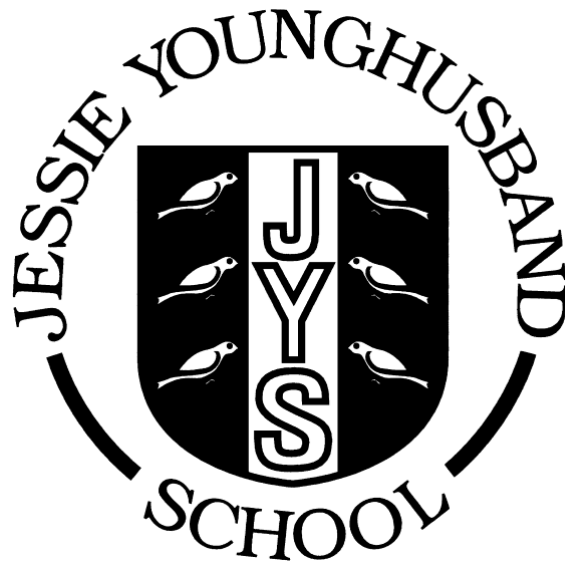


Jessie Younghusband School



Wellbeing Education Policy, including Relationships and Sex Education and Health Education

Agreed: Summer 2026

Review: Summer 2029

INTRODUCTION

1. Purpose and rationale

- At Jessie Younghusband School (JYS), we believe that Wellbeing Education is fundamental to our pupils' physical, moral and emotional development. Wellbeing Education helps to equip our children with the knowledge, skills and attributes that they will need to keep themselves safe and healthy, and to form positive relationships as they grow up. Wellbeing Education encourages good physical health, promotes positive mental wellbeing and develops strong citizenship skills amongst our students.
- At JYS, the statutory 'Relationships Education and Health Education' content for Primary Schools is taught within our wider Wellbeing Education curriculum and has strong links to the National Curriculum for Science.
- This policy sets out the statutory responsibilities and curriculum content and organisation of our Wellbeing Education curriculum, together with safeguarding responsibilities, parental information and governance arrangements.

2. Statutory status and compliance

- This policy complies with the Department for Education's statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2025).

3. Aims - Relationships and Sex Education

- At JYS, we aim to provide a carefully planned Relationships and Sex Education curriculum, embedded within our wider Wellbeing Education curriculum, which:
 - Covers human development, relationships, sexuality and family life, in line with statutory requirements and in an appropriate way, taking into account the pupils' age and stage of development;
 - Helps pupils develop feelings of self-respect, self-confidence and empathy for others;
 - Teaches pupils how to develop lifestyle choices that promote both positive mental health and good physical health;
 - Helps pupils stay safe in the modern world, giving them the confidence to set and maintain personal boundaries and the language to ask for help when they need it;
 - Prepares pupils for puberty, including the physical and emotional changes that they may experience and the importance of health and hygiene;
 - Teaches pupils the correct vocabulary to describe themselves and their bodies;
 - Creates a positive culture around the issues of sexuality and relationships;
 - Provides a positive framework within which discussions on these issues can take place;
 - Supports inclusive practice and meets the needs of pupils with SEND, higher needs (including those with EHCPs), and pupils with protected characteristics.

4. Curriculum Organisation and Content – Relationships and Sex Education (RSE)

- RSE is delivered through Wellbeing Education lessons for all year groups, with the content for each year group building on the learning done in previous years.
- The progression of our RSE curriculum has been carefully considered and is based on high quality planning from trusted education publishers, including:
 - The PSHE Association;
 - Medway Public Health Directorate's 'Changing and Growing Up' Plans (approved by The PSHE Association);
 - Oak National Academy;
 - Twinkl;
 - Cambridgeshire Primary Personal Development Programme.
- Lesson sequencing and individual lesson plans have been adapted from these materials to ensure that the content is age-appropriate and meets the needs of our pupils. This has been completed by the Wellbeing Education Lead, in consultation with a small working committee of other colleagues.
- Lesson materials include clear labelled diagrams and vocabulary to support pupils' learning. The vocabulary to be used in RSE lessons has been agreed with staff and is listed within the 'Changes Learning Theme Progression' Document, the 'JYS Changes Learning Theme Information for Parents' Document and the 'Wellbeing Education Learning Pathways' Document. Consistency in the use of agreed terminology ensures clarity for our pupils and supports progression as they build on their learning year by year.
- Clear parameters are determined for the information to be taught during RSE lessons. However, we recognise that questions raised by children may extend discussions to new areas. Where this occurs, staff endeavour to answer all questions accurately, factually and sensitively, in an age-appropriate manner.
- RSE is delivered by the class teacher in each year group.
- In Upper Key Stage 2, girls and boys are taught in separate groups for some sessions, although covering identical content. This is to allow a safe space for all to learn and to provide the opportunity for deeper questioning. Where possible, we endeavour to organise a familiar female teacher to lead the lessons for girls and a familiar male teacher to lead the lessons for boys.
- The core lesson content for RSE lessons is given below (see 'Changes Learning Theme Progression Document' in Appendices for full scope and sequencing):
 - EYFS–Y2: naming body parts using agreed scientific terms; personal boundaries and consent; trusted adults; hygiene; families; lifecycle basics.
 - Y3–Y4: further naming of external and some internal anatomy; personal hygiene and infection prevention; onset of puberty (Y4 content excludes menstruation but introduces physical/emotional changes); friendship and conflict resolution.
 - Y5–Y6: puberty in depth (menstruation, erections, wet dreams); menstrual wellbeing and products; internal reproductive organs; emotional changes during puberty; consent in age-appropriate terms; online safety relating to relationships and positive body image.
 - Y6: basic conception facts (how babies are made).
- *See 'JYS Changes Learning Theme Information for Parents' document in Appendices for further information.*

5. Menstrual Health Awareness

- Curriculum content related to puberty and menstruation is complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.
- Staff follow the DfE guidance to use appropriate language such as 'period pads' and 'menstrual products' instead of 'sanitary items' or 'feminine hygiene products'.
- We are signed up to the Department for Education's 'Period Products Scheme' and supplies are kept in the staff room in one of the lower cupboards near the external door.
- Bins are provided for the disposal of menstrual products in the Year 5 / Year 6 pupil toilet cubicles.

6. Parental engagement, information and right to withdraw

- We inform parents/carers in advance, about the content of RSE lessons (in particular the 'Changes' unit which is delivered in the summer term), by sending out the 'JYS Changes Learning Theme Information for Parents' document.
- Relationships Education in primary schools is statutory and children cannot be withdrawn from lessons. However, parents have the right to request withdrawal from any sex education lessons, beyond the science national curriculum, for pupils in primary schools. In our curriculum, this applies to the 'How a baby is made' lesson for Year 6 pupils.
- Parents who are considering withdrawing their child from this lesson are encouraged to discuss their concerns with Mr Hanna (headteacher) or Mr Harman (Year 6 teacher). Following this, any requests to withdraw must be made in writing to the headteacher and will be considered promptly. If withdrawal is agreed we will provide alternative, purposeful education for the pupil during the relevant lesson.

7. Curriculum Organisation and Content – Health Education

- Statutory Health Education objectives are covered through both Wellbeing and Science lessons (including personal hygiene, mental wellbeing, healthy lifestyles, basic first aid and online safety).
- *See 'Wellbeing Education Long Term Plan' and 'Wellbeing Education Learning Pathways' document in Appendices for full scope and sequencing.*

8. Inclusion, equality and SEND

- Universal classroom provision is the first response. We will ensure high-quality whole-class teaching is accessible to pupils with SEND through differentiated activities, scaffolded resources, visual supports and pre-teaching of vocabulary where needed.
- For pupils with EHCPs or more complex needs we will work with families, the SENCo and outside professionals to adapt materials and, where appropriate, provide bespoke sessions that meet the pupil's developmental stage and communication needs.
- We use agreed scientific and neutral terminology for all body parts as standard practice to support safeguarding and clarity.
- Materials and teaching are respectful of diverse family structures, gender identities and faith backgrounds and are taught in line with the school's equalities duties.

9. Teaching approaches and staff training

- Lessons use a mixture of whole-class teaching, small-group discussion, role-play, drama, and teacher-led explanation. Ground rules are established for sensitive discussions.
- As outlined in Section 4 of this policy, girls and boys are taught separately for some RSE sessions in Year 5 and Year 6, whilst covering identical content. This is to allow a safe space for all to learn and to provide the opportunity for deeper questioning.
- External visitors may be used for specialist input (e.g. school nurse) but are always planned, risk-assessed and supervised; they cannot deliver the curriculum in isolation and will follow pre-agreed learning outcomes.
- Staff training: the school will provide regular CPD for staff delivering RSE and additional subject-specific training where there are identified knowledge gaps (e.g. puberty, LGBT+ inclusion, supporting pupils with SEND). Senior leaders will protect subject planning time and allow curriculum development opportunities for the subject leader.

10. Assessment, progression and record keeping

- Assessment in Wellbeing Education (including RSE) focuses on knowledge and understanding (knowing more, remembering more), and on the development of skills, strategies and attitudes (empathy; making healthy choices; boundary-setting).
- Teachers use short, regular retrieval tasks to ensure prior learning is remembered and gaps are identified.
- The Wellbeing Education Lead will sample lesson evidence termly (planning, pupil voice, examples of work and lesson visits) to check sequencing and use of retrieval practice.

11. Safeguarding and confidentiality

- Staff will follow the school's safeguarding policy. If a pupil disclosure or safeguarding concern arises during Wellbeing Education lessons (including RSE lessons), staff will follow the school's child protection procedures and report immediately to the DSL.
- Teachers will make clear the boundaries of confidentiality at the start of each lesson, and pupils will be told that staff cannot promise total confidentiality where safety is a concern.
- If a pupil makes a disclosure or raises issues that suggest they are at risk (e.g. sexual exploitation, abuse), staff will act immediately and make a timely referral following the school's DSL procedures.

12. Governance, roles and responsibilities

- Headteacher: ensures statutory compliance and that Wellbeing Education (including RSE and Health Education) is well led, resourced and timetabled.
- Wellbeing Education subject lead: curriculum design, CPD, monitoring, parental communications and liaison with the DSL/SENCo.
- SENCo: ensures adaptations for pupils with SEND/EHCPs and liaises with outside professionals.
- Governors (PLT committee): review and approve the Wellbeing Education policy in accordance with the school's review schedule, monitor implementation and receive regular reports of impact.
- Parents/carers: will be consulted on the RSE curriculum and invited to view resources used in the 'Changes' unit.

13. Review

- This policy will be reviewed no later than summer 2029, or earlier if national statutory guidance changes. DfE guidance was updated in July 2025 and further changes may come into force - we will update the policy accordingly.

APPENDICES

APPENDIX A – 'Changes Learning Theme Progression' Document

APPENDIX B – 'JYS Changes Learning Theme Information for Parents' Document

APPENDIX C – 'Wellbeing Education Long Term Plan' Document

APPENDIX D – 'Wellbeing Education Learning Pathways' Document