



Sledmere and Wetwang Federation

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY – OCTOBER 2026

Approved by the Federation Policy Review Group on behalf of the Governing
Body

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors October 2027

Vision

‘Learning and growing in the love of God’ (1 John 4:16)

AT A GLANCE:

- Jigsaw is our core PSHE and RSHE programme.
- CWP and Purple Mash 2BeSafe supplement specific areas of learning.
- Relationships Education and Health Education are statutory.
- Parents cannot withdraw their child from statutory Relationships Education, Health Education or National Curriculum science.
- Parents may request withdrawal only from additional primary sex education taught outside science.
- Parents may view the policy, curriculum map and teaching materials.

Teaching is age-appropriate, inclusive and adapted for pupils with SEND.

1. Purpose and scope

This policy explains how the Federation provides personal, social, health and economic education (PSHE), statutory Relationships and Health Education, and the limited additional sex education taught in primary school.

The policy applies from the Early Years Foundation Stage (EYFS), where provision is rooted in personal, social and emotional development (PSED), through to Year 6. It should be read alongside the published RSHE curriculum map and the Federation’s safeguarding, behaviour, equality, SEND, online safety, science, RE, teaching and learning, and confidentiality policies.

2. Statutory framework

Relationships Education and Health Education are statutory for all primary-aged pupils. The Federation follows current Department for Education guidance and fulfils its duties relating to safeguarding, equality, SEND, political impartiality and the National Curriculum. The principal legislation and guidance are listed in Appendix 3

3. Ethos and guiding principles

RSHE supports our vision by helping every pupil to understand their worth, show dignity and respect to others, build safe relationships, make informed choices and seek help when needed. Teaching is inclusive, faithful to the Church of England character of the schools, and respectful of pupils and families of all faiths and none.

- Pupil engagement: teaching is informed by pupils’ needs, questions and prior learning.
- Parent partnership and transparency: parents are consulted and can see the policy, curriculum map and teaching materials.
- Positivity: lessons promote healthy norms, self-worth, kindness, responsibility and hope.
- Careful sequencing: knowledge and skills are revisited and deepened before pupils are likely to need them.
- Relevance and accessibility: teaching is age-appropriate, responsive to local and emerging needs, and adapted for SEND.
- Skilled delivery: staff create a safe, participative environment and understand safeguarding procedures.

- Whole-school consistency: taught content is reinforced through the wider curriculum, collective worship, behaviour expectations and pastoral support.

4. Aims

Through RSHE, the Federation aims to enable pupils to:

- form and sustain caring, respectful relationships and recognise when a relationship is unsafe or harmful;
- understand boundaries, privacy, permission-seeking and personal safety, including online;
- value different families and respect difference without stereotyping or discrimination;
- develop emotional literacy, resilience, self-regulation and strategies for seeking support;
- make informed choices about physical and mental health, safety, medicines, substances, first aid and healthy routines;
- use accurate, age-appropriate vocabulary and communicate concerns confidently;
- understand change, growth and the transition to secondary school;
- become responsible, active citizens who understand rights, responsibilities, democracy and British values;
- develop financial awareness, decision-making and an age-appropriate understanding of risk.

5. Curriculum organisation

5.1 Core programmes

Jigsaw is the Federation’s core programme. Christopher Winter Project and Purple Mash 2BeSafe are used selectively to strengthen particular areas; they do not operate as separate RSHE curricula.

Jigsaw PSHE 3–11 provides the Federation’s overarching, year-long spiral curriculum. Its six Puzzles are Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Jigsaw routines, including the Learning Charter, Calm Me and reflective activities, support consistent emotional literacy and safe discussion.

Christopher Winter Project (CWP) lessons supplement the taught programme, particularly within the summer Changing Me sequence. CWP provides focused, age-appropriate Relationships Education and primary sex education content and explicit links to statutory science. Teachers use the Federation curriculum map to avoid duplication and to ensure that any CWP lesson replaces or augments the relevant Jigsaw lesson coherently.

