



St Oswald's C of E Academy

Imagine with your mind, **Believe** with all your heart, **Achieve** with all your might

Relationships, Sex and Health Education (RSHE) Policy Version 2

Document Date: June 2026

Version	Date	Author	Changes
2	June 2022	Rachel Greer	Updates in preparation for new DfE Changes.

Review Frequency	Every 2 years
Next Review Date	June 2028
Approved by	AGC
Date of approval	June 2026

1. Introduction

It is a statutory requirement for all primary schools, including academies, to deliver Relationships Education. Governing bodies and school leaders are also required to have a written Relationships, Sex and Health Education (RSHE) policy that is developed and implemented in line with current government guidance.

At St Oswald's CofE Academy, we teach RSHE in accordance with the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, updated in July 2025 and statutory for schools from September 2026.

Our RSHE curriculum reflects our school's Christian vision and values and is carefully designed to support pupils in developing the knowledge, skills and understanding required to lead safe, healthy and fulfilling lives. Teaching is inclusive, age-appropriate and responsive to the needs of our pupils. It prepares them effectively for life in modern Britain and equips them with the confidence, resilience and understanding needed to navigate an increasingly complex and digitally influenced world.

2. Church of England Vision

At St Oswald's CofE Academy, we are committed to delivering RSHE in line with the Central to this approach is the belief that all individuals are uniquely created in the image of God and are therefore deserving of dignity, respect and compassion.

Our approach to RSHE reflects these values by ensuring that teaching is inclusive, respectful and grounded in the principle that every pupil is valued. We aim to create a culture where pupils feel safe expressing themselves, exploring their understanding and developing strong, respectful relationships with others both now and in the future.

Through this approach, we prepare pupils not only to understand the world in which they live, but also to actively contribute to it with empathy, awareness and respect for diversity.

3. Aims and Objectives

The aim of RSHE at St Oswald's CofE Academy is to equip pupils with the knowledge, skills and values necessary to develop positive, respectful and fulfilling relationships, and to take increasing responsibility for their physical and emotional wellbeing.

Through the delivery of RSHE, pupils are supported to:

- develop confidence and self-esteem, enabling them to value themselves and others
- understand and respect a range of relationships, including different family structures and experiences
- communicate effectively about their feelings, relationships and personal experiences in a safe and appropriate way
- understand the importance of consent, personal boundaries and mutual respect
- develop an accurate understanding of how their bodies work and prepare for the physical and emotional changes of puberty

- recognise unsafe or harmful situations, including those encountered both offline and in online environments
- identify trusted adults and understand how to seek help and support when needed
- develop resilience and the ability to make informed, responsible and thoughtful decisions
- understand the influence of media, the internet and wider social factors on attitudes and behaviours, including recognising and responding appropriately to potential risks

4. Roles and Responsibilities

Headteacher

The Headteacher has overall responsibility for the provision and quality of RSHE within the school. This includes ensuring that the curriculum and policy are fully compliant with statutory guidance and reflect current best practice.

The Headteacher ensures that staff are supported through appropriate training and professional development, and that RSHE is effectively monitored and regularly reviewed as part of the school's wider safeguarding and curriculum responsibilities.

PSHE / RSHE Lead

The PSHE/RSHE Lead is responsible for overseeing the planning, delivery and monitoring of RSHE across the school. This includes supporting staff in delivering the curriculum, ensuring consistency and progression across year groups, and evaluating the effectiveness of provision.

They also play a key role in ensuring that RSHE remains responsive to emerging safeguarding priorities and reflects the needs of all pupils.

Class Teachers

Class teachers are responsible for delivering RSHE lessons within their classes. They ensure that teaching is inclusive, age-appropriate and responsive to the needs of pupils.

Teachers create a safe and supportive learning environment in which pupils feel confident to ask questions and engage in discussion. They respond sensitively and appropriately to pupils' questions and are responsible for following safeguarding procedures where any concerns arise.

5. Defining Relationships, Sex and Health Education

RSHE at St Oswald's CofE Academy encompasses learning about relationships, personal development, health and wellbeing. It provides pupils with essential knowledge, understanding and skills that enable them to develop healthy relationships, make informed choices and stay safe.

5.1 Relationships Education

Relationships Education forms the foundation of RSHE and includes teaching about:

- families and people who care for me

- caring friendships
- respectful relationships
- online relationships
- being safe

Through this learning, pupils are supported to recognise the characteristics of positive, healthy relationships and to identify behaviours that may be inappropriate, unsafe or harmful. They develop a clear understanding of personal boundaries, privacy and consent, and learn how to behave respectfully towards others. There is strong emphasis on helping pupils to understand risk, particularly in relation to online environments and digital communication. Pupils are taught how to recognise when something does not feel right and how to respond appropriately. Pupils are taught about contemporary online risks, including scams, financial exploitation through gaming, data privacy, and how personal information may be used or shared online.

The RSHE curriculum places a strong emphasis on developing key life skills alongside knowledge, including communication, emotional literacy, assertiveness and the ability to express personal needs and boundaries.

The school incorporates 'protective behaviours' as part of the PSHE curriculum. This approach supports pupils in recognising early warning signs, understanding their right to feel safe at all times, and identifying trusted adults they can approach for help and support.

Our Relationships Education curriculum is fully inclusive and reflects the diversity of modern Britain. Pupils are encouraged to respect and value others, including those with protected characteristics, in line with the Equality Act 2010.

5.2 Sex Education

Sex Education at St Oswald's CofE Academy is delivered in a sensitive, inclusive and age-appropriate manner. Teaching is carefully planned and structured to ensure that pupils feel supported, respected and confident when engaging with the content. It includes learning about human reproduction in line with the National Curriculum for Science, alongside additional content that supports pupils' understanding of relationships, personal development and emotional wellbeing.

Pupils are provided with accurate, clear and factual information. This includes the use of correct scientific vocabulary, which supports both understanding and the development of safe and appropriate communication. All pupils are taught to use correct scientific terminology for all parts of the body, including genitalia, to support understanding, reduce stigma and promote safeguarding.

Sex Education is delivered through the Jigsaw PSHE scheme, which provides a structured and progressive framework for learning. The scheme supports pupils in developing emotional literacy, resilience and positive relationship skills, while ensuring consistency and progression across all year groups.

The Jigsaw scheme is regularly reviewed to ensure that it remains up to date, reflects statutory guidance and continues to meet the needs of pupils.

5.3 Health Education

Relationships, Sex and Health Education (RSHE) Policy

V2 June 2026

Health Education supports pupils in developing an understanding of both physical health and mental wellbeing. It provides pupils with the knowledge and strategies needed to maintain positive wellbeing and make informed choices about their health. Learning includes:

- the changes associated with puberty
- personal hygiene and self-care
- emotional wellbeing and mental health
- recognising and managing feelings
- developing resilience and coping strategies

Pupils are supported to understand the connection between physical health and mental wellbeing, and to recognise when they or others may need support. Pupils are taught about personal safety in everyday contexts, including road, rail and water safety, and how to recognise and manage risk in both familiar and unfamiliar environments. They are taught how to seek help and access appropriate support when needed. Pupils also explore the range of influences that can impact their wellbeing, including relationships with others, peer pressure, media messages and online content. Learning also includes understanding change and loss, including bereavement, and recognising that people may experience and express grief in different ways.

The school uses the Jigsaw mindfulness approach to support pupils in developing emotional awareness, improving focus and managing stress effectively. This contributes to a calm and supportive learning environment and supports pupils' overall wellbeing. The curriculum is carefully sequenced to ensure that knowledge and skills build progressively from Early Years through to Year 6, enabling pupils to deepen their understanding over time.

6. RSHE in Upper Key Stage 2 (Years 5 and 6)

In Years 5 and 6, RSHE builds upon the knowledge and understanding developed in earlier years and plays a key role in preparing pupils for the transition to secondary school. Teaching at this stage is carefully planned and delivered in a way that is sensitive to pupils' age, maturity and individual needs, while ensuring that all statutory requirements are met.

Pupils in Upper Key Stage 2 are supported to develop a deeper understanding of the physical and emotional changes associated with growing up. They are taught about puberty in a clear, factual and reassuring manner, enabling them to feel confident and prepared for these changes.

