

Relationship, Sex and Health Education (RSHE) Policy

Policy reviewed and agreed

– January 2026

Date for next review

– September 2026

Introduction

Schools play a crucial role in preventative education, and RSHE serves to prevent harm to our pupils, either now or in the future. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students

Scope

This policy applies to all pupils, including those in the Early Years, however in line with guidance from the [PSHE Association](#), all lesson content and discussions will be age-appropriate.

Purpose

The purpose of this policy is to ensure that our Relationships, Sex and Health Education (RSHE) adheres to the DfE guidance and supports our school values:

Respect: Pupils respect their bodies and demonstrate a respect for appropriate boundaries, including those within relationships. Respect also relates to the personal safety strand of the statutory content, for example respecting rules regarding fire and water safety.

Community: Pupils have a good understanding of healthy and respectful relationships and are educated to identify and report signs of abuse.

Curiosity: Pupils are equipped with the knowledge and understanding they need to stay safe.

Honesty: Pupils recognise the risks posed by AI, disinformation and misinformation, in order to lead confident, healthy, independent lives and to become informed, active and responsible citizens. They know why it is important to be honest and loyal in relationships.

Kindness: Pupils show understanding of others who may have different lifestyles and are prepared for life in modern Britain; they demonstrate an informed and anti-discriminatory approach.

At Edward Wilson Primary School, RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSHE programme will be covered through:

- Science
- PE, in the context of health and hygiene
- Computing
- Circle Time
- Assemblies
- Stories

All teaching and discussions regarding RSHE will be sensitive to the culture and background of all pupils, including those who may have no prior knowledge of the topics covered.

Aims

The aims of RSE at our school are:

- To provide a consistent standard of relations, sex and health education across the school
- To promote responsible behaviour
- To provide a framework in which sensitive discussions can take place
- To encourage children to take responsibility for themselves and for their actions in all situations, including online
- To help pupils develop feelings of self-respect, confidence and empathy
- To support young people through physical, emotional and moral development
- To help children to learn to respect themselves and others and to move confidently from childhood towards adolescence and are well-equipped to deal with the secondary RSE curriculum
- To help children to understand how to keep themselves safe in relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

We have based our school's RSHE Policy on the statutory guidance document [Relationships and Sex Education and Health Education](#) (DfE, 2025) and the PSHE Association's supplementary guidance (referenced above). The Department for Education guidance states all primary schools must teach RSHE. The teaching of sex education in primary schools remains non statutory with the exception of the element of sex education contained in the Science curriculum including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other topics within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within the PSHE education lessons.

For a breakdown of the Statutory and non-statutory RSHE Curriculum see Appendix 1.

Definitions

Relationships Education

The fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family, relationships, and relationships with other children and adults. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of pupils based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitivity that some pupils may have a different structure of support around them (for example: looked after pupils or young carers).

Sex Education

The facts about puberty (preparing boys and girls for changes that adolescence brings) and reproduction (how a baby is conceived and born).

Health Education

The characteristics of good physical health and mental wellbeing, recognising how they interconnect and enable informed, healthy choices.

Curriculum

Our RSHE curriculum is embedded within our PSHE curriculum and is set out in Appendix 2, however, we may need to adapt it as and when is necessary. If so, parents will be kept informed. We have developed the curriculum according to the age, needs and feelings of pupils.

We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. In addition to statutory Relationships, Sex and Health Education, we have chosen to deliver further lessons in Year 6 which go beyond the science curriculum and look in more detail at puberty, hormonal changes and some elements of reproduction. It is our professional view that these lessons are important as they address many of the questions that children have and are taught in the context of healthy adult relationships. At an annual meeting for Year 6 parents, we will make clear which lessons sit within sex education and outline the right to withdraw children from these specific additional lessons.

For more detailed information on our PSHE curriculum, refer to Appendix 2.

Parents' Right to Withdraw

As previously stated the RSHE curriculum consists of both statutory and non- statutory elements:

- Parents do not have the right to withdraw their child from relationship education, health education or the Science curriculum.
- Parents have the right to withdraw their children from non-statutory/non-Science components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form 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.

Planning

Planning will follow guidelines in the school planning policy. It will be organised in year groups. Planning will ensure coverage of topics on the curriculum map – see Appendix 2 for our whole school overview.

Time allocation

RSHE education will be taught as part of the PSHE curriculum and in some cases will be covered by aspects of the Science curriculum. The allocation for this time is specified on the school curriculum map.

Teaching strategies

The RSHE programme will be taught by class teachers and outside professionals who have expertise in this area e.g. from the school nursing team. For the non-statutory sex education lessons for Year 6, we will teach the pupils in single sex groups.

The curriculum includes:

- Direct teaching of topics on the curriculum map for Science and PSHCE e.g. reading content on the Smartboard
- Opportunities for discussion and reflection e.g. in teacher-led groups
- Circle time e.g. in response to an incident of unkindness in the playground
- Assemblies e.g. a week's theme on Boundaries
- Indirect teaching through well-chosen stories e.g. a story about respecting and celebrating difference
- The arts e.g. movement, drama, painting, etc e.g. a role-play about not being a bystander to bullying

Responding to Pupils' Questions

Any questions pupils have will be answered by teachers according to the statutory content, which is itself based on researched best practice. Questions will not be disregarded, however teachers will adhere to the statutory documents at all times. The form in which these questions are addressed may be in group activities, or on a one-to-one basis, as appropriate. This means that pupils who are withdrawn from a lesson may also ask a question in relation to sex education outside of the lesson time. It is our professional duty to answer questions honestly, with factual information and in an age-appropriate way. If we have a concern with regards to safeguarding due to the nature of a question, we will follow our safeguarding procedures. Pupils who don't have their questions answered may look to other sources for information, such as the Internet, which may expose them to harmful content and inaccurate information.

