



Relationship, Health and Sex Education Holmer Lake Primary School

Policy- Document Status			
Date of Policy Creation	Spring 2021 – reviewed every 1 years	Named Responsibility	Headteacher Mrs H Kumar
Date of Policy Adoption by Governing Body		Autumn 2026	
Review date:		Autumn 2027	

Introduction

We are required by law to teach Relationships Education and Health Education to all primary-aged pupils. We deliver these statutory subjects within our broader PSHE programme. Where we teach about human reproduction (sex education), we do so in line with the principles and approach of the 2025 Relationships, Sex and Health Education (RSHE) statutory guidance, in which sex education itself remains non-statutory (but recommended) in primary schools.

At Holmer Lake we follow the statutory curriculum for Relationships and Health Education as set out in the statutory guidance, and this is taught through our Healthy Bodies, Healthy Minds lessons every week.

Aims of the policy

Within this policy, we will:

- Define the aims our Relationships and Health Education curriculum
- Define the aims of the Sex Education curriculum that we have chosen to teach
- Outline how our Relationships, Health and Sex curriculum is taught – lessons and whole school approach.
- Provide details of the Relationships, Health, and Sex education curriculum content.
- Explain how the delivery of the content is made accessible to all pupils, including those with SEND.
- Explain the right to withdraw children from Sex Education lessons.
- Define the role of the Equality Act and its requirements on schools in law with respect to Relationships, Health and Sex Education.

Aims of our Relationships, Health and Sex Education curriculum

The curriculum aim is:

- to offer the full requirements of the statutory Relationships and Health Education.
- to follow government recommendations and provide sex education beyond that taught as part of the Science National Curriculum that meets the needs of our children.

To enable our children to:

- know and understand what constitutes a healthy lifestyle.
- understand they have a right to feel safe and happy.
- understand the characteristics of a healthy family life and to show respect for the differences between families and committed relationships.
- make their own respectful relationships and friendships that make them feel secure and happy.

- keep themselves safe online.
- keep themselves safe offline (e.g., home / school / in the community).
- respect differences between people and develop good relationships with members of the school and wider community.
- to know who to ask for support if they need it.
- be independent and responsible members of the school community.
- be positive and active members of a democratic society.
- develop self-confidence and self-esteem and make informed choice regarding personal and social issues.
- be prepared for the emotional and physical changes of puberty.
- have an age-appropriate understanding of sex and reproduction with the emphasis on the importance of it being within a loving, respectful relationship between two people.
- be prepared for and have an appreciation of life in modern Britain.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

The aim of our Relationships and Health curriculum is to give children the tools and the information they need to make positive choices, which support their health, their achievement, their safety and their emotional well-being. We want our children to develop a mutual respect of and understanding for those around them and their differences – encouraging them to appreciate and celebrate diversity both within the school and in the community.

As part of everyday school life at Holmer Lake, we want to allow children to have a voice and see that they can have an impact and make a change – encouraging a sense of self-worth and preparing them to contribute to society. We aim to provide a responsive curriculum which meets the needs of our children. By giving them an open and safe environment where they feel secure enough to express themselves, ask questions and take part in discussion, we promote positive emotional and mental well-being throughout their time at Holmer Lake and beyond.

How our Relationships, Health and Sex Education curriculum is taught

Relationships and Health Education curriculum.

At Holmer Lake School, we feel it is integral that children are exposed to Relationships and Health both in discrete weekly lessons plus also through a much wider curriculum composed of carefully selected workshops, theatre productions, cross-curricular learning, whole school events and assemblies. The discrete learning takes place in weekly Healthy Bodies, Healthy Minds lessons that cover broad themes drawn from the government's statutory guidance (Relationships and Health Education). Within these lessons, the principles laid out in our SMARTER code, are repeatedly revisited

over time, allowing the children to build a bigger and better understanding of these values impact their lives and those of their family, friends and community.

The content of our Relationships, Health and Sex Education curriculum

Relationships and Health Education Curriculum

Within our Healthy Bodies, Healthy Minds weekly lessons, we cover all aspects of the statutory Relationships and Health curriculum as outlined below.

EYFS Area of Learning Personal, Social and Emotional Development	KS1/KS2 Statutory Curriculum Relationships Education	KS1/KS2 Statutory Curriculum Health Education
Self- Regulation Managing Self Building Relationships	Families and People Who Care for me Caring Friendships Respectful, Kind Relationships Online Safety and Awareness Being Safe	General Wellbeing Wellbeing Online Physical Health and Fitness Healthy Eating Drugs, Alcohol, Tobacco and Vaping Health Protection and Prevention Personal Safety Basic First Aid Developing Bodies

Each term follows an overall theme and within that theme we have clearly defined the elements of the statutory curriculum that will be covered. Each element is covered several times in different context and with appropriate progression within the school year to ensure concepts and knowledge are embedded.

Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for upper Key Stage 2, human reproduction (where taught as sex education - see Section 6).

For a detailed mapping document showing how the Jigsaw programme covers every statutory outcome, please see the appendix.

Adapting Jigsaw for Our School Community

Whilst we follow the Jigsaw scheme of work to teach our Healthy Bodies, Healthy Minds (HMHB) lessons, we recognise that our children, families and context have specific needs and characteristics. Our HMHB lead and class teachers carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, and the Children's Safeguarding Board.
- Local context and community considerations
- Feedback from parents, carers, pupils and staff

- Our SMARTER code

We work closely with the NSPCC and use the following programmes to ensure that our children are fully supported to keep themselves safe.



[Talk PANTS: Conversation to help keep children safe | NSPCC](#)



[Speak out Stay safe | NSPCC Learning](#)

Beyond the Classroom: Embedding HBHM in School Life

We recognise that effective Healthy Bodies, Healthy Minds education extends far beyond weekly lessons. The skills, values and understanding developed in these lessons are reinforced and 'lived' throughout our school day and across all areas of school life such as:

- Assemblies regularly celebrate successes, explore moral questions, and build whole-school awareness of current wellbeing and relationship topics.

- Our behaviour policy reflects the principles taught in HBHM, emphasising respect, kindness, responsibility and positive conflict resolution. Adults model these values in all interactions with children and each other.
- The SMARTER code becomes a living set of values that children refer to and use to guide behaviour and resolve difficulties.
- OPAL (Outdoor Play and Learning) playtimes provide opportunities for children to practise the friendship and conflict-resolution skills learned in HBHM.
- Emotional literacy taught in HBHM (alongside the children's understanding of Zones of Regulation) develops an extensive vocabulary for feelings and emotions which is reinforced throughout the school day, with staff supporting children to name and express their feelings, to understand others' emotions, and to use this awareness to manage their own emotions, build positive relationships and resolve difficulties
- Recognition and reward systems celebrate not just academic achievement but the personal and social qualities developed through HBHM - kindness, perseverance, respect, courage, and contribution to the school community.

Learning Outdoors: Connecting PSHE to Our Environment

“Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.”

DfE RSHE Guidance 2025, para 40

We recognise the significant benefits of outdoor learning for children's wellbeing, mental health, and sense of connection to the world around them. Statutory guidance emphasises the importance of time outdoors for happiness and wellbeing, and we actively incorporate outdoor experiences into our curriculum.

Daily unstructured outdoor playtimes (OPAL) and regular Forest School sessions help pupils to:

- Experience the wellbeing benefits of time in nature
- Develop a sense of connection to and responsibility for the environment
- Build confidence, independence and collaborative skills through outdoor challenges
- Support emotional regulation, creativity and relationship-building

Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on teaching children the fundamental building blocks of positive, respectful relationships with family, friends, peers and adults.

For a detailed mapping document showing how the Jigsaw programme covers every statutory outcome, please see the appendix.

Health Education

Health Education is compulsory for all primary-aged children and there is no right of withdrawal. It focuses on supporting children to make informed decisions about their health and wellbeing. Some of the lessons within the 'Developing Bodies' unit of Health Education are taught in single sex groups to allow them the privacy to ask questions and discuss their understanding.

For a detailed mapping document showing how the Jigsaw programme covers every statutory outcome, please see the appendix.

Sex Education in Holmer Lake Primary School

Sex education is not compulsory in primary schools, however the Department for Education recommends that all primary schools teach age-appropriate sex education to ensure children are prepared for the changes adolescence brings and understand how human life begins.

At Holmer Lake, our approach to sex education is:

Sex Education as part of HBHM (subject to parental withdrawal)

We teach age-appropriate sex education in Years 5 and 6 as part of our HBHM curriculum, going beyond the statutory content about puberty to include factual information about human reproduction. We believe this information is important for children before they leave primary school, particularly as children naturally become more aware and curious about how life begins and may seek information from less reliable sources if we do not provide age-appropriate, factual teaching.

We define sex education as learning about human reproduction. It is defined as those lessons covering sexual intercourse, conception, the stages of pregnancy and birth. It includes the emotional impact of having a baby as well as the physical facts. Sex education is not learning about different types of sexual activity.

This is distinct from the statutory Health Education content about puberty and menstruation, and from Science curriculum content about life cycles and reproduction in mammals, from which children cannot be withdrawn.

The following Jigsaw lessons in the Changing Me Puzzle contain non-statutory sex education content:

Year 5: Conception

Year 6: Babies: Conception to Birth

Parent Engagement and the Right to Withdraw from Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education taught as part of PSHE. Parents do NOT have the right to withdraw children from:

- Relationships Education (statutory)
- Health Education, including puberty education (statutory)
- Science curriculum content, including content about reproduction (statutory)

Before making a decision to withdraw a child from sex education, we invite parents to attend a RSHE Curriculum consultation meeting with the HBHM lead. The purpose of the consultation is to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Where a parent requests withdrawal, we will respect the parent/carer's final decision whilst documenting our professional advice.

We inform parents/carers about sex education content by:

- Holding parent/carer consultations.
- Making all curriculum materials (lessons plans and resources) available on our website.

Teaching Strategies for Relationship, Health and Sex Education

It is essential that we provide an open but safe, environment for teaching the Relationships, Health and Sex curriculum. One in which children are able to feel secure enough to express themselves, ask questions and take part in discussion. We use a number of teaching strategies in order to develop children's confidence in talking, listening and thinking about relationships and health.

Ground Rules

A set of rules which will help create a safe environment in which teachers or children do not feel embarrassed or anxious about unintended or unexpected questions or comments. These should be agreed at the beginning of the planned unit of work. For example:

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only the correct anatomical names for body parts will be used
- Meanings of words will be explained in a sensible factual way

Distancing techniques

- Teachers can avoid embarrassment and protect pupil privacy by depersonalising discussions maybe through the use of role play, theatre or videos.

Dealing with questions

- Teachers establish clear parameters of what is appropriate and inappropriate in a whole class setting using their professional judgement to respond and may answer briefly and factually if age appropriate. Teachers are given guidelines and support about how to respond to unexpected questions or comments from pupils in a whole-class situation
- All classes have a confidential "worry box" to allow children to write down their questions or concerns, which will be then addressed confidentially and privately by the teacher.
- All children are reminded of speaking to safe adults with any questions or concerns.

Discussion

- Discussion encourages learning and is enjoyed by pupils. Active learning is most effective when pupils are working in groups.

Reflection

- Reflecting is crucial for learning as it encourages pupils to consolidate what they have learned and to form new understanding, skills and attitudes. It helps teachers evaluate sessions and plan future teaching and learning opportunities.

Confidentiality

- Children will be made aware that teachers are unable to offer complete confidentiality. Children will be encouraged to talk to their parents or carers or, if more appropriate, they will be informed of sources of help that are available.
- If personal disclosures are made – all staff in school are trained in knowing how to handle any safeguarding disclosures, understand school procedures and know who the DSLs are.

Whole School Approach

The Relationships and Health curriculum is closely aligned with the whole school curriculum driver of **Wellness**, supporting children's understanding of how to stay happy, safe and healthy. It also provides opportunities for children to develop their understanding and respect of the diversity of the **World** in which they live.



At Holmer Lake School, we feel it is integral that children are exposed to Relationships and Health both in discrete weekly lessons plus also through a much wider curriculum composed of carefully selected workshops, theatre productions, cross-curricular learning, whole school events and assemblies.

We have mapped out how across a whole school, year we can ensure that we are teaching a broad and balanced curriculum, educating the whole child and adhering to “Keeping Child Safe in Education” statutory guidance as well as the Relationships and Health Curriculum.

For more detailed information of the content of the Whole School Overview refer to our website [Relationships, Health and Sex Education | Holmer Lake Primary School](#)

Reading

Every class has a collection of both fiction and non-fiction books that support the concepts and themes taught in Healthy Bodies, Healthy Minds. These books are used within lessons, at story time and children can also choose to read them independently.

Early Years Foundation Stage

The foundations of Healthy Bodies, Healthy Minds curriculum are embedded in EYFS. Children begin to develop an understanding of respect, friendships, responsibility, staying safe, emotions and health through stories, role play, daily routines and carefully constructed opportunities within their planned provision.

