2a. RSHE Policy
Relationships, Sex and Health Education

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This Policy has been developed in conjunction with the PSHE (Learning for Life - Jigsaw) Policy.

Relationship Sex and Health Education (RSHE)

From September 2020, Relationships Education and Health Education became compulsory for all primary schools. This policy reflects the Department for Education's statutory *Relationships, Sex and Health Education (RSHE) guidance, published July 2025*, which replaces the 2019 guidance and must be implemented by schools no later than *1 September 2026*.

This policy has regard to *Keeping Children Safe in Education (KCSIE 2026)* and will be reviewed annually, or sooner if further DfE updates are issued.

This includes primary aged children learning about the 'changing adolescent body', included in the expected outcomes for primary Health Education. There is a current statutory duty for

Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014).

All primary schools are legally obliged to have an up-to-date policy for RSHE that describes the content and organisation of RSHE.

Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing. This is why the DfE states in its 2025 guidance:

"… that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It 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."

This policy should be read in conjunction with our PSHE Policy.

Relationships Education (through Jigsaw)
What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: *Jigsaw 3-11 and Statutory Relationships and Health Education*.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum in other subjects including Science, RE, Current Affairs and whole-school assemblies.

Health Education (through Jigsaw)
In line with the July 2025 RSHE guidance, Health Education 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

Additional statutory expectations include:

- mental wellbeing (including recognising poor mental health and knowing when and how to seek support, with age-appropriate awareness of suicide prevention for upper KS2);
- internet safety and harms (including recognition of online misogyny, radicalising content and harmful challenges).

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. Other areas of the school curriculum such as PE, Computing and specialised workshops covered (by the catering team) will also cover this content.

Teaching children about puberty is a statutory requirement within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Sex Education (through Jigsaw)

The DfE 2025 guidance recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

While not compulsory, the guidance re-emphasises that primary schools are expected to prepare pupils for adolescence, and recommends that all primary schools provide a carefully sequenced sex education programme.

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 – understand how a baby is conceived and born.

At The Lyceum, we believe children should understand the facts about human reproduction before they leave primary school, following the Jigsaw guidance as part of the Summer 2 unit, 'Changing Me'. The teaching and materials are appropriate and have regard to the age and religious backgrounds of our pupils.

Parents' right to request their child be excused from Sex Education
Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE, except where it is part of the national curriculum for Science or statutory Health Education (e.g. puberty).

For clarity, we define Sex Education as lessons on Human Reproduction, delivered through the Jigsaw 'Changing Me' Puzzle (e.g. Year 4 Lesson 2, Year 5 Lesson 4, Year 6 Lesson 4). Parents will be informed of their right to request withdrawal prior to the unit being taught.

The Head (or Deputy) will discuss all requests with parents, record the outcome, and ensure pupils know their wishes are respected. Pupils may opt back into sex education from three terms before they turn 16, in line with statutory guidance.

All RSHE teaching resources will be shared with parents in advance, either through the school website or on request.

Any child who is withdrawn from these lessons will be provided with purposeful education during their period of withdrawal.

Managing difficult questions
We are aware that primary-age children will often ask their teachers and other adults questions pertaining to sex or sexuality which go beyond that which is set out in our RSE curriculum. Children of the same age may be developmentally at different stages, leading to differing types of questions and behaviours and our teaching of RSE will account for these differences (including where these are due to specific special educational needs or disabilities) through offering the potential for discussion on a one-to-one basis or in small groups as appropriate.

As questions arise, staff will consider what is appropriate and inappropriate in a whole-class setting and we recognise that teachers may require support and training in answering questions that are better not dealt with in front of a whole class. The children are also reminded that there is a "worry box" in the dining room in which they can leave any questions they might have. These can be named or anonymous, and the teacher will then decide on the best way to respond.

When answering questions, teachers are not expected to go beyond what is set out in the Jigsaw RSE curriculum plans and they should ask for support from the Head of Pastoral if they feel the answer to a child's question is not appropriate for their developmental stage.

Whole School Approach
RSE is led by the Head of Pastoral, supported by the Senior Leadership Team. The individual lessons will be taught by the class teachers for each year group.

RSE at The Lyceum is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond The Lyceum. For example, our RSE curriculum complements and is supported by our Behaviour Policy, Anti-Bullying Policy, Safeguarding Policy and the Spiritual, Moral, Social and Cultural Development Policy.

The subjects covered within RSE sit within the context of The Lyceum's broader ethos and our pastoral care system. This is also the case for our teaching about mental health within RSE. Our teaching on health education is complemented and supported by our wider education on healthy lifestyles through Physical Education, Science, Sport, extra-curricular activities and specialised workshops covered (by the catering team).

We believe that our teaching of RSE will help support the development of important attributes in our children such as honesty, kindness, tolerance, courtesy, resilience and self-efficacy. The Jigsaw scheme proactively addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development and we will continually review and adapt the curriculum in response to issues as they arise in school and the wider community.

Any external visitors or resources used to deliver RSHE will be vetted in line with our Safeguarding Policy and DfE 2025 expectations: materials must be age-appropriate, medically accurate, legally accurate, and available for parental review before use.

Monitoring and Review

The governing body will review this policy annually. Each review will explicitly check alignment with the DfE RSHE Guidance (July 2025), KCSIE 2026, and the Equality Act 2010, and ensure the school is on track to meet the implementation deadline of 1 September 2026.

The governing body will also ensure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

Equality

In line with the Equality Act 2010 and the DfE 2025 RSHE guidance, schools must ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the

Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

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

LGBT content will be integrated into the curriculum at a timely point, ensuring age-appropriateness and respect for religious backgrounds, while fulfilling our Equality Act duties.

At The Lyceum we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

We are committed to a Relationships Education that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. All content will be delivered in a timely way that is age and developmentally appropriate to meet the needs of our pupils, including those pupils with SEND. We take into account that some of these children may be more vulnerable to exploitation, bullying and other issues on account of their SEND and will plan for this accordingly as per the needs of individual children.

Assessment

Whilst there is no formal examined assessment for these subjects, children will be continually monitored and assessed during lessons by the class teacher. This will help form the basis for any follow up sessions if needed. Children will use the time at the end of the lessons to reflect upon their learning.

Differentiated Learning

At the end of each Jigsaw Puzzle in every year group, there is a grid showing how the learning can be differentiated. The mindfulness approach that we use across each lesson allows pupils of all abilities to access the learning. There are also alternative 'Connect Us' activities suggested in the Community Area.

Safeguarding

This policy should be read alongside our Safeguarding Policy and *Keeping Children Safe in Education 2025*. Staff will receive training on RSHE safeguarding themes including online misogyny, sextortion, and harmful online challenges.

Through RSE, we will teach our children the knowledge they need to report abuse, including emotional, physical and sexual abuse as part of our whole-school approach to safeguarding children. At The Lyceum, this will be delivered in an age-appropriate way by focusing on boundaries and privacy, ensuring that children understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. We teach children to know that they can report concerns to any member of staff they feel comfortable with as well as key pastoral members of staff outside of class teachers including the Head of Pastoral and Head. Throughout the RSE curriculum, we will balance teaching children about making sensible decisions to stay safe, including online, whilst being clear that it is never the fault of the child who is abused.

Supporting Documents

- PSHE Policy
- Snapshot Map All Years.pdf
- Jigsaw3-11andStatutoryRelationshipsandHealthEducationMap.pdf
- 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

Review Schedule

Reviewed: September 2026 by the Board
Next Review by ST: September 2027 (or earlier if DfE issues further updates)