Ashperton Primary Academy Trust

RSHE Policy

CU9

Introduction

This policy outlines the teaching, organisation and management of relationship and sex education taught and learnt at Ashperton Primary Academy School. The policy has been drawn up because of staff discussion and has the full agreement of the Board of Trustees. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the PSHE leader.

Rationale

Sex and Relationship Education at Ashperton Primary Academy School enables pupils to learn about spiritual, moral, physical and emotional development. This is embedded in a context that enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others. We focus on teaching RSHE in the context of relationships using both formal and informal opportunities and strategies. This helps pupils to develop their self-esteem and emotional well-being and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and others. It is taught through annual RSHE modules as part of planned PSHE programme; in line with National Curriculum Science Programme of Study; with the support of external agencies.

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 well-being. This is why The Department for Education emphasises that age-appropriate relationships and health education helps children develop resilience, recognise appropriate and inappropriate behaviour, and know how to seek help when needed. Teaching these topics early supports safeguarding by ensuring pupils understand concepts such as personal boundaries, privacy, and respect for others. It also lays the foundation for later learning about sex and relationships, promoting physical and mental health, reducing stigma, and preparing children for life in modern Britain, including understanding diversity and online safety.

Aims

There is a strong emphasis on ‘safe relationships within the security of a committed, loving relationship’ where children will be taught, and given the chance to explore, the concepts of personal safety, self-esteem and personal support networks. There will also be a focus on the fact that children grow into adults in different ways and at different rates. We do not use RSHE as a means of promoting or dismissing any form of sexual orientation. We aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RSHE, regardless of their educational

ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic, development.

Definition

Relationships, Sex and Health Education (RSHE) is a statutory curriculum area defined by the Department for Education that equips pupils with the knowledge, skills and values to develop healthy relationships, maintain physical and mental wellbeing, and stay safe.

Inclusion

All RSHE teaching must:

- Be **age-appropriate and developmentally appropriate**
- Reflect the school's **safeguarding duties**
- Be **inclusive and respectful of diversity**
- Support pupils in knowing **how to stay safe and where to get help**

(Please also refer to the SEN policy)

Compulsory aspects of Relationships, Sex and Health Education

In primary schools, **Relationships Education and Health Education are statutory**, while sex education is not compulsory beyond the national science curriculum.

1. Relationships Education (statutory)

Schools must teach pupils about:

- Building **positive, respectful relationships** (friendships, family, and other relationships)
- **Kindness, respect, and honesty**
- Understanding **boundaries and privacy**
- Recognising **appropriate and inappropriate behaviour**
- **Online relationships and safety**, including risks and how to report concerns
- The importance of **seeking help and speaking to trusted adults**

2. Health Education (statutory)

Schools must cover:

- **Mental wellbeing** (recognising emotions, managing feelings)
- **Physical health and fitness**

- **Healthy eating and lifestyle choices**
- **Personal hygiene**
- **Basic first aid awareness**
- Understanding **changes in the body** (including puberty in an age-appropriate way)

3. Sex Education (non-statutory in primary)

- Not compulsory beyond what is included in the **science curriculum** (e.g. basic human reproduction)
- If taught, it must be **age-appropriate**
- Parents have the **right to withdraw** their child from additional sex education content

Organisation

RSHE is delivered through the Jigsaw PSHE programme, which provides a structured, progressive and age-appropriate approach to teaching personal, social, health and economic education. Jigsaw PSHE is organised into half-termly units, ensuring that relationships, health and wellbeing themes are revisited and developed across all year groups. Lessons are taught in a safe, supportive environment and promote pupils' emotional literacy, resilience, and understanding of healthy relationships, while meeting statutory requirements for Relationships and Health Education.

In primary schools, sex education focuses on providing pupils with an age-appropriate understanding of human development and changes to the body, including puberty, alongside the foundations of healthy, respectful relationships. It supports pupils in recognising personal boundaries, understanding privacy, and developing the confidence to seek help and advice when needed, within a safe and supportive learning environment.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

In addition, we use the NCPCC initiative PANTS throughout the school, to teach our children about their own bodies and staying safe. Alongside this, an NSPCC representative visits the school to work with children in upper Key Stage 2, and focuses on developing resilience and providing children with the skills they need to keep them safe.

PANTS stands for:
P = privates are private
A = always remember your body belongs to you
N = No means no
T = Talk about secrets that upset you
S = Speak up, someone can help

At all times we will reflect upon the emotional development of the children and will present the information in a non-judgemental and sensitive way, ensuring that children feel comfortable. The children will be able to submit any queries into a 'thought box'. These will be used as a basis for class discussion.