Learning also includes:

- an understanding of human reproduction, presented in an age-appropriate and factual way
- the development of a secure understanding of consent, personal boundaries and respectful relationships
- exploration of online safety, including the risks associated with digital communication, social media and online content

- strategies for managing friendships, including dealing with peer pressure and developing positive relationship skills
- consideration of body image, self-esteem and emotional wellbeing
- understanding of how and where to seek help, both within the school environment and beyond

Throughout this learning, pupils are encouraged to ask questions, reflect on their understanding and develop the confidence to seek support when needed. The aim is to ensure that pupils leave primary school feeling informed, prepared and supported as they move on to the next stage of their education.

7. Creating a Safe and Supportive Learning Environment

At St Oswald's CE Academy, we are committed to providing a safe, inclusive and supportive learning environment in which all pupils feel confident to engage fully in PSHE lessons. Creating this environment is essential to ensuring that pupils can explore sensitive topics in a respectful and secure way.

Staff establish clear expectations for behaviour and discussion through the Jigsaw Charter, which is used consistently across lessons. This includes promoting respectful communication, active listening and empathy towards others. Pupils are encouraged to contribute thoughtfully, while also understanding that they have the right to pass if they do not wish to share.

Pupils are supported to understand that, while discussions are handled with sensitivity and respect, staff are unable to guarantee complete confidentiality where a safeguarding concern is identified. This is clearly explained in an age-appropriate way, and staff follow the school's safeguarding procedures at all times.

Opportunities are provided for pupils to ask questions in a range of ways, including both openly and anonymously. This ensures that all pupils feel able to raise concerns or seek clarification in a way that feels comfortable to them. Questions are addressed in a manner that is accurate, age-appropriate and supportive.

The RSHE delivery and the PSHE curriculum form an integral part of the school's wider safeguarding and personal development provision, ensuring that pupils are equipped with the knowledge and confidence to keep themselves safe and seek help when needed.

8. Teaching, Learning, Monitoring and Evaluating

At St Oswald's CofE Academy, RSHE is delivered through the PSHE curriculum and lessons using the **Jigsaw scheme**, which provides a carefully structured and progressive framework for learning from Early Years through to Year 6. The Jigsaw scheme is a comprehensive spiral and progressive sequence of work allowing students to build on their knowledge and understanding from the outset of their school journey.

Teaching is thoughtfully planned to ensure that it is inclusive, engaging and responsive to the needs of all pupils. Lessons are designed to build upon prior knowledge, enabling pupils to gradually develop a deeper and more secure understanding of relationships, health and wellbeing over time.

A range of teaching strategies is used to support learning, including discussion, reflection, collaborative activities and opportunities for pupils to consider real-life

scenarios. This approach supports pupils in developing both knowledge and the confidence to apply what they have learned.

The quality of teaching and learning in RSHE is monitored by the PSHE/RSHE Lead and senior leaders through a variety of approaches, including:

- learning walks and lesson observations
- scrutiny of pupils' work
- gathering and analysing pupil voice
- professional dialogue and feedback with staff

These processes ensure that teaching remains consistent, effective and aligned with the aims of the curriculum.

The RSHE curriculum is responsive to pupil needs and is informed by ongoing assessment, pupil feedback and emerging safeguarding priorities. PSHE is reviewed regularly to ensure that it reflects current safeguarding priorities and emerging risks, enabling the school to respond proactively to changes in society and the digital landscape.

Assessment within PSHE is primarily formative and takes place through discussion, observation and reflection. Teachers use this information to adapt their teaching and ensure that all pupils are supported in making progress.

9. External Visitors and Additional Provision

At St Oswald's CofE Academy, we recognise the value of enhancing the PSHE and RSHE curriculum through the involvement of external visitors and specialist services. These experiences provide pupils with opportunities to engage with key topics in a meaningful and real-life context.

St Oswald's CofE Academy supplement the PSHE curriculum with 'Protective Behaviours' lessons to give children practical, lifelong self-protection skills. While PSHE covers broad health and relationship topics, Protective Behaviours focuses specifically on safety, personal boundaries, and abuse prevention. This approach supports pupils in recognising early warning signs, understanding their right to always feel safe, and identifying trusted adults they can approach for help and support.

