Relationships, Sex and Health Education Policy

Rood End Primary School

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Introduction

This is the policy of Rood End Primary School on the approach taken to Relationships, Sex and Health Education (RSHE).

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017).*

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

This policy and our teaching of PSHE, RSE and Health Education meets the Relationships and sex education (RSE) and health education statutory guidance (2025) published by the Department for Education.

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*
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Revisions to this policy in 2026 ensure that we are meeting the Relationships and sex education (RSE) and health education statutory guidance (2025).

The following policies are also relevant to this Relationships and Health Education policy:

- *Anti-bullying policy*
- *Safeguarding policy*
- *Online-safety policy*

This policy has been developed in consultation with parents during Summer Term 2026. Parents have been provided information about proposed changes and have shared their views through surveys. The results of this process has been discussed with the Full Governing Body and the school will continue to seek parental views and will always consider them during the annual review of this policy.

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. It is closely linked to our school 'We R RICH' values:

Respectful
Resilient
Inclusive
Collaborative
Honest

Aims

The aims of our RSHE programme are to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

The Standards and Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos and that parental consultation has taken place and informs the development of policy.

Headteacher

It is the headteacher's responsibility to:

- Oversee the development and delivery of RSHE.
- Provide information to the trustees/governors.
- Provide training for the subject leader and staff, as required.
- Support the subject leader to liaise with parents and carers.

Subject leader

It is the subject leader's responsibility to:

- Lead the development and delivery of effective RSHE.
- Keep up-to-date with the development of RSHE.
- Support colleagues as required.
- Monitor and evaluate RSHE curriculum and teaching.
- Liaise with parents and carers.
- Keep subject information up-to-date, including on the school website.
- Oversee external visitors and resources used in RSHE.

All staff

It is the responsibility of all staff to:

- Understand and implement the policy of RSHE.
- Teach RSHE in line with the agreed curriculum.
- Assess and monitor the progress of children.
- Respond to the needs of individual children.

Managing difficult questions:

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. It is important that children feel well-supported. Teachers must not go beyond the agreed curriculum content and must respect the request of withdrawal from sex education by parents. Children may be encouraged to speak to their parents/carers or a trusted adult, and teachers should seek further advice from a member of the SLT if they need support in managing these situations.

Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- RSHE is covered as part of a wider programme of PSHE education.
- PSHE/RSHE lessons are delivered weekly.
- Lessons are 30 minutes long, but teachers have the flexibility to explore issues beyond this session if necessary.
- How cross-curricular learning will contribute. Links should be recognised in planning.
- Lessons are delivered by class-teachers.

Curriculum content

Long term planning

The school has chosen to use the *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the *Kapow Primary RSE curriculum overview*.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Parents have the right to view any teaching materials in advance upon request. If requested, parents will be given a link to view any presentations to be used in lessons prior to lessons being taught. In the case of Sex Education unit (taught to Year 6 in the Summer Term) parents will be invited to attend a meeting to see the content before the unit is taught and to ask any questions. As this content is not statutory, parents do have the right to withdraw from some of these lessons.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationship education or health education, however,

“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 (2019) p. 17

Separate from Puberty: Kapow stresses that learning about physical and emotional changes during puberty (like the menstrual cycle) is statutory health/relationships education, meaning parents do not have the right to withdraw children.

Placement: Dedicated sex education content goes beyond the core science curriculum and is isolated to specific upper-key-stage lessons (specifically **Year 6, Safety and the changing body: Lesson 5 (Conception)** and **Lesson 6 (Pregnancy and birth)**). Both of these lessons are taught during the second half of the Summer Term for pupils in year 6.

Parental Rights: Because these specific conception and birth lessons are classed as non-statutory sex education delivered via PSHE, parents hold the legal right to withdraw their children from them. If any parent does wish to remove their child from these lessons, they make make a written request to the headteacher. Alternative provision will be provided in the form of additional first-aid teaching for withdrawn pupils.

Prior to the teaching of the non-statutory sex education as described above, all parents and carers of Year 6 pupils will be invited to a meeting to view the taught materials and to ask any questions they may have and to enable them to make an informed choice. This forms part of ongoing parental consultation and feedback and wishes of parents considered in the annual review of this policy.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

Monitoring and feedback includes:

- Feedback from children.
- Lesson observations.
- Learning walks.
- Feedback from staff.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed annually from September 2026.