Relationship and sex education will be delivered through PSHE sessions in the Summer term by class teachers and/ or head teacher.

Marking, Feedback and Assessment

Assessment in Relationships, Sex and Health Education (RSHE) is formative and focuses on supporting pupils' understanding, rather than formal testing. Teachers use a range of strategies including observation, discussion, questioning and pupil reflection to assess progress and inform future teaching.

Due to the sensitive and personal nature of RSHE, pupils' work is not formally marked in the same way as other subjects. Feedback is given verbally and through supportive comments, ensuring that pupils feel safe, respected and confident to participate. Self-assessment and peer reflection may be used where appropriate to encourage pupils to consider their own learning and development.

Assessment does not involve pupils disclosing personal experiences. Any concerns arising during lessons are managed in line with the school's safeguarding policy.

(Please also refer to the Feedback and Marking Policy for further detail)

Parental Support

The school recognises the important role that parents and carers play in supporting Relationships, Sex and Health Education (RSHE). In line with guidance from the Department for Education, we aim to work in partnership with parents by providing clear information about the curriculum and supporting them in continuing discussions at home. We believe that open communication between school and home helps to reinforce learning, promote shared values, and ensure that pupils receive consistent messages about relationships, health and wellbeing. Parents are informed about the content of RSHE and are given opportunities to ask questions and engage with the school's approach.

Specific Issues within RSHE

Withdrawl

Parents have the right to request that their child be withdrawn from some or all of the non-statutory sex education delivered as part of RSHE. The school will respect such requests and will discuss the content and purpose of the curriculum with parents to ensure they are fully informed. There is no right to withdraw from Relationships Education or Health Education, as these are statutory under guidance from the Department for Education. Where a pupil is withdrawn from sex education, the school will ensure that appropriate, purposeful alternative learning is provided.

Confidentiality and Child Protection/ Safeguarding Issues

Ashperton Primary Academy has a separate confidentiality policy but, as a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead (DSL)who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the DSL and Deputy DSL's.

Controversial and Sensitive Issues

Staff are aware that views around related issues are varied. However, while personal views are respected, all issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have different opinions.

Dealing with Questions

It is important that teachers know how to respond to unexpected or awkward questions:

- If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.
- When staff feel it is more appropriate they may refer a child's questions back to the parents.
- If a question raises concerns about possible sexual abuse, child protection procedures must be followed. See Safeguarding Policy

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

The role of the Head teacher and Board of Trustees

It is the responsibility of the Trustees to ensure that as well as fulfilling their legal obligations to make sure that:

• all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
• RSHE is well led, effectively managed and well planned;
• the quality of RSHE 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 that the school can fulfil its legal obligations

The Head teacher liaises with external agencies regarding the school RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Head teacher monitors this policy on a regular basis and reports to Trustees, when requested, on the effectiveness of the policy.

Parents should be consulted on the RSHE policy and can express their views. They also must be informed of the limits of their right to withdraw their child from sex education and can do so within these limits.

Monitoring and Review

The delivery of RSHE is monitored annually by the PSHE Leader.

Pupils' development in RSHE is monitored by class teachers as part of individual lessons.

The Curriculum Committee of the Board of Trustees monitors the RSHE policy on an annual basis. This committee reports its findings and recommendations to the full Board of Trustees, as necessary, if the policy needs modification.

Trustees should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSHE and can do so by prior appointment with a member of staff, or at any open evening the school chooses to hold about this curriculum area. As Jigsaw materials are copyrighted the school is not permitted to put teaching materials on the public facing website, or provide electronic copies of materials to parents and carers at home.

Equalities

The school is committed to ensuring that RSHE is delivered in accordance with the principles of the Equality Act 2010. Teaching is inclusive and accessible to all pupils, regardless of their protected characteristics, and promotes respect for diversity. RSHE reflects the needs of all pupils and ensures that no individual or group is discriminated against. The curriculum supports pupils in understanding and valuing difference, while fostering an environment of mutual respect and inclusion.

Approved by staff and Trustees June 2026

Review date June 2027

Appendix 1

Jigsaw's Health Education Content

The grid below shows specific Health Education content for each year group:

Age	
4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others healthy and safe choices; body changes at puberty.
8-9	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences;

	hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
9-10	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
10-11	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Appendix 2

.	JIGSAW pieces	JIGSAW PSHE Learnng Intention	JIGSAW Social and emotional development Learning Intention	Potential JIGSAW Vocabulary th at **may** be used	Links to Science curriculum
Reception	1 My body 2 Respectin g my body 3 Growing up 4 Growth and change 5 Fun and fears 6 Celebratio n	I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception			
Year 1	1 Life Cycles 2 Changing me 3 My changing body 4. Boys' and girls' bodies	am starting to understand the life cycles of animals and humans can tell you some things about me that have changed and some things about me that have stayed the same can tell you how my body has changed since I was a baby can identify the parts of the body that make boys different	I understand that changes happen as we grow and that this is OK I know that changes are OK and that sometimes they will happen whether I want them to or not I understand that growing up is natural and that everybody grows at different rates I respect my body and understand which parts are private	Changes Life cycle Baby Adulthood Change Life cycle Baby Adult Grown up Baby Growing up Adult Mature Change male Female (Penis	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Non statutory note: Pupils should be introduced to …the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to

		to girls and can use the correct names for these.		Testicles vagin a - if appropriate to cohort)	understand how reproduction occurs.
	5 Learning and growing	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Learn New Grow Change	Links to NSPCC pants
	6 Coping with changes	I can tell you about changes that have happened in my life	know some ways to cope with changes	Change Feelings Anxious Worried Excited Coping	
Y e a r 2	1 Life cycles in nature	can recognise cycles of life in nature	understand there are some changes that are outside my control and can recognise how I feel about this	Change Grow Life cycle Control Baby Adult Fully grown	**Animals including humans** ▪ notice that animals, including humans, have offspring which grow into adults Non statutory note: Pupils should be introduced to …the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
	2 Growing from young to old	can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Growing up Old Young Change Respect Appearance Physical	
	3 The changing me	can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Baby Toddler Child Teenager Adult Independent Timeline Freedom Responsibilities	
	4 Boys' and girls' bodies	can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that	I can tell you what I like/don't like about being a boy/girl	Male Female (Penis Testicles vagina – if appropriate) Pu blic Private Touch Texture Cuddle Hug	

		some parts of my body are private		Squeeze Like Dislike Acceptable Unacceptable Comfortable	
	5 Assertiveness	understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help	Change Looking forward Excited Nervous Anxious Happy	
	6 Looking ahead	can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this		
Year 3	1 How Babies grow	I 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	I can express how I feel when I see babies or baby animals	Changes Birth Animals Babies Mother Growing up	Non statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to …the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
	2 Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family	Baby Grow Uterus Womb Nutrients Survive Love Affection Care	
	3 Outside body changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Change Puberty Control Stereotypes Task Roles Challenge	
	4 Family stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	Change Looking forward Excited Nervous Anxious Happy	
	5 Looking ahead	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this		

Year 4	1 Unique me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being	Personal Unique Characteristics Parents	Non statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to …the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
	2 Inside Body Changes	I can identify how boys' and girls' bodies need to change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Puberty male female testicles sperm penis ovaries egg ovum/ova womb/uterus vagina vulva anus	
	3 Girls and puberty **GIRLS ONLY**	I can 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	I have strategies to help me cope with the physical and emotional changes I will experience during puberty	Puberty Menstruation Periods	
	4 Circles of change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Circle Seasons Change Control	
	5 Accepting change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Range of emotions - Control Change Acceptance	
	6 Looking ahead	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this	Change Looking forward Excited Nervous Anxious Happy	

Year 5	1 Self and body image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation	Living things and their habitats ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ▪ describe the life process of reproduction in some plants and animals. Animals, including humans ▪ describe the changes as humans develop to old age. Non statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to …the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
	2 Puberty for girls **GIRLS ONLY**	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me	Puberty Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus	
	3.Puberty for boys **BOYS ONLY**	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty	Puberty Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormones	
	4.Having a baby (Children can be withdrawn from this lesson)	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	Sperm Egg/Ovum Penis Testicles Vagina/Vulva Womb/Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception	
	5 Looking ahead 1	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring	Teenager Milestone Perceptions Puberty Responsibilities	
	6 Looking ahead	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.	Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious	

Year 6	1.My Self-image (influence of online and media)	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Self-image Self-esteem Real self Celebrity	Non statutory note: Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should be introduced to …the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.
	2 Puberty **(SPLIT BOYS AND GIRLS)**	can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	Opportunities Freedoms Responsibilities Pubic hair Erection breasts Menstruation hormones Semen wet dream ovulation masturbation Clitoris testicles sperm penis vagina womb fallopian tube vulva	
	3.Conception **(Children can be withdrawn from this lesson)**	I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways	Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord	
	3 Babies: Conception to birth	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby	Contraception Fertility treatment (IVF) Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife	
	4 Boyfriends and girlfriends (including sexting)	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend	I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to	Attraction Relationship Pressure Love Sexting	

	5 Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'	Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health	
	6 The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class	I know know how to prepare myself emotionally for the changes next year.	Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement	