



KNELLER HALL

SCHOOL

KNELLER HALL JUNIOR

Relationships, Sex and Health Education (RSHE) Policy

Including the school's detailed Changing Me curriculum

School	Kneller Hall Junior
Policy date	August 2026
Policy lead	PSHE Lead, Head
Review date	August 2027
Governor approval	September 2026

1. Purpose and Aims

At Kneller Hall Junior, Relationships, Sex and Health Education (RSHE) forms an important part of our wider PSHE provision. This policy explains how we teach statutory Relationships Education and Health Education, how age-appropriate sex education is approached, and how we work in partnership with parents and carers.

Our aim is to provide a safe, respectful and age-appropriate framework in which pupils can develop the knowledge, language, confidence and skills they need for healthy relationships, wellbeing, personal safety and the physical and emotional changes of growing up.

- Provide a safe framework for sensitive discussion and questions.
- Help pupils understand healthy, respectful relationships, personal boundaries and consent.
- Prepare pupils for puberty and support positive physical and emotional wellbeing.
- Use correct, age-appropriate vocabulary for the body and bodily changes.
- Develop self-respect, confidence, empathy, assertiveness and help-seeking skills.
- Support pupils to stay safe online and offline and recognise when something is wrong.

2. Statutory Framework

Relationships Education and Health Education are statutory for primary-aged pupils. Kneller Hall Junior teaches these through its wider PSHE programme, supported by Jigsaw PSHE 3–11. The school also teaches relevant statutory Science content, including life cycles and reproduction.

Sex education beyond the statutory Relationships, Health and Science content is non-statutory in primary schools. At Kneller Hall Junior, the specific non-statutory human reproduction content is identified clearly in this policy so that parents understand what is taught and where the right to withdraw applies. The guidance at Kneller Hall Junior is informed by Relationships, Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance dated July 2025 for implementation from 1st September. It also reflects the guidance in the Keeping Children Safe in Education statutory guidance, updated for September 2026.

3. How RSHE Fits within PSHE

RSHE is not taught in isolation. The knowledge and skills developed through Relationships and Health Education are reinforced through PSHE, Science, Religious Education, assemblies, form time, pastoral provision and the wider life of the school.

Jigsaw provides a spiral curriculum. Relationships, safety, wellbeing and growing and changing are revisited with increasing depth as pupils mature. The Changing Me Puzzle provides the principal sequence for learning about body changes, puberty, reproduction, self-image and transition.

4. Relationships Education

Relationships Education focuses on the fundamental building blocks of positive relationships. Pupils learn about families and people who care for them, caring friendships, respectful relationships, online relationships and being safe.

Teaching emphasises kindness, honesty, respect, personal space and boundaries, appropriate and inappropriate contact, communication, conflict resolution, asking for help and recognising relationships or situations that may be unsafe.

5. Health Education and Puberty

Health Education includes physical health, mental wellbeing and the changes associated with puberty. Puberty education is statutory and is not part of the parental right to withdraw.

Pupils are taught factual, age-appropriate information about how bodies grow and change, menstruation, emotional changes, personal hygiene, self-image and body image. Correct anatomical vocabulary is used where appropriate because accurate language supports health, safeguarding and pupils' ability to ask for help.

6. Sex Education at Kneller Hall Junior

The school teaches age-appropriate human reproduction content in upper Key Stage 2 so that pupils are prepared for adolescence and receive accurate information from trusted adults.

For the purposes of this policy, non-statutory sex education means teaching that goes beyond statutory Relationships Education, Health Education and Science and explains human sexual reproduction. In the school's Changing Me sequence, the clearest non-statutory content is the Year 5 lesson on conception and the Year 6 learning from conception to birth.

The detailed year-by-year curriculum is set out in Appendix A. This makes clear the progression from growing and changing in Year 3, through puberty in Years 4 and 5, to reproduction, relationships, respect and consent in Year 6.

7. Parents and Carers: Consultation and Right to Withdraw

We recognise parents and carers as children's first and most important educators in relationships and health. We keep families informed about RSHE content and provide opportunities to view relevant teaching materials and discuss questions with the school.

Parents do not have the right to withdraw their child from statutory Relationships Education, statutory Health Education (including puberty), or statutory Science content.

Parents may request withdrawal from non-statutory sex education taught as part of PSHE. Before a withdrawal is agreed, the Headteacher and/or PSHE Lead will invite the parent or carer to discuss the curriculum, the purpose of the learning and any concerns. The parent's final decision will be respected and appropriate alternative education will be provided.

8. Safe and Inclusive Teaching

RSHE is taught sensitively, inclusively and without stigmatising any pupil because of their family circumstances, background, protected characteristics or additional needs. Different family structures are represented respectfully and pupils are taught that all people should be treated with dignity, kindness and respect.

Teachers establish clear ground rules for discussion, use distancing techniques where appropriate and avoid asking pupils to disclose personal information. Teaching may be adapted for SEND, maturity, pastoral need or other individual circumstances while preserving pupils' entitlement to statutory learning.

9. Safeguarding, Confidentiality and Questions

RSHE is an important part of safeguarding. Pupils learn correct vocabulary, boundaries, how to recognise unsafe situations, how to say no, and how and where to seek help.

Staff cannot promise confidentiality. If a pupil makes a disclosure or raises a safeguarding concern, staff follow the school's Safeguarding and Child Protection procedures and report concerns promptly to the Designated Safeguarding Lead.

Pupils' questions are answered honestly, factually and in an age-appropriate way. If a question falls outside the planned curriculum or is not suitable for whole-class discussion, the teacher may respond individually, defer the question, seek advice or encourage a conversation with parents or carers.

