



Relationship and sex education policy



Approved by:	LGB	Date: 14 October 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Moorland 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.

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. 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. 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.

2. Statutory requirements

[Children and Social Work Act 2017](#). As a primary academy, Moorland must provide Relationships Education to all pupils and Health Education as required by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. From 1 September 2026, the school has regard to the Department for Education's revised statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education (revised July 2025, for introduction from 1 September 2026). Primary sex education beyond the national curriculum for science is not compulsory. Moorland chooses to teach a graduated, age-appropriate programme of sex education so that pupils are prepared for puberty, adolescence and the transition to secondary school. This policy clearly identifies the non-statutory elements from which parents/carers may request withdrawal.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Moorland, we teach RSE as set out in this policy. 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. RSE is taught through the Jigsaw programme and therefore, our curriculum meets the statutory Relationships and Health Education requirements.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) [Keeping children safe in education - GOV.UK](#)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool](#)
- [Respectful School Communities Self-Review and Signposting Tool](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK](#)
- Equality Act 2010 and schools [Equality Act 2010: advice for schools - GOV.UK](#)
- SEND code of practice: 0 to 25 years (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK](#) *Alternative Provision (statutory guidance) [Alternative provision - GOV.UK](#)
- Mental Health and Behaviour in Schools (advice for schools) [Mental health and behaviour in schools - GOV.UK](#)
- Social, emotional and mental wellbeing in primary and secondary education: [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](#)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK](#)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) [Guidance | EHRC](#)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) [Promoting fundamental British values through SMSC - GOV.UK](#)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). [Regulating independent schools - GOV.UK](#)

For clarity:

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.
- In line with the revised statutory guidance from September 2026, teaching will be evidence-based, age-appropriate and sensitive to pupils' developmental stage. It will build progressively from the foundations of healthy friendships, kindness, respect, personal space, privacy and boundaries. Pupils will be taught how to recognise and report abuse, including emotional, physical and sexual abuse, and that abuse is never the fault of the child who experiences it. Victim-blaming will be explicitly challenged.
- Teaching will also reflect pupils' real lives, including online experiences. Pupils will learn that the same standards of respect and safety apply online and offline; how information, images and data may be shared and used online; how to recognise harmful content or contact; and how to seek help and report concerns.

5. Curriculum

Our RSE curriculum is set out by Jigsaw (See appendix 1) but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

Questions will be handled in a way that is appropriate to the pupil's age and development. Staff will use professional judgement about whether a question is suitable for whole-class discussion or should be answered individually or in a smaller group. Where a question or disclosure raises a safeguarding concern, the school's safeguarding procedures will be followed.

Before pupils enter the final year of primary school, Moorland will consult parents/carers about the detailed content of the sex education that will be taught. We will make clear which content is statutory Relationships Education, Health Education or science, and which content is additional primary sex education. We will also support parents/carers to talk with their children about this learning at home.

We will share all curriculum materials with parents and carers on request. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings •
- How a baby is conceived and born

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

From the beginning of primary school, pupils will be taught about kindness, consideration, honesty, truthfulness, personal space, privacy, permission-seeking and giving, and appropriate boundaries. These concepts provide the foundations for later learning about consent. At primary age, teaching will focus on understanding and respecting boundaries rather than introducing secondary-age sexual consent content.

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils. The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

At Moorland we ensure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

We will give careful consideration to the level of differentiation or adaption needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case-study materials and look for feedback from other people the agency has worked with ➤
- Be clear on:

- What they're going to say
- Their position on the issues to be discussed

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers We

won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from nonstatutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the nonstatutory components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Sam Key.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Our RSE lead is Miss Tompkins who oversees the delivery of the PSHE and RSE curriculum by class teachers in each year group.

8.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from statutory Relationships Education, Health Education, or from content taught as part of the national curriculum for science.

Moorland also provides a graduated programme of primary sex education beyond the science curriculum. Parents/carers have the right to request that their child is withdrawn from this additional, non-statutory sex education. In a primary school, the headteacher must comply with a parent/carer's request to withdraw their child from sex education that goes beyond the national curriculum for science.

At Moorland, puberty and menstrual wellbeing are taught as statutory Health Education. The school's additional primary sex education includes teaching about human conception and birth where this goes beyond the statutory science and Health Education requirements. The school will make clear to parents/carers in advance which lessons are non-statutory and therefore subject to the right of withdrawal.

Requests for withdrawal should be made in writing to the headteacher using the form in Appendix 3. The school will offer parents/carers an opportunity to discuss the request, the nature and purpose of the curriculum and any concerns they may have. Alternative, purposeful education will be provided for any pupil who is withdrawn.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head teacher through:

Monitoring arrangements include planning scrutinies, learning walks and lesson observations.

Monitoring will also consider pupil voice, staff confidence, curriculum coverage and feedback from parents/carers.

The school will review whether teaching remains appropriate for pupils' age, developmental stage, SEND and the changing risks pupils encounter, including online.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed at least annually, and sooner where statutory guidance or local/national requirements change.

At every review, parents/carers will be consulted as required and the policy will be approved by the governing board.

The next scheduled review is September 2027.

Implementation from September 2026: Moorland will deliver this policy with regard to the revised DfE statutory guidance for Relationships Education, RSE and Health Education. Where Jigsaw materials are used, the school remains responsible for checking that content and resources are appropriate, current, factual and aligned with statutory requirements.

Appendix 1:

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

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

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW	JIGSAW UNIT
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Relationships
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	All of these aspects are covered in lessons within the Puzzles • Being Me in My World • Celebrating Difference • Dreams and Goals • Healthy Me • Relationships • Changing Me

	• What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults	
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health • . • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).	
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me

Health and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to immunisation and vaccination	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • • About menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Changing Me • Healthy Me

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			