Holbeton Primary School

Relationships & Sex Education (SRE) Policy 2026

Policy Updated: July 2026
Policy Approved: August 2026
Date of Next Review: July 2027

1. Aims

This policy sets out our Trust's approach to Relationships, Sex and Health Education (RSHE), including the way PSHE is delivered. Sections 5, 6, 9, 10, 11 and Appendix 1 have been adapted to reflect the use of Jigsaw PSHE Scheme at Holbeton Primary School.
The aims of RSHE and PSHE across Westcountry Schools Trust are to:

- provide a framework in which sensitive discussions can take place safely and respectfully
- prepare pupils for puberty, and give them age-appropriate understanding of human development, health, hygiene and wellbeing
- help pupils develop self-respect, confidence, empathy, kindness and integrity
- build a positive culture around relationships, health, difference, identity and personal safety
- teach pupils the correct vocabulary to describe themselves and their bodies
- support pupils to apply their learning online and offline, including by seeking help when something worries them

2. Statutory requirements

As a trust of primary and secondary academies, we must provide RSE to all pupils under section 34 of the Children and Social Work Act 2017.
We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, schools are required, under section 403 of the Education Act 1996, to have regard to guidance issued by the Secretary of State; this statutory duty is reinforced through funding agreements.
We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010).

DfE statutory RSHE guidance

At Holbeton Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed and reviewed in consultation with staff, pupils and parents/carers. The consultation and policy development process included:

1. Review: the PSHE/RSE lead and/or central education team reviews national guidance, Jigsaw PSHE 3-11 Scheme 2026 documentation and local school context.
2. Staff consultation: staff were given the opportunity to review the draft and discuss delivery, safeguarding and inclusion.
3. Parent/carer consultation: parents and carers are informed about the curriculum, including the Changing Me Puzzle and any non-statutory sex education content.
4. Pupil voice: pupils' views were gathered in age-appropriate ways to inform delivery and support.
5. Ratification: the final policy is approved through the agreed trust/school governance route.

4. Definition

For the purpose of this policy, RSHE is taught within our wider PSHE curriculum. It supports pupils' emotional, social, moral, cultural, physical and mental development, and includes learning about healthy relationships, families, friendship, online safety, personal safety, puberty, health, wellbeing, identity, difference and change. RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is delivered through Jigsaw PSHE 3-11, which provides a whole-school, sequenced and progressive programme. The six half-termly Jigsaw Puzzles organise learning across the year: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

The Jigsaw programme is used alongside the statutory science curriculum, safeguarding procedures and school values. Parents and carers may request to see curriculum resources and materials.

If pupils ask questions outside the planned curriculum, staff will respond in a way that is accurate, age-appropriate, sensitive and consistent with safeguarding practice, helping to reduce the risk of pupils seeking answers from unreliable or harmful online sources.

Health Education is statutory in all state-funded schools. The policy references health implicitly but does not explicitly state that Health Education is taught in line with statutory guidance. This is a required element. [gov.uk]

6. Delivery of RSE and PSHE through Jigsaw

RSHE is taught through PSHE lessons and through the science curriculum. The Jigsaw approach supports consistency by using shared routines and language across the school. Each lesson includes opportunities for connection, reflection, discussion and age-appropriate pupil voice.

6.1 The Jigsaw lesson approach

- Calm Me: mindful practice to support self-regulation and readiness for learning
- Connect Us: activities that build belonging, collaboration and respectful dialogue
- Open My Mind / Tell Me or Show Me: carefully sequenced knowledge and vocabulary
- Let Me Learn: active learning, discussion, practice and application
- Help Me Reflect: personal reflection and formative assessment of understanding

6.2 Primary relationships, health and sex education

Across primary year groups, Relationships Education focuses on families, friendships, kindness, respect, online safety and being safe. Health Education includes mental wellbeing, healthy lifestyles, internet safety and harms, physical health, safety, puberty and developing bodies. The Changing Me Puzzle provides age-appropriate learning about growing and changing, including puberty and, where taught in upper Key Stage 2, human reproduction as non-statutory primary sex education.

6.3 Inclusion, safeguarding and resource review

All teaching will be inclusive, age-appropriate, accurate and sensitive to pupils' experiences. Resources will be checked by the PSHE/RSE lead and relevant senior leaders before use. Where resources contain sensitive content, staff will consider lesson context, pupil needs, parental communication, SEND adaptations and safeguarding implications. Jigsaw resources referenced in this policy include lesson plans, Puzzle Maps, curriculum planning materials, parent/carer materials and the Jigsaw PSHE 3-11 RSHE 2026 mapping documentation available to Jigsaw schools.

Our schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported

- Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

7. Use of external organisations and materials

Jigsaw PSHE 3-11 is the school's main published programme for PSHE/RSHE delivery. Where any additional external resource is used, the school will make checks to ensure that content is accurate, age-appropriate, unbiased, inclusive, legally compliant and consistent with this policy, safeguarding procedures and political impartiality duties.
For more information about our RSHE curriculum, see Appendices 1 and 2.

8. Roles and responsibilities

Role	Responsibilities
Board / WeST Community Councils	Approve the policy through the agreed governance route and hold leaders to account for implementation.
CEO / Trust central team	Support headteachers to implement the policy and report trust-wide issues through agreed mechanisms.
Local governing body	Support implementation at school level and raise issues through the agreed governance route.
Headteacher, Sarah Honywill	Ensure RSHE is taught consistently, resources are shared with parents/carers where required, and withdrawal requests are managed in line with section 9.
PSHE/RSHE lead, Sarah Honywill, Headteacher	Lead curriculum planning, Jigsaw implementation, resource review, staff support, monitoring and parent/carer communication.

Designated Safeguarding Lead [insert name]	Advise on safeguarding implications and respond to concerns or disclosures arising from RSHE content.
Staff	Deliver lessons sensitively and inclusively, model respectful behaviour, respond to pupil needs and report safeguarding concerns promptly.
Pupils	Engage respectfully and sensitively in RSHE and PSHE learning.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their children from Relationships Education, Health Education or statutory science curriculum content. Parents/carers do have the right to request withdrawal from any non-statutory primary sex education content that goes beyond the science curriculum.

Requests should be made in writing using Appendix 3 and addressed to the headteacher. The headteacher will discuss the request with parents/carers, explain the curriculum content, consider any pupil-specific circumstances and agree appropriate alternative provision if withdrawal is confirmed. A copy of any withdrawal request will be kept on the pupil's educational record.

10. Training

Staff receive support to deliver RSHE through induction, continuing professional development and access to Jigsaw PSHE 3-11 planning and guidance materials. The PSHE/RSE lead and senior leadership team will identify further training needs through monitoring, staff feedback and updates to statutory guidance or Jigsaw resources.

11. Monitoring arrangements

The delivery of RSHE and PSHE is monitored at school level by Sarah Honywill, Headteacher with support from Lauren Partridge, Lead Practitioner for PSHE, as appropriate. Monitoring will be proportionate and may include planning review, lesson visits/drop-ins, pupil voice, staff feedback, review of Jigsaw assessment/reflection evidence, parent/carer feedback and safeguarding review where relevant.

This policy will be reviewed by Sarah Honywill, Headteacher, annually, or sooner if statutory guidance, trust systems or the Jigsaw PSHE scheme are updated.

Appendix 1: Jigsaw PSHE 3-11 curriculum map

This map replaces the generic editable example with a Jigsaw PSHE 3-11 Scheme 2026 alignment. Schools should check the lesson-level detail against the latest Jigsaw Puzzle Maps and RSHE 2026 Mapping Document before publication.
Changing Me Puzzle Map - Revised for 2026

Holbeton Primary School delivers Jigsaw across a rolling programme based on the ages of the children in the class*. This will involve splitting the class(es) into groups based on ages as follows:
Year groups of children Jigsaw Scheme taught

Years Reception and Year 1	Year A Reception content	Year B Year 1 content	
Year 2 and 3	Year A Year 2 content	Year B Year 3 content	
Year 4, 5 and 6	Year A Year 4 content	Year B Year 5 content	Year C Year 6 content*

* There may be a number of lessons (for example sex education/puberty/drugs education) where teachers will check the suitability of lessons for the age groups they are delivering to.