Purple Mash 2BeSafe units strengthen online safety and digital citizenship. They are used alongside Jigsaw, CWP, the computing curriculum and safeguarding education to teach safe and respectful online behaviour, privacy, digital boundaries, reliable help-seeking, reporting concerns and responsible use of information.

5.2 Curriculum model

Element	Primary purpose	Typical delivery	Quality assurance
Jigsaw PSHE 3–11	Core spiral PSHE and statutory Relationships/Health Education	Weekly lessons across six half-term Puzzles	Mapped against statutory outcomes and assessed through lesson outcomes
Christopher Winter Project	Focused supplementary RSE and science-linked content	Planned within the relevant summer sequence	Reviewed for age, stage, statutory purpose and withdrawal status

Element	Primary purpose	Typical delivery	Quality assurance
Purple Mash 2BeSafe	Additional online safety and digital citizenship	Taught through RSHE and computing, with responsive revisiting	Mapped to online relationships, safety and computing outcomes
Wider curriculum and ethos	Reinforcement through science, computing, RE, PE, collective worship and pastoral work	Planned and incidental opportunities	Subject leadership review, pupil voice and information arising from safeguarding concerns

5.3 EYFS and mixed-age classes

In EYFS, RSHE is delivered mainly through PSED, communication and language, understanding the world, physical development, stories, routines and responsive teaching. The content is developmentally appropriate and prepares children for statutory Relationships and Health Education.

Because the Federation includes mixed-age classes, teachers plan from the entitlement for each year group rather than treating the class as a single age band. Whole-class learning may establish shared concepts, followed by age-appropriate questions, examples, vocabulary, tasks or carefully timetabled groups. No pupil will miss statutory content because of class organisation. Any grouping will be educationally justified, inclusive and reviewed so that pupils have equitable access.

6. Content and sequencing

The detailed progression is set out in the Federation RSHE curriculum map. By the end of primary education, pupils will have been taught the required knowledge in the following broad areas:

- families and people who care for me;
- caring friendships;
- respectful relationships, including permission-seeking, equality and protected characteristics;
- online relationships and media literacy;
- being safe, including boundaries, privacy, reporting and help-seeking;
- mental wellbeing and emotional health;
- internet safety and harms;
- physical health, fitness, healthy eating, medicines, substances, health prevention, basic first aid, changing adolescent body and transition.

The Federation distinguishes clearly between statutory Relationships Education, statutory Health Education, statutory science, and additional primary sex education. The curriculum map and parent information identify where each category sits. Content is revisited through a carefully sequenced spiral, adapted when safeguarding intelligence, pupil voice or emerging online risks indicate a need, with parents informed of material changes.

7. Teaching and learning

RSHE is normally taught by class teachers who know their pupils well. Staff use explicit learning intentions, agreed ground rules, discussion, scenarios, stories, role play, sorting and reflection. Teaching starts from prior knowledge, corrects misconceptions and provides opportunities to practise language and decision-making. Lessons remain calm and positive and do not sensationalise or imply that harmful behaviour is common or inevitable.

Visitors and external agencies may enrich provision but do not replace the teacher or the planned curriculum. The Federation checks the visitor's suitability, safeguarding arrangements, expertise, materials, learning objectives and approach in advance. A member of school staff remains present and the school retains responsibility for the lesson.

8. Safe learning environment, questions and confidentiality

Each class establishes ground rules covering respectful listening, the right not to share personal experiences, appropriate language, confidentiality and how to seek help. Staff do not ask pupils to disclose personal information in a whole-class setting. Anonymous question boxes may be used and are checked before answers are given.

Questions are answered honestly, briefly and in an age-appropriate way, consistent with this policy and statutory guidance. If a question is outside the planned curriculum, the teacher may say: "That is an important question. I need time to make sure I give you a clear and appropriate answer." The member of staff will then consult the RSHE lead or Designated Safeguarding Lead and, where appropriate, liaise with parents. A pupil withdrawn from additional sex education will not be taught that withdrawn content indirectly through responses to questions.

Staff cannot promise unconditional confidentiality. Any disclosure or indication of harm is managed in line with the Child Protection and Safeguarding Policy. Pupils are reminded that abuse is never the child's fault, that unsafe secrets should be shared, and that they should keep asking for help until they are heard.

9. Safeguarding and online safety

RSHE is a central part of preventative safeguarding. Teaching helps pupils recognise safe and unsafe behaviour, understand bodily autonomy and personal boundaries, report concerns and identify trusted adults. Online learning includes respectful communication, privacy, harmful contact and content, manipulation, image-sharing pressures, misinformation and routes for reporting and support, presented without unnecessary alarm.

Where teaching is prompted by a current incident or emerging risk, leaders will consider safeguarding need, age and stage, SEND, parental communication and the suitability of materials. Individual incidents are never used in a way that identifies or stigmatises a pupil.

10. Equality, inclusion and SEND

The Federation complies with the Equality Act 2010 and fosters good relations between people who share a protected characteristic and those who do not. Teaching reflects a range of families and backgrounds positively, challenges prejudice and stereotypes, and makes clear that everyone is entitled to dignity, safety and respect. Religious perspectives may be taught respectfully within the schools' Christian character, alongside accurate information about the law and the rights of others.

Teachers make reasonable adjustments so that pupils with SEND can access, understand and apply the curriculum. Adaptations may include pre-teaching vocabulary, visual supports, concrete examples, smaller steps, repetition, social stories, alternative recording, additional processing time, carefully selected groups and individual reinforcement. Adaptation will not reduce a pupil's entitlement to essential safeguarding knowledge. Staff take account of increased vulnerability and consult the SENCO and DSL where appropriate.

11. Working with parents and carers

The Federation recognises parents/ carers as the first educators of their children and will engage them proactively when the policy or curriculum is developed or reviewed. The current policy is published on the Federation website and is available free of charge on request. Parents receive clear advance information about

the intended curriculum, including additional primary sex education, and opportunities to ask questions or discuss concerns.

Parents may request to view all RSHE curriculum materials. The Federation will provide an appropriate opportunity to view materials, including any restricted commercially licensed resources, without breaching copyright or safeguarding. The school will explain what is taught, when, why, by whom and how it is made accessible. If the planned content or materials change materially, parents will be informed.

12. Right to request withdrawal

Parents do not have a right to withdraw their child from statutory Relationships Education, statutory Health Education or content taught as part of the National Curriculum for science. In a primary school, a parent may request withdrawal from some or all additional sex education taught outside statutory science. The Headteacher will grant such a request. Before confirming the arrangements, the Headteacher will offer the parent an opportunity to discuss the content, the purpose of the teaching and the possible effects of withdrawal.

Requests should be made in writing using Appendix 2. The discussion and agreed arrangements will be recorded. The pupil will receive purposeful, appropriate education during the withdrawn session and will be treated sensitively. The Federation will identify clearly in its curriculum information which lessons, or parts of lessons, are eligible for withdrawal.

13. Assessment, recording and reporting

Assessment identifies what pupils know, understand and can do in relation to the intended curriculum outcomes. It also considers the progress pupils make from their individual starting points. Teachers use baseline discussion, observation, purposeful tasks, reflection, questioning and pupil voice. Jigsaw assessment opportunities are used alongside the Federation's curriculum checkpoints. Sensitive personal disclosures are not recorded as attainment evidence.

Teachers use assessment to revisit gaps and misconceptions. The RSHE lead reviews curriculum coverage and progression across both schools and mixed-age classes. Parents receive appropriate information about pupils' learning through normal reporting arrangements.

14. Roles and responsibilities

14.1 Governing Body

- approves the policy and holds the Headteacher to account for implementation;
- assures itself that legal duties, consultation, equality, safeguarding and parental transparency are met;
- checks that the planned curriculum is coherent, resourced, accessible and monitored.

14.2 Headteacher

- ensures consistent implementation across the Federation;
- approves curriculum materials and external providers;
- manages withdrawal requests and ensures purposeful alternative education;
- ensures staff training, safeguarding oversight and appropriate parental communication.