We work with a range of external professionals, including members of the emergency services, health professionals such as school nurses, and specialist organisations such as Loudmouth. These individuals bring expertise and real-world perspectives that support pupils in developing a deeper understanding of topics related to personal safety, health, relationships and wellbeing.

External contributions are carefully planned to complement and enrich the school's curriculum. Sessions are designed to reinforce key messages around safeguarding, making informed choices and understanding how to access support when needed. All external visitors are appropriately vetted in line with the school's safeguarding procedures. They work in partnership with school staff to ensure that content is delivered in a way that is consistent with the school's values and statutory guidance. Class teachers remain present during sessions and retain overall responsibility for pupils' welfare and learning.

These experiences help pupils to build confidence in engaging with professionals and increase their understanding of how to seek advice, help and support beyond the school environment.

10. Health and Mental Wellbeing

Supporting pupils' physical health and mental wellbeing is a key priority at St Oswald's CofE Academy and forms an integral part of the PSHE and RSHE curriculum. The aim is to equip pupils with the knowledge, understanding and skills required to manage their emotions, build resilience and maintain positive wellbeing. Pupils are supported to recognise what is typical in relation to their physical and mental health and to identify when something may be a cause for concern in themselves or others. They are taught strategies for managing emotions, coping with challenges and seeking support when needed.

A strong emphasis is placed on helping pupils to understand the range of influences that can affect their well-being. This includes exploring the impact of relationships, peer pressure, media messages and online content. Pupils are encouraged to reflect on these influences and consider how they can make positive and informed choices. The school promotes a whole-school approach to health and wellbeing, ensuring that consistent messages are reinforced across the curriculum and within the wider school environment. The Jigsaw mindfulness approach plays a key role in this, supporting pupils in developing emotional awareness, improving concentration and managing stress effectively.

Through this approach, pupils are encouraged to take an active role in maintaining their own wellbeing and to support the wellbeing of others. In addition to this we work with the Mental Health in Schools Team Warwickshire (MHST) alongside other professionals to ensure individuals and families have access to further support if necessary.

11. Involving Parents and Carers

At St Oswald's CofE Academy, we recognise that parents and carers play a vital role in supporting their child's education and development, particularly in relation to RSHE. We are committed to working in partnership with families to ensure that learning is transparent, appropriate and well understood.

Parents and carers are informed about the RSHE curriculum and have access to this policy via the school website or through the school office on request. Opportunities are provided for parents to engage with the school, including consultation sessions and opportunities to discuss the content of RSHE with staff.

Parents and carers are also given the opportunity to view teaching materials and discuss areas of the curriculum in more detail. This includes a particular focus on the Jigsaw 'Changing Me' module taught in Years 5 and 6, enabling parents to make informed decisions and feel confident in supporting their child's learning.

Relationships Education is statutory, and parents do not have the right to withdraw their child from this aspect of the curriculum.

Parents do have the right to request that their child is withdrawn from the non-statutory elements of Sex Education taught in Years 5 and 6. Requests should be made in writing to the Headteacher. The school will discuss any request with parents to ensure that they are fully informed about the content and purpose of the curriculum before deciding. Where a pupil is withdrawn, appropriate alternative learning will be provided.

We aim to maintain an open and supportive dialogue with parents and carers, ensuring that they feel confident to engage with RSHE and contribute positively to their child's development.

12. Other Guidance and Legislation

This policy has been developed in accordance with a range of statutory guidance and legislation that underpins the delivery of RSHE.

These include:

- Department for Education (DfE) (2025), *Relationships Education, Relationships and Sex Education (RSE) and Health Education*
- Department for Education (DfE), *Keeping Children Safe in Education*
- Department for Education (DfE), *Equality Act 2010: Advice for Schools*
- Department for Education (DfE), *Special Educational Needs and Disability (SEND) Code of Practice (2015)*
- Education Act 2002
- Children Act 1989 and 2004
- HM Government, *Working Together to Safeguard Children*
- Human Rights Act 1998
- Ofsted School Inspection Framework
- PSHE Association guidance
- Sex Education Forum guidance
- Support from outside agencies

These documents ensure that RSHE provision at St Oswald's CofE Academy is legally compliant, safeguarding-aligned, inclusive, and backed by pedagogical best practices.