Year groups	**Term / Puzzle**	**RSHE and PSHE focus**	**Resources / evidence**
Whole school	Autumn 1: Being Me in My World	Belonging, school community, class charter, rights and responsibilities, pupil voice and respectful participation.	Jigsaw PSHE 3-11 Scheme 2026 lesson plans; class Jigsaw Charter; pupil reflections.
Whole school	Autumn 2: Celebrating Difference	Difference and similarity, respect, stereotypes, protected characteristics where age-appropriate, bullying and kindness.	Jigsaw Puzzle Map; anti-bullying policy links; pupil voice.

Whole school	Spring 1: Dreams and Goals	Aspirations, perseverance, resilience, teamwork, managing disappointment, recognising achievement.	Jigsaw lesson plans; work samples; class reflections.
Whole school	Spring 2: Healthy Me	Physical health, emotional wellbeing, healthy choices, safety, medicines/drugs education as age-appropriate, sleep, hygiene and lifestyle habits.	Jigsaw Healthy Me unit; health education statutory mapping.
Whole school	Summer 1: Relationships	Families, friendships, communication, conflict resolution, loss/change, online relationships and seeking help.	Jigsaw Relationships unit; safeguarding and online safety links.
Reception/Year 1	Summer 2: Changing Me	Growing, changing, naming main body parts, respecting bodies, managing change and transition.	Jigsaw Changing Me foundation/Year 1 lessons; parent/carer information.
Year 2	Summer 2: Changing Me	Growing from young to old, personal change, bodies, privacy and transition.	Jigsaw Changing Me Year 2 lessons; class reflections.
Year 3	Summer 2: Changing Me	Body changes as children grow,	Jigsaw Changing Me Year 3 lessons;

		personal safety, respecting privacy and early preparation for puberty in age-appropriate language.	parent/carer information.
Year 4	Summer 2: Changing Me	Growing and changing, puberty preparation, personal hygiene, emotional changes and age-appropriate understanding of life cycles.	Jigsaw Changing Me Year 4 lessons; lesson resources checked before delivery.
Year 5	Summer 2: Changing Me	Puberty, managing physical and emotional change, body image, personal safety and non-statutory sex education where agreed by the school.	Jigsaw Changing Me Year 5 lessons; withdrawal process available for non-statutory sex education.
Year 6	Summer 2: Changing Me	Puberty, conception/birth where taught as non-statutory sex education, respectful relationships, transition to secondary school and seeking help.	Jigsaw Changing Me Year 6 lessons; parent/carer information and withdrawal process where applicable.

Appendix 2: Primary statutory content covered through Jigsaw PSHE

The following summary should be read alongside the detailed Jigsaw PSHE 3-11 RSHE 2026 Mapping Document, which shows where statutory Relationships Education and Health Education outcomes are covered by year group and Puzzle.

Area	Coverage summary
Relationships Education	Families and people who care for me; caring friendships; respectful, kind relationships; online safety and awareness; being safe.
Health Education	Mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention; personal safety; basic first aid; developing bodies including puberty.
Safeguarding and inclusion	Safe reporting, help-seeking, boundaries, privacy, online risk, respect for difference and learning adapted for pupils' needs including SEND.
Sex education in primary	Any non-statutory sex education beyond science is identified in the Changing Me unit, communicated to parents/carers and subject to the withdrawal process in section 9.

Appendix 3: Parent/carer form requesting withdrawal from non-statutory sex education

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from non-statutory sex education within RSHE			
Any other information you would like the school to consider			
Parent/carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers			

Appendix 4: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy and happy family life, such as: 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 ● That other children's families, either in school or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care ● That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up ● That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties ● That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships ● That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened ● About managing conflict with kindness and respect, and that violence is never right ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed
Respectful, kind relationships	● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults

TOPIC	PUPILS SHOULD KNOW
	● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take in a range of different contexts to improve or support their relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs ● 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 ● How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online including how to recognise risks, harmful content and contact, and how to report them ● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults

TOPIC	PUPILS SHOULD KNOW
	● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online, including where pictures or words might be circulated ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● 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 ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust ● How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so ● Where to get advice, for example from their family, school and/or other sources