Equality and Diversity

Edward Wilson is committed to equality in all aspects of school life. In RSHE this will include:

- Celebrating differences and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils
- A new emphasis on examining and challenging gender stereotypes, in line with statutory guidance about misogyny and how it can harm both boys and girls

All RSHE is taught without bias and in line with the legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may hold different views. Lessons need to be accessible to all pupils including those with special educational needs and disabilities (SEND). The SEND Code of Practice (2015) outlines the need for schools to prepare children for adulthood. We will ensure that our curriculum is accessible to all pupils by using appropriate resources, group work and providing CPD for teachers.

Health and Safety

The addition of 'personal safety' to the statutory content, with an emphasis on recognising and reducing risk, in the context of fire and travel safety will be taught through the curriculum and assembly focuses e.g. Road Safety Week. Pupils need to understand that relationships should feel safe and comfortable and at no stage should they feel at risk or exposed. They should be given the opportunity to discuss these issues and learn how to look after themselves when meeting new people and finding themselves in new situations. If necessary, the school will use external expertise to support in such discussions.

Role of the PSHE and Science Subject Leads

Sex and relationship education will be led as an aspect of the PSHE/Science curriculum. The Leads will:

- Ensure materials and resources used are appropriate to the needs of the pupils
- Support teachers in the planning and arrange outside teaching support when necessary, including through CPD
- Disseminate this RSHE policy and ensure governors, staff and parents understand it
- Will support staff in responding to the varying needs of children, especially older children who mature early and those with SEND

- Ensure that teachers demonstrate confidence and expertise when delivering all lessons, including in Year 6

Assessment, Recording and Reporting

The sex and relationships aspect of the PSHE curriculum will be assessed according to our Assessment Policy and the subject will form part of the end of year report for parents. Assessment will be formative (ongoing and based on teacher judgement). Key Stage learning objectives will be used to assess the development, progress and understanding of pupils. Pupils will have the opportunity to reflect on their own learning within lessons and at the end of each unit. Elements of RSHE that occur in the Science curriculum will be assessed through recorded work to establish the child's understanding in relation to age-related expectations of knowledge and understanding.

Training Staff to deliver PSHE

It is important that staff delivering PSHE work within the values and moral framework of this policy and feel confident, skilled and knowledgeable to deliver effective RSHE. CPD will be provided through a range of options: individual study, coaching from a more senior teacher and external training courses. Training may include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a range of teaching methods
- Involving pupils in their own learning
- Managing sensitive issues

Policy Review Arrangements

This policy will be kept under review in the light of feedback from pupils, parents and teachers. It is an interim policy for January-July 2026, and will be reviewed and renewed in September 2026 in line with DfE guidance.

- Teachers will review the policy as part of the review cycle
- Pupils will evaluate by school questionnaire
- Parents/carers will contribute via a parent coffee morning

Appendix 1

We deliver our comprehensive PSHE curriculum under the 3 areas:

- Relationships Education
- Health Education
- Living in the Wider World

Statutory Content:

Relationships Education KS1&2

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Science Curriculum (contributes to Sex Education within RSHE) Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Health Education KS1&2

- Mental Wellbeing
- Internet Safety and Harms
- Physical Health and Fitness • Healthy Eating
- Drug, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- The Changing Adolescent Body (Puberty)

Non-Statutory Content:

Living in the Wider World KS1&2

- Economic Wellbeing
- Being a Responsible Citizen
- Careers
- Sex Education (Year 6)

Appendix 2

PSHE Curriculum – School Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	<u>How can we look after each other and the world?</u>	<u>Who is special to us?</u>	<u>What helps us stay healthy?</u>	<u>What is the same and different about us?</u>	<u>Who helps to keep us safe?</u>	<u>What can we do with money?</u> <i>Swapped back in 2021</i>
<u>Year 2</u>	<u>What makes a good friend?</u>	<u>How do we recognise our feelings?</u>	<u>What is bullying?</u>	<u>What helps us to stay safe?</u>	<u>What helps us grow and stay healthy?</u>	<u>What jobs do people do?</u>
<u>Year 3</u>	<u>How can we be a good friend?</u>	<u>What keeps us safe?</u>	<u>What are families like?</u>	<u>What makes a community?</u>	<u>Why should we eat well and look after our teeth?</u>	<u>Why should we keep active and sleep well?</u>
<u>Year 4</u>	<u>How do we treat each other with respect?</u>	<u>What strengths, skills and interests do we have?</u>	<u>How can we manage our feelings?</u>	<u>What decisions can people make with money?</u>	<u>How can our choices make a difference to others and the environment?</u>	<u>How can we manage risk in different places?</u>
<u>Year 5</u>	<u>What makes up a person's identity?</u>	<u>How can friends communicate safely?</u>	<u>How can we help in an accident or emergency?</u>	<u>What jobs would we like?</u>	<u>How will we grow and change?</u>	<u>How can drugs affect health?</u>
<u>Year 6</u>	<u>How can we keep healthy as we grow?</u>		<u>How can the media influence people?</u>		<u>What will change as we become more independent?</u> <u>How do friendships change as we grow?</u>	

Orange – Relationships

Green- Health and wellbeing

Blue- Living in the wider world

Appendix 3
Parent Request for Withdrawal from Sex Education Lessons

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 school to consider:	
Parent name:	
Signature:	
TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents:	
Signature:	
Position:	