

# Relationships, Sex and Health Education (RSHE)

June 2026

Next review: June 2027



# **Relationships and Sex Education (RSE) Policy**

**(This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE)**

Date of policy: June 2026

Date of review: June 2027, yearly thereafter

Name of RSHE Coordinator: Teresa Terzza

Name of RSHE Governor: James Sullivan

## **1. Introduction**

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the updated DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2025 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 10 for more details.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a developmentally appropriate manner throughout the school.

## **2. Formulation, dissemination, monitoring and review of policy**

The RSE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: pupil questionnaire, governing body involvement parental consultation, staff consultation. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSE and Health Education issued in July 2025.

The RSE policy is available on the school website and free of charge to interested parties via school reception.

The RSE policy and curriculum will be reviewed annually by the RSHE Co-ordinator and governors. This review will be informed by the following: Pupil and staff evaluation of the programme; teacher assessment; changes in legislation and guidance and parent feedback (gathered through annual survey).

Governors have responsibility for ensuring that RSHE is taught in line with statutory guidance and for monitoring the effectiveness of the subject. A lead RSHE governor supports the RSHE lead through monitoring visits, learning walks and support. The RSHE lead reports to the governing body annually.

## **3. What is RSHE?**

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. RSHE supports children to identify harmful behaviours including bullying and harassment. Pupils are taught that such behaviours are never acceptable and how to seek help.

#### **4. Why RSHE is important in our school**

We see our delivery of RSHE as supporting the vital role parents play in educating their child about these areas. We acknowledge that not all parents feel confident or comfortable talking to their children about some aspects of RSHE therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

RSHE links to our school values; kindness & empathy, collaboration, respect, aspiration, curiosity and perseverance. We explicitly teach our children about what these values mean, how we can demonstrate them, stand up for them and what they look like in everyday life. We dedicate our weekly assembly time entirely to the teaching of these values and expect our teachers to follow up on these messages in PHSE and RSE lessons, delivered weekly.

#### **5. Key Objectives**

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive, healthy and respectful relationships
- Support pupils to recognise their rights and responsibilities, including personal boundaries and the importance of consent
- Enable pupils to develop essential social, emotional, and relationship skills
- Prepare pupils for the physical and emotional changes of puberty
- Develop pupils understanding of reproduction and birth taught within the context of loving and caring relationships
- Promote understanding and respect for a range of families, relationships, values, beliefs and faith perspectives
- Support pupils to use the internet and digital technologies safely and responsibly
- Develop pupils' skills in assessing risk and keeping themselves and others safe
- Enable pupils to gain the knowledge and skills needed to develop and maintain healthy bodies and minds
- Support pupils to recognise, understand and manage their emotions
- Ensure pupils know how to access appropriate support

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, development, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

We use the guiding principles in the DfE RSHE guidance 2025 to inform our provision. You will see these principles reflected through our policy:

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

## **6. Pupil voice and a needs-led curriculum**

Pupil voice is an important part of our RSHE programme. We provide opportunities for pupils to share their views and experiences of RSHE through class discussion, feedback activities, pupil surveys and our Inclusion Ambassadors. Pupils are encouraged to share their views, and these are listened to and valued.

Information gathered from pupil voice, alongside other sources of data such as our annual health and wellbeing survey results, safeguarding, and behaviour, is used to inform curriculum planning and teaching approaches. This helps ensure our RSHE is relevant and responsive.

## **7. Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school value of diversity encourages respect for all, and promotes the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that all pupils receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and appreciation of difference. We want every child and family to feel included, respected and valued.

Teachers will plan RSHE in different ways, using a variety of teaching strategies to meet the needs of pupils in their class. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met, this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

## **8. The Curriculum**

RSHE is taught in every year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE content and delivery supports children to develop a positive view of healthy relationships, being healthy and safe. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. You can find the learning outcomes for each year group here

Some elements of RSHE are delivered through National Curriculum Science:

### **Year 1**

*Pupils should be taught to:*

- be able to link a body part with a sense
- be able to point to their own head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth

### **Year 2**

*Pupils should be taught to:*

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans and hygiene.

### **Year 3**

*Pupils should be taught to:*

- *should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions*

### **Year 4**

*Pupils should be taught to:*

- know the main body parts associated with the digestive system
- find out what damages teeth, how to look after them and why.

### **Year 5**

*Pupils should be taught to:*

- describe the changes as humans develop to old age.

### **Year 6**

*Pupils should be taught to:*

- Know that living things produce offspring of the same kind
- Have basic understanding that characteristics are passed from parents to their offspring

Below is a list of topics covered by our RSHE programme in line with government guidance:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing
- Wellbeing online
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

As part of RSHE, pupils will be taught scientific names for genitals in an age-appropriate and sensitive way. You can see when these terms are introduced in our scheme here.

## **F1**

*private parts*  
*penis*  
*vulva*

## **F2**

<i>private parts</i>	<i>vagina</i>
<i>penis</i>	<i>sperm</i>
<i>vulva</i>	<i>eggs</i>
<i>testicles</i>	

## **Year 1**

*privates*  
*private*  
*penis*  
*vulva*

## **Year 2**

<i>Genitals</i>	<i>sperm</i>
<i>Penis</i>	<i>eggs</i>
<i>Scrotum</i>	<i>ovaries</i>
<i>Vulva</i>	<i>womb</i>
<i>nipples</i>	<i>pregnancy</i>
<i>private parts</i>	<i>bottom</i>

## **Year 3**

<i>Egg</i>	<i>period</i>
<i>Sperm</i>	<i>tampon</i>
<i>Puberty</i>	<i>menstruation pad</i>
<i>fallopian tube</i>	<i>breasts</i>
<i>ovary</i>	<i>genitals</i>
<i>uterus (womb)</i>	<i>testicles</i>
<i>lining</i>	<i>womb</i>
<i>vagina</i>	<i>wet dreams</i>
<i>penis</i>	

## **Year 4**

*Puberty*  
*pubic hair*  
*eggs*  
*sperm*  
*penis*  
*testicles*  
*labia*

*breasts*  
*ovaries*  
*womb*  
*vagina*  
*vulva*  
*clitoris*  
*semen*

## **Year 5**

*puberty*  
*genitalia*  
*menstruation*  
*semen*  
*period*  
*tampon*

*penis*  
*lips (labia)*  
*urinary opening*  
*vaginal opening*  
*clitoris*  
*pubic hair*

## **Year 6**

*puberty*  
*physical changes*  
*emotional changes*  
*rights*  
*FGM*  
*periods*

*sexual reaction*  
*hormones*  
*vulva*  
*period products*  
*voice deepening*  
*mood swings*

We deliver our RSHE curriculum through assemblies, a weekly PSHE lesson, topic work and cross-curricular opportunities using resources from Coram SCARF, a comprehensive, online Personal, Social, Health and Economic (PSHE) education scheme for primary schools (ages 3-11) in the UK, provided by the charity Coram Life Education. It provides a whole-school approach to wellbeing, Coram SCARF is a comprehensive, online Personal, Social, Health and Economic (PSHE) education scheme for primary schools (ages 3-11) in the UK, provided by the charity Coram Life Education that maps the curriculum requirements. The programme is designed to help children develop essential life skills, promoting mental health, emotional wellbeing, and social skills.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis, this will be done by staff and children surveys, exit questions, feedback forms.

We keep the curriculum continuously under review to ensure it is relevant and responsive to children's needs. The RSHE lead and teachers may add content to the programme to address current safeguarding issues and trends in order to keep children safe. Where this is the case, parents will be informed in advance and be able to request access to the resources to be used.

## **9. Resources**

As with any other subject, the breadth of the RSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We hold a parents' meeting at the start of each academic year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year, please speak with your child's teacher. We will inform parents of what will be taught in each term through our curriculum newsletter

We encourage engagement from parents in our RSHE program. If you would like to discuss any of the resources in more detail, please contact Teresa Terzza RSHE Co-Ordinator.

## **10. Sex Education**

In addition to Relationships and Health Education we also cover sex education in years 5 and 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as sexual consent. It is taught in an age and stage appropriate manner. We will send out the learning outcomes and examples of resources used to parents in advance of these lessons taking place. We will also hold a parent's meeting for any parents who have any further questions. Parents can withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

## **11. Teaching and Learning**

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow this school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies will be used, including:

- Establishing ground rules/group agreement with pupils
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using participative teaching methods, with opportunities for discussion
- Opportunities for reflection

RSHE will be delivered all year round, parents/carers will be informed of what will be covered when at the beginning of the year on our LTP.

## **12. External speakers**

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

## **13. Safe learning in RSHE**

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later if related to the topic and appropriate for the age group.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises safeguarding concerns, the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned program, this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE lead as part of the evaluation and monitoring process.

#### **14. Staff training**

All staff delivering RSHE are skilled and confident to do so. We undertake a regular staff RSHE training needs assessment to identify areas for development. We provide regular training and updates to staff around RSHE through Inset days and staff meetings. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

The RSHE lead attends regular networks to keep their knowledge and practice relevant and up-to-date.

#### **15. Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked workbooks; self-assessment and peer assessment; floor books; end of topic quizzes. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report.

The RSHE lead carries out learning walks to monitor the quality of RSHE across school. Outcomes from these, alongside, assessment data, pupil voice and data inform the development of the RSHE programme annually.

#### **16. Parents**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE program. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through the school prospectus and letters/texts/emails to explain when RSHE will take place in different year groups and what will be covered. We also use knowledge organisers to show what each year group learns each half-term.

We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE program.

Any parents wanting more information about our RSHE curriculum can contact Teresa Terzza (RSHE Co-Ordinator)

#### **17. Right to withdraw from sex education:**

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in Year 5 and 6 by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

## **18. Confidentiality, safeguarding and child protection**

Everyone involved in the delivery of RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with the school's and local safeguarding procedures.

## **19. Menstrual wellbeing**

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in all of the female toilets and the disabled toilet in Year 5/6 block
- Pupils can access sanitary products from class teacher or office staff
- For those experiencing period poverty free sanitary protection can be accessed from:
- **Period Poverty UK** – Provides free menstrual products to individuals in crisis and runs the *Period Angels* scheme, which connects families with supplies through GP practices and local volunteers.

Website: <https://periodpoverty.uk/> [[periodpoverty.uk](https://periodpoverty.uk/)]

- **The Period Place** – Offers menstrual health education, virtual Free Period Clinics, and a free Parent's Guide to Puberty & Period Education to help families have open, positive conversations about periods.

Website: <https://theperiodplace.co.uk/> [[theperiodplace.co.uk](https://theperiodplace.co.uk/)]

- **Eco Dreams: Facing Period Poverty – Support Guide** – Provides practical information on where families can access free period products, including schools, food banks, libraries, community centres, GP practices, and charities such as Bloody Good Period and The Red Box Project.

Website: <https://ecodreams.co.uk/facing-period-poverty-heres-how-you-can-find-support/>

When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE program covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school, we have a very supportive pastoral team who can offer support.

## **20. Links to other Policies**

- Anti-bullying
- Healthy eating
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety
- SMSC
- British Values
- Curriculum

## **21. More information**

If you would like to discuss our provision of RSHE further, please contact Teresa Terzza (RSHE Co-ordinator)

Complaints about RSHE will be handled in line with the school's complaints policy, which is available on the school website.