing emotions and self-regulation
- Change, loss and bereavement
- Personal safety education
- Road, water and rail safety
- Help-seeking behaviours
- Confidence and assertiveness
- Respectful communication
- Body privacy and boundaries
- Accurate anatomical vocabulary

These outcomes are delivered progressively through the Jigsaw programme alongside Science, Computing, RE, PE and the wider safeguarding curriculum.

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Author: Sian Nolan

Next Review: September 2027

Approved by & date: