



Chilvers Coton Community School and Nursery

RHE Policy

Agreed by the full Governing Body on 16/9/25
Date for review: September 2026

RELATIONSHIPS AND HEALTH EDUCATION POLICY

Introduction

The school's relationships and health education policy is based on the DFE guidance document 'Relationships Education, Relationships and Sex Education (RSE) AND Health Education Statutory Guidance (DFE July 2025)

Relationships and Health Education is part of the Personal, Social and Health Education curriculum in our school.

The DFE state that the guiding principles for relationships, sex and health education are:

- Engagement with pupils
- Engagement and transparency with parents
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participative education
- Whole school approach

Aims and objectives

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

At Chilvers Coton School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Context



The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Here, at Chilvers Coton Community School and Nursery we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, [jigsaw-3-11-and-rshe](#)

[overview-map.pdf \(windows.net\)](#), shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

What do we teach?

Whole-school approach

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Chilvers Coton Community School and Nursery we allocate time to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

Relationships Education

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful kind relationships', 'Online safety and awareness', and 'Being safe'.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Health and wellbeing Education

Health Education in primary schools will cover 'General Wellbeing' 'Wellbeing online', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol, tobacco and vaping', 'Health protection and prevention', 'Personal Safety' 'Basic First Aid', and 'Developing bodies'.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. 'general wellbeing' is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Developing bodies' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

Sex Education

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.6. However, as an infant school we do not teach sex education as part of our PSHE curriculum.

Although we do not teach Sex Education, we do teach children the anatomical names for body parts. We teach these in the following lessons in the changing me topic:

Year One: 'Changing Me - **Boys' and Girls' Bodies**' The objectives covered in this lesson are the following:

- Understand and identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vulva, anus
- Know that I can respect my body and understand which parts are private

Year Two 'Changing Me - **Boys' and Girls' Bodies**' The objectives covered in this lesson are the following:

- Understand and recognise the physical differences between girls and boys and use correct names for these: penis, testicles, vulva, anus

Vocabulary that we teach:

Penis, Testicles, Vulva, Vagina and Anus

We teach children the correct names for their body parts as part of our safeguarding approach, helping them to communicate clearly and confidently, and to recognise and report anything that makes them feel uncomfortable or unsafe.

Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction. DfE Guidance p.6

DfE guidance (pg 36) states 'We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.'

At Chilvers Coton Community School and Nursery we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

How Can you as Parents know what your child is being taught?

Most of our parents will be happy with the information/processes already in place, however in line with the DfE guidance pg 34 'Schools should show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Parents are not able to veto curriculum content, but schools must consult with parents when developing their RSHE policy and it is right that they are able to see what their children are being taught, especially in relation to sensitive topics, and schools should respond positively to requests from parents to see material.' We have the ability to share lesson plans with parents on an individual basis if they request it. We are able to share access codes with parents but are not able to send out a blanket code to the whole class's parents/carers. This enables us to know which parents may have specific concerns or questions and to follow up with them by checking if they have any further questions. This careful approach also prevents the likelihood of the code being shared in ways that are not helpful to our school.

Links can only be shared with parents/carers of pupils in your class who have requested access. They are not to be shared in newsletters, on your website or on any platform where people who are not parents of that class will see this code.

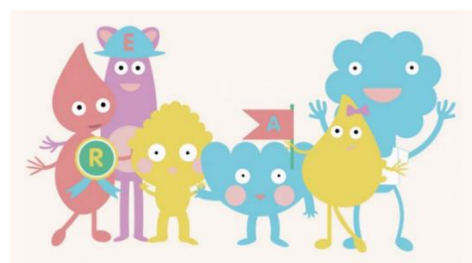
myHappyMind

We also use 'myHappyMind' as part of our health and wellbeing education. 'myHappyMind' is an NHS-backed curriculum in primary schools, secondary schools, and nurseries and is focused on building resilience, self-esteem, and happiness in children. The programme believes 'In a world where the mental health of our young is in crisis it gives our pupils some of the knowledge and tools to manage these mental health issues themselves as well as understanding when to talk to others and seek help'

The myHappyMind curriculum is grounded in scientific research and helps children to:

- Feel happier
- Know what to do when they feel worried or stressed
- Improve their focus and learn more
- Achieve more of the goals that they set for themselves
- Develop better relationships with friends and families
- Feel great about who they are and have positive self-esteem
- Monitoring and evaluation

Every year group from Early Years to Year 6 has a separate version of the curriculum. Each lesson contains quizzes, songs, animations and more and feature our lovely characters.





The content is structured against the five modules shown in the myHappyMind system image. Each Year group works through the 5 modules allowing for a whole school culture to build. There are also lessons on neurodiversity to enable the whole school community to better understand and embrace diversity

Monitoring and Evaluation

Our Senior Leadership Team in school monitor the teaching of relationships and health education through learning walks, pupil discussions and discussions with school staff.

A link governor for relationships and health education is in place who works with the headteacher to ensure the teaching of relationships and health education is in line with statutory Government guidance.

This policy is reviewed annually and is agreed by all school Governors in the first full Governing Body meeting of the academic year.

Jigsaw 3 - 11/12 Knowledge Content: Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition