Relationships, sex and health education (RSHE) policy

The Crescent Primary School

Approved by:	FGB	**Date:** 11.11.2026
Last reviewed on:	11.11.26	
Next review due by:	November 27	

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1. Aims

The aims of relationships, sex and health education (RSHE) at our school 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 and promote healthy norms about relationships and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

These aims are underpinned by our school values of Love, Aspire, Belong and Curious. Through RSHE, we encourage children to show Love by caring for themselves and others, building positive relationships, and treating everyone with kindness, respect and empathy. We inspire children to Aspire by developing confidence, resilience and the skills needed to make informed and responsible choices for their future. We promote a sense of Belonging by celebrating diversity, valuing individuality and helping pupils understand their role within the school, local community and wider society. We nurture children to be Curious by encouraging them to ask questions, think critically, explore different perspectives and develop a deeper understanding of themselves, their relationships and the world around them. Through these values,

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RSHE contributes to the development of happy, healthy, respectful and responsible citizens who are prepared for life in modern Britain.

2. Statutory requirements

Maintained primary schools insert:

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

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 must 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 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (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 Crescent Primary School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed through consultation with staff, parents/carers and governors to ensure that it reflects the needs of our pupils and complies with current statutory guidance. The policy development process involved the following steps:

1. **Working Party Review** – A working party, including the PSHE/RSHE Lead and senior leaders, reviewed all relevant information, including statutory guidance, national curriculum requirements and current school practice, to develop the draft policy.
2. **Staff Consultation** – School staff were given the opportunity to review the draft policy and provide feedback and recommendations.
3. **Parent Consultation** – Parents and carers were invited to review the draft policy and share their views. Feedback received was considered and used to inform any necessary amendments.
4. **Ratification** – Following consultation and any amendments, the policy was presented to the Governing Body for approval and ratification.

4. Definition

For the purpose of this policy:

Primary schools insert:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:

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- Have respect for others
- Know how to keep themselves safe
- Have emotional awareness

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

The school teaches the statutory content relating to puberty, human reproduction and bodily changes as required by the National Curriculum for Science. This learning is delivered as part of our wider Relationships, Sex and Health Education (RSHE) curriculum.

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and 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 that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

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

6. Delivery of RSHE

Delivery of RSHE

At our school, Relationships, Sex and Health Education (RSHE) is delivered through a planned, progressive curriculum that is tailored to the age, needs and stage of development of our pupils. RSHE is primarily taught through our PSHE curriculum, with links made to other curriculum areas where appropriate, including Science, Computing, PE and RE.

The PSHE curriculum is organised around three core themes. **Health and Wellbeing** is taught during the **Autumn Term**, **Relationships** is taught during the **Spring Term**, and **Living in the Wider World** is taught during the **Summer Term**. Lessons are designed to provide pupils with the knowledge, skills and understanding they need to lead healthy, safe and fulfilling lives.

The needs of all pupils are carefully considered when planning and delivering RSHE. Teaching is adapted where necessary to ensure that all children, including those with special educational needs and disabilities (SEND), can access the curriculum and make progress. Staff use a range of teaching approaches, resources and scaffolds to support pupils' understanding and participation.

As part of the statutory Science curriculum, pupils learn about the changing adolescent body. In **Year 5**, pupils learn about:

- Puberty and physical changes
- Emotional changes during puberty
- Personal hygiene during puberty

In **Year 6**, pupils learn about:

- Human reproduction (in line with the National Curriculum for Science)
- Managing the transition to secondary school
- Physical and emotional changes of adolescence

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These topics are taught in a sensitive, age-appropriate manner and provide pupils with the knowledge and confidence to understand and manage changes to their bodies and emotions as they grow.

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

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

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

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.

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).

All RSHE resources and teaching materials are reviewed and approved by the PSHE/RSHE Subject Leader prior to use. Resources are assessed to ensure they are age-appropriate, accurate, inclusive and aligned with statutory guidance, the National Curriculum and the school's values. Consideration is given to the needs of all pupils, including those with special educational needs and disabilities (SEND). Materials are also reviewed to ensure they promote equality, reflect diversity, support safeguarding principles and are suitable for the maturity and understanding of the pupils being taught. Resources are monitored regularly and updated where necessary to ensure they remain relevant and effective.

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At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Pupils' learning in RSHE will be assessed through ongoing teacher observation, class discussions, questioning and age-appropriate written activities. Assessment will be used to monitor understanding, identify any misconceptions and inform future teaching, rather than through formal examinations.

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.

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.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- 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

6.2 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 and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan

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- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

The school may use a range of high-quality resources and materials, including those produced by reputable organisations such as the BBC, NHS and NSPCC, to support the delivery of RSHE. All resources and teaching materials are reviewed and approved by the PSHE/RSHE Subject Leader before use to ensure they are accurate, age-appropriate, inclusive and aligned with statutory guidance, the National Curriculum and the school's values.

Where external organisations or visitors contribute to the delivery of RSHE, the school remains responsible for the content taught and the way in which it is delivered. Any external resources or contributions will be carefully evaluated to ensure they are suitable for pupils' age, stage of development and individual needs, including those with SEND, and that they comply with safeguarding requirements, equality legislation and this policy.

Teachers will remain present during any sessions delivered by external visitors and will ensure that all content supports the intended learning outcomes of the RSHE curriculum. Parents and carers have the right to request information about any external resources used to support RSHE teaching.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE (see section 9).

8.3 Staff

The **PSHE/RSHE Subject Leader** is responsible for overseeing the planning, implementation, monitoring and evaluation of the RSHE curriculum.

