



Forwards Centre

Part of Bolton Impact Trust

Relationships, sex and health education policy

Reviewed By	Nicola Berry
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Approved by/when	Forwards Centre LGB/February 2026
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1. Aims

The aims of relationships, sex and health education (RSHE) at our Centre 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
- Develop confidence in talking, listening and thinking about feelings and relationships
- Allow pupils to understand about the range of relationships, including the importance of family for the care and support of children
- Explore the consequences of their actions and behave responsibly within relationships
- Develop their self-esteem and sense of responsibility
- Teach pupils how they can protect themselves and ask for help and support

These are set in the context of a whole centre approach to supporting children to be safe, happy and prepared for life beyond the centre.

2. Statutory requirements

As a primary alternative provision academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we are 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 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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 the Forwards Centre we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. 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 given the opportunity to look at the policy and make recommendations.
4. Pupil consultation – we investigated what pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum and Delivery of RSHE

At the Forwards Centre we include the statutory Relationships and Health Education within our whole-school PSHE Programme with some biological aspects of RSHE are taught within the science curriculum. 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.

Curriculum Framework

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.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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.

The expected outcomes for each of these elements can be found in appendix 2. The way the Jigsaw Programme covers these is explained in the mapping document. 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 Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school? Health Education in primary schools will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The expected outcomes for each of these elements can be found in appendix 2. The way the Jigsaw Programme covers these is explained in the mapping document. 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. emotional and mental health 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 'Changing adolescent body' 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

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23) Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

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

- Diagrams
- Videos
- Books
- Games

- Discussions and practical activities

“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.17 At The Forwards Centre, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the ‘Changing Me’ Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit)

- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

The school will inform parents of this right by letter before the Changing Me Puzzle is taught.

For more information about our RSHE curriculum, see Appendices 1 and 2

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. We will share all curriculum materials with parents and carers upon request

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. We have developed the curriculum 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 they are fully informed and don’t seek answers online. The school will make sure 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).

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

5.1 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
- Give careful consideration to the level of differentiation needed

5.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our 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

6. Use of external organisations and materials

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

The Centre remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE 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.

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

7. Roles and responsibilities

7.1 The local governing board

The local governing board will approve the RSHE policy and hold the Academy Lead to account for its implementation.

7.2 The Academy Lead

The academy lead is responsible for ensuring that RSHE is taught consistently across the centre, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Ensuring that pupils know what to do if they have any concerns about what they have been taught and know how to seek further support and advice.
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- 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) – Mr Damien Mills.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the academy lead.

Class teachers are responsible for teaching RSHE at the Forwards Centre

7.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. This will include knowing how to share their own thoughts in a considerate way and respecting the privacy and confidentiality of others.

8. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from **relationships** education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE. These lessons are highlighted in section 5 of this policy.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

9. Training

Staff are trained on the delivery of RSHE.

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

10. Monitoring arrangements

The delivery of RSHE is monitored by the academy lead through, for example, planning scrutinies, learning walks and lesson observations.

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

This policy will be reviewed by the academy lead annually. At every review, the policy will be approved by the local governing board.

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 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

Appendix 2:



Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school

	Pupils should know...	Unit covered in
Families and people who care for me	<ul style="list-style-type: none"> ● R1 that families are important for children growing up because they can give love, security and stability. ● R2 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. ● R3 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. ● R4 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. ● R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). ● R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference ● Being Me in My World
Caring friendships	<ul style="list-style-type: none"> ● R7 how important friendships are in making us feel happy and secure, and how people choose and make friends ● R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded ● R10 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 ● R11 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 and advice from others, if needed 	<ul style="list-style-type: none"> ● Being Me in My World ● Celebrating Difference ● Relationships

Respectful relationships	<ul style="list-style-type: none"> ● R12 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 ● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships ● R14 the conventions of courtesy and manners ● R15 the importance of self-respect and how this links to their own happiness ● R16 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 ● R17 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 ● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive ● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	<ul style="list-style-type: none"> ● Being Me in My World ● Celebrating Difference ● Dreams and Goals ● Healthy Me ● Relationships ● Changing Me
Online relationships	<ul style="list-style-type: none"> ● R20 that people sometimes behave differently online, including by pretending to be someone they are not. ● R21 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. ● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● R24 how information and data is shared and used online. 	<ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference
Being safe	<ul style="list-style-type: none"> ● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● R26 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. ● R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. ● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, ● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. ● R32 where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> ● Relationships ● Changing Me ● Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	Unit covered in
Mental wellbeing	<ul style="list-style-type: none"> ● H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. ● H2 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. ● H3 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. ● H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. ● H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. ● H9 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). ● H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> ● Healthy Me ● Relationships ● Changing Me ● Celebrating Difference
Internet safety and harms	<ul style="list-style-type: none"> ● H11 that for most people the internet is an integral part of life and has many benefits. ● H12 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. ● H13 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. ● H14 why social media, some computer games and online gaming, for example, are age restricted. ● H15 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. ● H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	<ul style="list-style-type: none"> ● Relationships ● Healthy Me

	<ul style="list-style-type: none"> ● H17 where and how to report concerns and get support with issues online. 	
Physical health and fitness	<ul style="list-style-type: none"> ● H18 the characteristics and mental and physical benefits of an active lifestyle. ● H19 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. ● H20 the risks associated with an inactive lifestyle (including obesity). ● H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> ● Healthy Me
Healthy eating	<ul style="list-style-type: none"> ● H22 what constitutes a healthy diet (including understanding calories and other nutritional content). ● H23 the principles of planning and preparing a range of healthy meals. ● H24 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). 	<ul style="list-style-type: none"> ● Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> ● H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	<ul style="list-style-type: none"> ● Healthy Me
Health and prevention	<ul style="list-style-type: none"> ● H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ● H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ● H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ● H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ● H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ● H31 the facts and science relating to immunisation and vaccination 	<ul style="list-style-type: none"> ● Healthy Me
Basic first aid	<ul style="list-style-type: none"> ● H32 how to make a clear and efficient call to emergency services if necessary. ● H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> ● Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> ● H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ● H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<ul style="list-style-type: none"> ● Changing Me ● Healthy Me

Appendix 3: Parent form: withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE CENTRE	
Agreed actions from discussion with parents	