10. Delivery, Staff Responsibilities and Resources

RSHE is principally delivered by class teachers through PSHE, with relevant biological content taught through Science. External visitors may enhance provision where appropriate but do not replace the teacher's responsibility for the curriculum.

Staff are expected to deliver RSHE sensitively, model respectful attitudes, monitor understanding, respond to individual needs and follow safeguarding procedures. Staff receive support and professional development for sensitive or complex content.

11. Assessment, Monitoring and Review

Assessment in RSHE is formative and focuses on pupils' knowledge, understanding, vocabulary, skills and ability to apply learning safely. Teachers use discussion, reflection, written work, role play and observation to identify understanding and misconceptions.

The PSHE Lead monitors curriculum coverage, teaching quality, pupil voice and the suitability of resources. This policy is reviewed annually and sooner where statutory guidance or the needs of the school community require it.

12. Links with Other Policies

- PSHE Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety / E-Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Health and Safety Policy
- Science Policy

Appendix A: Changing Me – Year-by-Year RSHE Curriculum

This appendix reproduces the school's detailed Changing Me progression for Years 3–6, including the vocabulary identified for teaching. Teachers use professional judgement about grouping and delivery, and content is taught in an age-appropriate, factual and sensitive manner.

Year 3

Topics covered	Vocabulary used
How Babies Grow Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. Babies Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. How might I feel having a new baby in my family? (Images of baby in womb) Outside Body Changes Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings. Inside Body Changes Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and how to cope with these feelings. (Images of penis and vagina – animation) Family Stereotypes Start to recognise stereotypical ideas I might have about parenting and family roles. Express how I feel when my ideas are challenged and be willing to change my ideas sometimes. Looking Ahead Identify what I am looking forward to when I move to my next class. Start to think about changes I will make next year and know how to go about this.	Changes, birth, animals, babies, mother, growing up. Baby, grow, uterus, womb, nutrients, survive, love, affection, care. Change, puberty, control Puberty, male, female, testicles, sperm, penis, ovaries, egg, ovum, ova, womb, uterus, vagina. Tasks, roles, challenge, stereotypes. Change, looking forward, excited, nervous, anxious, happy.

Year 4

(Possibly girls on their own)

Topics covered	Vocabulary used
Unique Me Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. Having a Baby Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Understand that having a baby is a personal choice and express how I feel about having children when I am an adult. (Animation video sperm, penis, egg, fallopian tube). Girls and Puberty Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty. Circles of Change Know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me. (Example, parents' divorce, moving house, moving schools, single parent getting married again, joined families). Accepting Change Identify changes that have been and may continue to be outside of my control that I learnt to accept. Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. Identify changes we have control off and those we don't. Looking Ahead Identify what I am looking forward to when I move to a new class. Reflect on the changes I would like to make next year and can describe how to go about this.	Personal, unique, characteristics, parents Sperm, egg/ovum, penis, testicles, vagina, vulva, womb, uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception. Puberty, menstruation, periods Circle, seasons, change, control. Range of emotions – cards (in resources) Control Change acceptance Nervous, excited, anxious, happy, change etc.

Year 5

Topics covered	Vocabulary used
Self-Image and Body Image To be aware of my own self-image and how my body image fits into that. Know how to develop my own self esteem. Photoshopped images online. What do I compare myself with? Puberty for Girls Explain how a girl's body changes during puberty. That puberty is a natural process that happens to everybody. Importance of looking after myself physically and emotionally. Puberty for Boys Describe how boys' and girls' bodies change during puberty. Express how I feel about the changes that will happen. (Animation video) Conception Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Looking ahead What am I looking forward to about becoming a teenager? Be confident that I can cope with the changes. Identify what I am looking forward to when I move to my next class. To think about changes I will make next year and know how to go about this.	Self-image, body image, Self-esteem, perception, affirmation Menstruation, periods, Sanitary towels, pads, tampons, ovaries, vagina, oestrogen, vulva, womb, uterus Puberty, sperm, semen, Testicles/Testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF) Teenager, milestones, puberty, perceptions, responsibilities Change, hope, cope, manage, emotions, fear, anxious, excitement.

Year 6

Possibly split in boy and girl groups.

Topics covered	Vocabulary used
Self-image To be aware of my own self-image and how my body image fits into that. 'Pressures' to look 'cool' and fashionable. Puberty Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Babies: Conception to Birth Describes how a baby develops from conception through the nine months of pregnancy, and how it is born. Birth explained – cervix and vaginal opening. Boyfriends and girlfriends How being physically attracted to someone changes the nature of the relationship and what that might mean. Understand that respect for one another is essential. I should not feel pressured into doing something I don't want to do. Real self and ideal self Positive self-esteem The Year Ahead	Pubic hair, voice breaks, menstruation, semen, hips widen, erection, breasts, hormones, wet dream, ovulation, masturbation, clitoris, testicles, sperm, penis, vagina, womb, fallopian tube, vulva. (Animation videos to show these parts) Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife. (Animations: male and female reproductive systems) Attraction Relationship Pressure Love Sexting Transition, Worries, Anxiety, Hopes, Year 7 – Senior School

Appendix B: Identification of Non-Statutory Sex Education

For clarity, the school identifies the following Changing Me content as the principal non-statutory sex education from which a parent may request withdrawal when it is taught as part of PSHE:

- Year 5 – Conception: understanding that sexual intercourse can lead to conception and that IVF may sometimes help people to have a baby.
- Year 6 – Babies: Conception to Birth: how a baby develops from conception through pregnancy and how birth occurs.

Learning about puberty, menstruation, bodily changes, personal safety and statutory Science content is not included in this right of withdrawal.