14.3 RSHE/PSHE lead

- maintains the policy, long-term curriculum map and scheme mapping;
- checks alignment between Jigsaw, CWP, 2BeSafe, science and computing;
- supports planning, adaptation, assessment and staff confidence;

- monitors provision through planning and work review, learning visits, pupil voice, staff discussion and curriculum data;
- reports strengths, gaps, actions and impact to leaders and governors;
- reviews materials and emerging needs, including online risks.

14.4 Staff

- teach the agreed curriculum sensitively and accurately;
- follow ground rules, safeguarding and question-handling procedures;
- make reasonable adjustments and monitor learning;
- raise concerns about resources, content, confidence or safeguarding promptly.

14.5 Pupils

Pupils are expected to take part respectfully, use agreed ground rules, avoid personal comments and know how to seek help. Their views inform evaluation but do not remove the Federation's duty to provide statutory content.

15. Staff training and support

RSHE is included in staff induction and continuing professional development. Training addresses curriculum knowledge, mixed-age sequencing, SEND, safe facilitation, handling questions, safeguarding disclosures, equality, online risks and use of Jigsaw, CWP and 2BeSafe. Staff who are not confident about an aspect of delivery must seek support from the RSHE lead or Headteacher. Staff do not opt out of teaching the agreed curriculum.

16. Monitoring, evaluation and review

The RSHE lead and Headteacher evaluate implementation and impact across both schools through a proportionate annual cycle of curriculum mapping, planning review, learning visits, work sampling where appropriate, pupil voice, staff feedback, assessment information, parent feedback and information arising from safeguarding concerns and emerging patterns. Monitoring focuses on whether pupils remember and can apply essential knowledge, whether teaching is inclusive and well sequenced, and whether statutory content is covered.

Governors receive an annual assurance report. This policy will be formally reviewed by governors annually. The next scheduled review is October 2027, or earlier if statutory guidance, inspection expectations, safeguarding patterns, schemes of work or pupils' needs change. Any substantive change will include appropriate parent and pupil engagement before approval.

17. Related policies and documents

- Child Protection and Safeguarding Policy
- Online Safety Policy
- Behaviour and Anti-bullying Policies
- Equality Information and Objectives
- SEND Policy and Accessibility Plan
- Science, Computing and RE curriculum documents
- Teaching and Learning Policy
- Confidentiality and Data Protection Policies
- RSHE curriculum map and parent information materials

Appendix 1: Curriculum and resource assurance checklist

Check	Key question	Evidence / action
Statutory coverage	Is the material mapped to the current primary Relationships and Health Education outcomes and, where relevant, science?	☐
Purpose and sequence	Is the learning objective clear, necessary, age-appropriate and placed at the right point in the sequence?	☐
Scheme coherence	Does it complement rather than duplicate Jigsaw, CWP or 2BeSafe?	☐
Accuracy and tone	Is the content accurate, balanced, positive, non-sensational and free from harmful stereotypes?	☐
Safeguarding	Could it prompt disclosures, and are staff prepared with appropriate support and reporting routes?	☐
Equality and faith	Does it uphold dignity, comply with equality duties and present religious or contested perspectives appropriately?	☐
SEND and accessibility	Can all pupils access the vocabulary, concepts and activities with reasonable adjustments?	☐
Parent transparency	Can the purpose and material be explained and shown to parents, including under licence arrangements?	☐
Withdrawal status	Is it clear whether any part is additional primary sex education eligible for withdrawal?	☐
External provider	Have suitability, materials, expertise, safeguarding and teacher presence been checked?	☐

Appendix 2: Parent request for withdrawal from additional primary sex education

This form applies only to additional sex education taught outside statutory Relationships Education, Health Education and National Curriculum science. Please return it to the Headteacher.

School	
Pupil name and class	
Parent/carers name	
Date	
Lesson(s) or content from which withdrawal is requested	
Reason or information the parent/carers wishes the school to consider	
Preferred contact details	

School record

Meeting offered / held and date	
Statutory and withdrawable content clarified	
Agreed withdrawal and purposeful alternative provision	
Headteacher signature and date	

Appendix 3: Key references

- Department for Education (2026), Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance, effective 1 September 2026.
- Ofsted (2025), Protected characteristics and separation by sex on school inspections.
- Equality Act 2010; Children and Social Work Act 2017; Education Acts 1996 and 2002; Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Keeping Children Safe in Education, current edition.
- Church of England, Charter for faith-sensitive and inclusive relationships education, relationships and sex education and health education.

Appendix 4: LTP 2026 – 2027

Sledmere 2026- 2027

Class 1

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year B 2026 - 2027	What toys did our Grandparents play with?	Where is London and what is it like?	What can stories tell us about other countries?	When did the dinosaurs live?	What happens in the sky?	What can you create with woodland objects?
Jigsaw	Term 1: Autumn (Establishing Foundations & Valuing Diversity) Being Me in My World EYFS Focus Knowledge: Understanding belonging to a group and using "gentle hands"	Celebrating Difference EYFS Focus Focus: Things they are good at and identifying similarities and differences	Term 2: Spring (Resilience & Healthy Lifestyles) Dreams and Goals EYFS Focus Focus: Perseverance, not giving up, and thinking about future jobs	Healthy Me EYFS Focus Focus: Body parts, handwashing, sleep, and identifying "safe adults"	Term 3: Summer (Relationships & Life Cycles) See CW below	See CW below
Christopher Winter					Relationships (CWP) CWP: Caring friendships, being kind, and different types of families	Changing Me (CWP) CWP: Growing from baby to adult and naming key body parts
2BeSafe	Self-image and Identity – Y1 (2 lessons)	Online Relationships – FS2 (2 lessons) and Y1 (4 lessons)	Online Reputation - FS2 (1 lesson) and Y1 (2 lessons)	Online Bullying - FS2 (2 lessons) and Y1 (1 lesson)	Health, Wellbeing and Lifestyle - FS2 (1 lesson) and Y1 (1 lesson)	Privacy and Security - FS2 (2 lessons) and Y1 (3 lessons)

Class 2

Cycle	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Year B 2026 - 2027	What is an insect? (Science)	How have trains made travel easier? (History)	How is chocolate made? (DT)	How do rivers get their water? (Geography)	How did Britain change from the Stone Age to the Iron Age? (History)	What is the coastline like in Yorkshire? (Geography)
Jigsaw	Term 1: Autumn (Establishing Foundations & Valuing Diversity) Being Me in My World Y2 Focus Knowledge: Choices and consequences; contributing to the Learning Charter	Celebrating Difference Y2 Focus Focus: Stereotypes (boys/girls), bullying, and respect for differences	Term 2: Spring (Resilience & Healthy Lifestyles) Dreams and Goals Y2 Focus Focus: Setting realistic goals, relaxation, and sharing success with others	Healthy Me Y2 Focus Focus: Balanced diets, medicine safety, and staying safe outdoors	Relationships See CW below	Relationships See CW below
Christopher Winter Project					CWP: Gender stereotypes and naming anatomical body parts	CWP: Differences between male/female animals and humans
2BeSafe	Self-image and Identity – Y2 (2 lessons) and Y3 (3 lessons)	Online Relationships – Y3 (6 lessons)	Online Reputation – Y2 (2 lesson) and Y3 (3 lessons)	Online Bullying - Y2 (3 lesson) and Y3 (2 lessons)	Health, Wellbeing and Lifestyle - Y2 (5 lessons)	Privacy and Security - Y2 (2 lessons) and Y3 (1 lessons)

Class 3

Cycle	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Year C 2026 - 2027	What is life like in the polar regions? (Geography)	How do impressionism and expressionism differ? (Art and Design)	What were the achievements of the ancient Egyptians? (History)	DT Project	Why did the Vikings invade England? (History)	Young Leaders (RE)
Jigsaw	Term 1: Autumn (Establishing Foundations & Valuing Diversity) Being Me in My World Y4 Focus Focus: Inclusion and democracy via the School Council	Celebrating Difference Y4 Focus Focus: First impressions and the roles of bystanders	Term 2: Spring (Resilience & Healthy Lifestyles) Dreams and Goals Y4 Focus Focus: Hopes, dreams, and coping with disappointment	Healthy Me Y4 Focus Focus: Friendships, peer influence, and alcohol/smoking facts	Term 3: Summer (Relationships & Life Cycles) Relationships (CWP)	Relationships (CWP)
Christopher Winter Project					CWP: Characteristics of healthy relationships and respect	CWP: Detailed puberty facts and how it links to reproduction
2BeSafe	Self-image and Identity – Y5 (2 lessons)	Online Relationships – Y5 (5 lessons)	Online Reputation – Y5 (2 lessons) Privacy and Security – Y5 (3 lessons)	Online Bullying – Y5 (6 lessons)	Health, Wellbeing and Lifestyle – Y5 (4 lessons)	Managing Online Information – Y5 (9 lessons) Copyright and Ownership – Y5 (2 lessons)

Wetwang 2026 – 2027

Class 1

Cycle	Autumn 1		Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Year C 2026-2027	What is our local area famous for? (History and Geography)		How have humans decorated their urban environments? (Art and Design)	What is our favourite fruit (DT)	What is an insect? (Science)	What is the coastline like in Yorkshire? (Geography)	Young Leaders
Jigsaw	Term 1: Autumn (Establishing Foundations & Valuing Diversity)			Term 2: Spring (Resilience & Healthy Lifestyles)		Term 3: Summer (Relationships & Life Cycles)	
	Being Me in My World FS2 Focus: Belonging to a group and using "gentle hands"		Celebrating Difference FS2 Focus: Uniqueness and things they are good at	Dreams and Goals FS2 Focus: Perseverance and "not giving up"	Healthy Me FS2 Focus: Handwashing, sleep, and "safe adults"	Relationships CW FS2	Relationships CW FS2
Christopher Winter						CWP: Caring Friendships and Being Kind	CWP: Growing from baby to adult
2BeSafe	Self-image and Identity – Y1 (2 lessons)	Online Relationships – FS2 (2 lessons) and Y1 (4 lessons)	Online Reputation - FS2 (1 lesson) and Y1 (2 lessons)	Online Bullying - FS2 (2 lessons) and Y1 (1 lesson)	Health, Wellbeing and Lifestyle - FS2 (1 lesson) and Y1 (1 lesson)	Privacy and Security - FS2 (2 lessons) and Y1 (3 lessons)	Managing Online Information - FS2 (2 lessons) and Y1 (3 lessons) Copyright and Ownership - FS2 (2 lessons) and Y1 (4 lessons)

Class 3

Cycle	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Year C 2026 - 2027	What is life like in the polar regions? (Geography)	How do impressionism and expressionism differ? (Art and Design)	What were the achievements of the ancient Egyptians? (History)	DT Project	Why did the Vikings invade England? (History)	Young Leaders (RE)
Jigsaw	Term 1: Autumn (Establishing Foundations & Valuing Diversity)		Term 2: Spring (Resilience & Healthy Lifestyles)		Term 3: Summer (Relationships & Life Cycles)	
	Being Me in My World Y3 Focus Focus: Roles in the school community	Celebrating Difference Y3 Focus Witnesses to bullying and hurtful words	Dreams and Goals Y3 Focus Facing obstacles and teamwork	Healthy Me Y3 Focus Exercise, lungs/heart, and emergency services	Relationships (CWP)	Relationships (CWP)
Christopher Winter Project					Personal Space and unwanted touch	Life cycles in nature and growing old
2BeSafe	Self-image and identity – Y5 (2 lessons)	Online Relationships – Y5 (5 lessons)	Online Reputation – Y5 (2 lessons) Privacy and Security – Y5 (3 lessons)	Online Bullying – Y5 (6 lessons)	Health, Wellbeing and Lifestyle – Y5 (4 lessons)	Managing Online information – Y5 (9 lessons) Copyright and Ownership – Y5 (2 lessons)