Leicester Preparatory School

Relationships and Health Education Policy

Date: September 2026

Date to be reviewed: September 2027

RELATIONSHIPS AND HEALTH EDUCATION POLICY

1. Introduction

At Leicester Preparatory Personal, Social, Health and Economic Education (PSHE), including statutory Relationships Education and Health Education, is an important part of our curriculum.

Our programme aims to support pupils to develop the knowledge, skills, attitudes and understanding they need to become confident, healthy, safe and responsible members of society.

The school uses **Jigsaw PSHE** as the principal programme through which PSHE, Relationships Education and Health Education are delivered. The programme is adapted where necessary to reflect the school's curriculum decisions, the age and needs of our pupils and statutory requirements.

The school has decided **not to provide additional, non-statutory sex education at primary level**.

Pupils will, however, receive all applicable statutory Relationships Education and Health Education and the relevant statutory National Curriculum Science content. This includes appropriate teaching about bodies, growth, development and puberty where required by the statutory curriculum.

2. Aims

Our PSHE and Relationships and Health Education curriculum aims to:

- develop pupils' confidence, resilience and self-esteem;
- enable pupils to recognise and develop healthy relationships;
- teach pupils to respect themselves and others;
- develop pupils' understanding of different families and relationships;
- help pupils understand their emotions and support their mental wellbeing;
- teach pupils how to keep themselves and others safe;
- develop pupils' understanding of physical health and wellbeing;
- develop age-appropriate understanding of online relationships and online safety;
- prepare pupils appropriately for changes associated with growing up;
- enable pupils to recognise unsafe situations and know how and where to seek help;
- promote equality, respect and inclusion;
- support pupils' spiritual, moral, social and cultural development; and
- prepare pupils for the opportunities, responsibilities and experiences of later life.

3. Statutory Requirements

Leicester Preparatory School will meet its statutory duties relating to Relationships Education and Health Education.

Relationships Education is compulsory for primary-aged pupils.

The school will also teach all relevant statutory National Curriculum Science content.

Sex education beyond the statutory curriculum is not compulsory at primary level. The school has decided not to provide an additional programme of non-statutory primary sex education.

This policy should therefore distinguish between:

Relationships Education – statutory and taught to pupils.

Health Education – statutory where applicable and taught to pupils.

Relevant National Curriculum Science – statutory and taught to pupils.

Additional primary sex education beyond statutory requirements – not taught as part of the school's curriculum.

4. Definition of Relationships Education

Relationships Education teaches pupils the fundamental building blocks and characteristics of positive relationships.

Teaching includes age-appropriate learning about families and people who care for us, friendships, respectful relationships, boundaries, privacy, seeking and giving permission, online relationships and staying safe.

Pupils learn how relationships can affect their wellbeing and how to recognise when a relationship or situation makes them feel worried, uncomfortable or unsafe.

They are taught how and where to seek help.

5. Health Education

Health Education develops pupils' knowledge and understanding of physical and mental wellbeing.

Age-appropriate teaching includes areas such as:

- mental wellbeing;
- physical health and fitness;
- healthy eating;
- drugs, alcohol and tobacco where required;

- health and prevention;
- basic first aid;
- changing bodies and puberty;
- sleep;
- personal hygiene;
- dental health;
- managing feelings; and
- recognising when support or help may be needed.

Teaching will be appropriate to pupils' age, maturity and individual needs.

6. The School's Position on Primary Sex Education

The school has made the curriculum decision **not to teach additional, non-statutory primary sex education beyond the applicable statutory curriculum**.

This does not mean that pupils will not learn about their bodies, relationships, growing up or puberty.

The school will teach all relevant statutory content contained within Relationships Education, Health Education and the National Curriculum for Science.

Where Jigsaw PSHE materials contain content that the school identifies as additional primary sex education rather than statutory Relationships Education, Health Education or Science, that material will not be delivered.

Teachers will use the school's agreed curriculum mapping and approved resources to ensure that statutory content is not inadvertently omitted when making these adaptations.

7. Statutory Science

Relevant statutory Science content will be taught through the school's Science curriculum rather than being removed from pupils' education.

Depending on the relevant year group and National Curriculum requirements, this includes appropriate learning concerning:

- the human body and main external body parts;
- animals, including humans;
- growth and development;
- life cycles;
- changes as humans develop from birth to old age;
- reproduction in some plants and animals; and
- other relevant statutory Science content.

Scientific vocabulary will be taught accurately and in an age-appropriate manner.

Parents cannot withdraw pupils from statutory National Curriculum Science.

8. Puberty and Growing Up

Teaching about puberty and the changing adolescent body forms part of statutory Health Education.

Pupils will therefore receive age-appropriate teaching which prepares them for the physical and emotional changes associated with growing up.

Teaching may include, as appropriate to statutory requirements and pupils' age:

- physical and emotional changes associated with puberty;
- personal hygiene;
- menstruation;
- changing feelings and emotions;
- the importance of asking trusted adults for support;
- respect for privacy and personal boundaries; and
- appropriate scientific terminology for the body.

Puberty education will not be removed on the basis that the school does not provide additional primary sex education.

9. Jigsaw PSHE Curriculum Organisation

Jigsaw PSHE provides a whole-school structure through six half-termly units known as **Puzzles**.

The six Puzzles are taught broadly in the following sequence:

Term	Jigsaw Puzzle	Broad curriculum content
Autumn 1	**Being Me in My World**	Belonging, class and school communities, rights and responsibilities, recognising feelings, behaviour, choices, consequences and understanding how individual actions affect others.
Autumn 2	**Celebrating Difference**	Similarities and differences, respecting others, families, inclusion, challenging stereotypes where age appropriate, recognising bullying and knowing how to respond to unkind or discriminatory behaviour.
Spring 1	**Dreams and Goals**	Aspirations, identifying strengths, setting goals, perseverance, managing challenges, recognising achievements, teamwork and developing resilience.
Spring 2	**Healthy Me**	Physical and mental health, making healthy choices, exercise, food, sleep, hygiene, medicines/substances where age appropriate, recognising risks, safety and knowing how to seek help.
Summer 1	**Relationships**	Families, friendships, respectful relationships, caring for others, boundaries, privacy, permission/consent in an age-appropriate context, online relationships, conflict, loss/change where appropriate and identifying trusted adults.

Term	Jigsaw Puzzle	Broad curriculum content
Summer 2	**Changing Me**	Growing and changing, body changes, managing emotions, transitions and preparation for the next stage of education. Statutory puberty and relevant Science content will be taught. Any Jigsaw material identified by the school as additional non-statutory primary sex education will not be taught.

Jigsaw: Being Me in My World – Autumn 1

Across the primary phase, content is progressively developed according to pupils' ages.

Teaching may include:

- feeling safe and belonging;
- recognising emotions;
- class expectations;
- rights and responsibilities;
- rewards and consequences;
- responsible choices;
- understanding how behaviour affects others;
- working collaboratively;
- democracy and pupil voice; and
- contributing positively to the school community.

Jigsaw: Celebrating Difference – Autumn 2

Teaching may include:

- similarities and differences;
- respecting individuality;
- understanding different families;
- friendship;
- recognising bullying;
- knowing what to do when bullying occurs;
- inclusion and belonging;
- challenging stereotypes;
- respecting people's differences;
- understanding the impact of words and behaviour; and
- developing empathy.

Teaching will reflect the school's duties relating to equality and will be appropriate to pupils' age and maturity.

Jigsaw: Dreams and Goals – Spring 1

Teaching may include:

- recognising personal strengths;
- identifying aspirations;
- setting achievable goals;
- breaking goals into manageable steps;
- perseverance;
- managing disappointment;

- resilience;
- teamwork;
- supporting others;
- recognising success; and
- celebrating achievement.

Jigsaw: Healthy Me – Spring 2

Teaching may include:

- healthy lifestyles;
- exercise;
- healthy eating;
- sleep;
- personal hygiene;
- mental wellbeing;
- recognising and managing emotions;
- keeping safe;
- medicines and substances where age appropriate;
- identifying risks;
- making informed and healthy choices;
- peer influence;
- knowing when something feels unsafe; and
- identifying people who can help.

Jigsaw: Relationships – Summer 1

Teaching may include:

- families and people who care for us;
- different types of families;
- friendship;
- qualities of healthy relationships;
- respect;
- kindness;
- trust;
- resolving disagreements;
- recognising unhealthy or unsafe behaviour;
- personal space;
- boundaries;
- privacy;
- permission seeking and giving in age-appropriate situations;
- online relationships;
- staying safe online;
- recognising when online contact is unsafe;
- identifying trusted adults;
- asking for help; and
- coping with changes within relationships where appropriate.

Jigsaw: Changing Me – Summer 2

The school will adapt this Puzzle carefully because some Jigsaw content may overlap with statutory Health Education, statutory Science and additional primary sex education.

The school **will teach** content required by Relationships Education, Health Education and Science.

Teachers will use proper anatomical terminology as required under statutory guidance.

This may include, according to pupils' age and statutory requirements:

- recognising that people grow and change;
- understanding stages of growth;
- developing independence;
- recognising changes in responsibilities;
- body changes;
- puberty;
- menstruation;
- managing emotions associated with change;
- personal hygiene;
- body privacy and boundaries;
- appropriate scientific vocabulary;
- preparing for transition to a new class, year group or secondary school; and
- relevant statutory Science relating to life cycles, growth and reproduction.

The school **will not teach Jigsaw content which it has identified as additional, non-statutory primary sex education**, unless the school's policy is formally reviewed and amended following appropriate consultation.

10. Curriculum Progression

PSHE is taught as a spiral curriculum.

Concepts are revisited as pupils move through the school, with increasing depth and complexity appropriate to pupils' age and maturity.

Teachers will consider pupils' prior learning and ensure that teaching builds progressively from earlier knowledge.

11. Teaching and Learning

PSHE lessons will provide a safe and respectful environment in which pupils can learn and discuss sensitive issues appropriately.

Teaching approaches may include:

- teacher explanation;
- discussion;
- stories and scenarios;
- paired and group work;
- reflection;
- role play where appropriate;
- age-appropriate activities;

- Jigsaw resources;
- carefully selected additional resources; and
- opportunities for pupils to ask questions.

Staff will establish clear expectations for respectful discussion and will not require pupils to disclose personal or family information.

12. Managing Pupils' Questions

Children naturally ask questions about relationships, their bodies and growing up.

Staff will respond to questions sensitively, factually and in an age-appropriate way.

Where a question falls outside the planned curriculum, particularly where it relates to additional sex education that the school does not teach, staff will use professional judgement and the school's agreed procedures.

A teacher may explain that a question is not part of the lesson or curriculum and suggest that the pupil discusses it with a parent or carer.

Questions that indicate a possible safeguarding concern will be dealt with in accordance with the school's safeguarding and child protection procedures.

13. Safeguarding

PSHE and Relationships and Health Education make an important contribution to safeguarding.

Pupils will learn age-appropriate ways to:

- recognise unsafe situations;
- understand personal boundaries;
- recognise appropriate and inappropriate behaviour;
- understand privacy;
- stay safe online;
- identify trusted adults;
- ask for help;
- report concerns; and
- understand that they should tell a trusted adult if something makes them frightened, worried or uncomfortable.

Teachers cannot promise confidentiality to pupils.

Any disclosure or safeguarding concern will be managed in accordance with the school's Child Protection and Safeguarding Policy.

14. Equality and Inclusion

The school is committed to ensuring that Relationships and Health Education is accessible to all pupils.

Teaching will promote dignity, respect and equality and will comply with the school's duties under the Equality Act 2010.

Teaching about families will recognise that families can be different while emphasising the importance of stable, caring and supportive relationships.

No pupil or family should be made to feel that their family is less valued than another.

Teaching will be age appropriate and sensitive to the school's community while ensuring that statutory curriculum requirements and equality duties are fulfilled.

15. Pupils with SEND

Relationships and Health Education will be accessible to pupils with special educational needs and disabilities.

Teachers may adapt:

- vocabulary;
- resources;
- pace;
- level of abstraction;
- examples;
- visual support;
- repetition; and
- methods of communication.

Adaptation will support pupils to access the curriculum rather than automatically removing important safeguarding, relationships or health education.

16. Religious and Cultural Considerations

The school recognises that families within the school community may hold a range of religious and cultural beliefs.

Teaching will be delivered sensitively and respectfully.

The school will work constructively with parents and carers and explain what is taught, why it is taught and when it is taught.

Religious and cultural perspectives may be acknowledged appropriately while ensuring pupils receive their statutory curriculum entitlement.

17. Working with Parents and Carers

Parents and carers are recognised as children's first and most influential educators in matters relating to relationships, values and growing up.

The school aims to work in partnership with families.

Parents will be provided with information about:

- the school's Relationships and Health Education policy;
- the Jigsaw PSHE programme;
- the six Jigsaw Puzzles;
- when relevant content is taught;
- the school's approach to the Changing Me Puzzle;
- the statutory content pupils will receive; and
- the school's decision not to provide additional primary sex education.

The policy will be made available to parents and carers and published in accordance with statutory requirements.

18. Parental Withdrawal

There is **no parental right to withdraw a child from statutory Relationships Education**.

There is **no parental right to withdraw a child from statutory Health Education**.

There is **no parental right to withdraw a child from statutory National Curriculum Science**, including relevant Science content relating to bodies, growth and reproduction.

Primary parents may request withdrawal from sex education that goes beyond the National Curriculum for Science where a primary school chooses to provide such education.

As Leicester Preparatory School does **not provide additional non-statutory primary sex education**, there is ordinarily no additional primary sex education programme from which pupils need to be withdrawn.

Parents who are uncertain about particular content are encouraged to speak to the Headmaster. The school will explain whether the content forms part of statutory Relationships Education, Health Education, Science or another part of the curriculum.

19. Teaching Resources

Jigsaw PSHE is the school's principal PSHE programme.

Teachers must use resources in accordance with the school's agreed curriculum map.

Resources will be:

- age appropriate;

- suitable for pupils' developmental stage;
- inclusive;
- factually accurate;
- appropriate to the school community; and
- consistent with statutory requirements and this policy.

Staff must not assume that every activity within a published scheme should automatically be delivered. Teachers will identify any Jigsaw materials that require adaptation or omission because of the school's decision not to provide additional primary sex education.

20. Roles and Responsibilities

Headmaster

The Headmaster will:

- ensure the policy is implemented;
- ensure statutory content is taught;
- oversee communication with parents;
- ensure appropriate staffing and training; and
- respond to concerns relating to curriculum content.

Teachers

Teachers will:

- follow the agreed curriculum;
- use approved resources;
- provide age-appropriate teaching;
- create a respectful learning environment;
- respond appropriately to pupils' questions;
- make reasonable adaptations for individual pupils;
- report safeguarding concerns; and
- seek advice from the PSHE Lead where they are uncertain about content.

21. Assessment

Assessment within PSHE will be appropriate to the nature of the subject.

Teachers may assess pupils' learning through:

- discussion;
- questioning;
- pupil reflection;
- activities and written work;
- observations;
- pupil voice; and
- evidence of pupils applying their knowledge and understanding.

Assessment will focus on what pupils know, understand and can apply rather than making judgements about pupils' personal beliefs, experiences or family circumstances.

22. Monitoring and Evaluation

Teachers will monitor the implementation and effectiveness of the curriculum.

Monitoring may include:

- curriculum planning reviews;
- scrutiny of pupils' work;
- pupil voice;
- staff feedback;
- lesson visits;
- review of resources;
- parent feedback where appropriate; and
- evaluation of curriculum coverage.

Teachers will particularly monitor the adaptations made to the Jigsaw **Changing Me** Puzzle to ensure that:

1. the school's decision not to provide additional primary sex education is followed;
2. statutory Relationships Education and Health Education are fully delivered;
3. relevant statutory Science is taught; and
4. pupils continue to receive appropriate safeguarding and puberty education.

23. Links with Other Policies

This policy should be read alongside the school's:

- Curriculum Policy;
- Teaching and Learning Policy;
- Safeguarding and Child Protection Policy;
- Online Safety Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Equality Policy;
- SEND Policy;
- other relevant school policies.

24. Policy Consultation, Approval and Review

The school will work with parents and carers when developing and reviewing its approach to Relationships and Health Education.

The views of staff and pupils will also be considered appropriately.

This policy will be reviewed regularly and sooner where there are changes to statutory requirements, guidance, the Jigsaw programme or the school's curriculum approach.