SMSC and British Values

We aim to develop Spiritual, Moral, Social and Cultural values through the Relationships and Health curriculum by;

- Supporting children to enjoy learning about themselves and have respect for different faiths, feelings and values
- Developing children's understanding of right and wrong, understanding their rights, responsibilities and consequences of their actions.
- Providing a model for children to develop social skills such as empathy, co-operation, patience, and effective communication.
- Creating a school community that appreciates cultural differences, participates in cultural opportunities and understands, accepts, respects and celebrates diversity.

Through our Relationships and Health curriculum we aim to develop the children's understanding of the British Values (democracy, rule of law, tolerance, individual liberty, mutual respect) to allow them to live successfully as an adult in modern Britain – encouraging them to develop a moral compass, giving them the opportunity to recognise the difference between right and wrong and understand the consequences of their actions.

Parents

Parents are the key people in teaching their children about relationships, health and sex. Therefore, it is essential that the school and Governing body involve parents in developing and reviewing their policy. This will ensure that they reflect parents' wishes and the culture of the community the school serves.

The Relationships, Health and Sex Education curriculum content can be viewed by parents via the school website. Opportunities to discuss concerns, ask questions or view the materials can be made. Parents are consulted yearly on the content of the Sex Education programme and informed prior to this unit of work being taught.

Parents can be assured that the personal beliefs and attitudes of teachers will not influence the teaching of Relationships, Health and Sex Education. All those contributing to the teaching of the curriculum are expected to work within the agreed policy.

Parents have the right to withdraw their children from all or parts of the sex education provided at school except for those parts included in the statutory Science National Curriculum and Health and Relationships statutory curriculum. Such a request should be put in writing to the Headteacher.

Inclusion

At Holmer Lake Primary School we actively seek to remove the barriers to learning and participation that can hinder or exclude individual or groups of pupils. All children benefit from quality first teaching in the classroom where teachers set high expectations, cater for the needs of individuals, and provide opportunities for all pupils to achieve and progress. Teachers are aware that pupils bring different experiences, interests, and strengths to school which influence the way they learn. Teachers plan and adapt their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. For example, in PSHE, a pupil may benefit from discussions in a small group or scaffolds such as word banks and images to help them communicate their thoughts and feelings.

The Role of the Equality Act

Under the provisions of the Equality Act 2010, schools must not unlawfully discriminate against any pupils based on their age, sex, sexual orientation, race, disability, religion, or belief (the protected characteristics). Our school will ensure that, where there may be a disadvantage based on one of these protected characteristics, reasonable adjustments will be made. In addition, where there are pupils with special educational needs and disabilities – teaching will be differentiated and personalised to ensure it is accessible to all and taught at an appropriate level. As recommended within the DFE guidance, LGBT specific content is integral within the programme of study, taught in an age-appropriate context and not taught as a standalone unit or lesson.

Safeguarding and Child Protection

Safeguarding and Child Protection Procedures Safeguarding is at the heart of Relationships, Health and Sex Education curriculum and plays a vital role in preventative education. Children must be taught about safeguarding, including child on child abuse, child sexual exploitation, sexual harassment and sexual violence, how to stay safe online and how to identify potentially unsafe scenarios.

Children are taught using age-appropriate materials and protected from inappropriate content by using resources and lesson plans from the following accredited scheme of work: Jigsaw



Weekly lessons are further enhanced with the use of the highly respected and innovative theatre in education companies throughout the year. **Loudmouth** and **Snap Trap** deliver powerful messages around internet safety, cyber bullying, child exploitation and abuse, domestic violence and coercive behaviour, through drama and interactive workshops.

All of which ensure the curriculum is graduated and age appropriate. The nature of Relationships, Health and Sex Education lessons means that safeguarding disclosures may arise – all staff in school are confident in knowing how to handle any safeguarding disclosures, understand school procedures and know who the DSLs are.

Evaluation and monitoring

The Relationship, Health and Sex Education curriculum will be evaluated regularly in line with the schools monitoring cycle and the School Development Plan.

This policy will be reviewed every three years in consultation with parents. It will be amended sooner if there are changes in legislation.

Role of the Governors

There is a requirement for all schools to have an up-to-date Relationship, Health and Sex Education policy that has been agreed by the Governing Body and which is made available for inspection and to parents. The Governing Body will consult with parents in developing the policy to ensure that parent's wishes and the culture of the community are taken into consideration. They will also view and agree the materials that are to be used in school.

References

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/topics/relationships-and-sex-education)

[Teaching online safety in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/topics/online-safety)

Resources used to support the curriculum planning

[Jigsaw PSHE The Mindful Approach to PSHE, Well-Being, SEL](#)