RSHE is taught by class teachers and other trained members of staff where appropriate.

Staff are responsible for:

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- Delivering RSHE in a sensitive, age-appropriate and high-quality manner.
- Creating a safe, respectful and inclusive learning environment.
- Modelling positive attitudes, relationships and behaviour.
- Responding to the needs of all pupils, including those with SEND.
- Monitoring pupils' understanding and progress.
- Challenging prejudice, discrimination and harmful stereotypes.
- Responding appropriately to questions and discussions that arise during lessons.
- Reporting any safeguarding concerns or disclosures to the Designated Safeguarding Lead (DSL), Mark Wartnaby, in line with the school's safeguarding procedures.

All staff involved in the delivery of RSHE will receive appropriate support and training where required. Staff do not have the right to opt out of teaching the statutory elements of RSHE. Any concerns about teaching RSHE should be discussed with the Headteacher.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from Relationships Education, Health Education or the statutory Science curriculum.

The school does not teach any sex education beyond that required by the National Curriculum for Science. Therefore, there is no right to withdraw from the content taught as part of the school's RSHE programme.

Parents/carers are encouraged to discuss any questions or concerns about the RSHE curriculum with the Headteacher or PSHE/RSHE Subject Leader.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher 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.

11. Monitoring arrangements

The delivery of RSHE is monitored by Laura Jones, PSHE/RSHE Lead, through a range of quality assurance activities, including lesson observations, learning walks, pupil conferencing, book scrutinies, planning reviews and discussions with staff. Monitoring activities are used to evaluate the quality of teaching and learning, ensure curriculum coverage and identify areas for further development.

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Pupils' progress and development in RSHE are monitored by class teachers as part of ongoing formative assessment within lessons.

This policy will be reviewed by Laura Jones, PSHE/RSHE Lead, and the Headteacher every two years, or sooner if required to reflect changes in legislation or statutory guidance. At each review, the policy will be approved by the Governing Body.

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Appendix 1: Curriculum map

PSHE and RSHE curriculum map

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Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing (minimum 10 lessons)			Relationships (minimum 10 lessons)			Living in the Wider World (minimum 10 lessons)		
Topics	Growing and Changing	Healthy Lifestyles	Keeping Safe	Feelings and emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	Money
Year R	Recognising what makes us special Recognising feelings Changes as we grow	Healthy eating Exercise and active play Sleep and rest Hygiene routines	My body belongs to me Trusted adults Safe and unsafe situations	Naming emotions Sharing feelings	Family and people who care for me Making friends Taking turns and sharing	Similarities and differences Being kind and respectful	Class rules and routines Being a helpful member of the class	Looking after our school environment	Recognising money is used to buy things

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Year 1	Recognising what they are good at Setting goals Change and loss and how it feels Understanding that everyone grows and changes Celebrating personal strengths	What helps keep bodies healthy Hygiene routines	Keeping safe around the household products How to ask for help if you are worried about something Personal privacy and body boundaries Safe and unsafe secrets	Recognising feelings in self and others Sharing feelings	Secrets and keeping safe Special people in our life Different families and family structures Caring relationships at home	Respecting similarities and differences in others Sharing views and ideas	Everybody is unique in some ways and the same in same ways	Recycling Plastic pollution	Where does money come from? How to use money Saving and spending money

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			Trusted adults online and offline						
Year 2	Recognising what they are good at Setting goals Growing, changing and becoming more independent	Healthy choices Different feelings Managing feelings	Keeping safe in different situations How to ask for help if they are worried Privacy in different contexts	Behaviour Bodies and feelings can be hurt Recognising loneliness Strategies for managing worries	Listening to others and playing cooperatively Appropriate and inappropriate touch Teasing and bullying	Respecting similarities and differences in others Sharing views and ideas	Groups and communities that they belong to	Environment change Climate change/Global warming	Where money comes from Saving and spending money Making choices Keeping track of

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			Consent in everyday situations (asking permission)		Respectful online behaviour Understanding personal boundaries				money spent/saved
Year 3	Recognising what they are good at Setting goals Describing feelings/conflicting feelings and how to manage feelings	What makes a balanced diet Opportunities for making own choices with food What influences	School rules on health and safety Basic emergency aid People who help them stay safe and healthy	Recognising feelings in others Responding to how others are feeling	Positive healthy relationships and friendships Maintaining friendships Actions have repercussions	Recognising and responding to bullying	Discuss and debate health and wellbeing issues Being part of a community Who works in a community	Responsibilities Rights and duties	Enterprise – role of money

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	Self-esteem and self-worth	their food choices and habits	Digital footprints Reliable and unreliable online information		Working collaboratively Different family structures Characteristics of positive friendships				
Year 4	Recognising what they are good at Setting goals Mental wellbeing and resilience	What makes a balanced lifestyle and making choices	How to keep safe in local area and online People who help them	Keeping something confidential or secret When to break a confidence	Acceptable and unacceptable physical contact Solving disputes and	Listen and respond effectively to people Share points of view	Discuss and debate health and wellbeing issues Appreciating difference and diversity in	Sustainability of the environment across the world	Role of money, managing money (saving and budgeting)

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		Drugs – common to everyday life Hygiene and germs	stay healthy and alive Social media awareness Age restrictions online Recognising signs that someone may need help	Recognise and manage dares	conflicts amongst peers Understanding how family relationships can support wellbeing.	Challenging stereotypes Respecting diversity	the UK and around world		What is meant by interest and loan
Year 5	Recognising what they are good at	What positively and	Strategies for managing personal	Responding to feelings in others	Actions have consequences	Listening to others	Discuss and debate health and wellbeing	Different rights;	Importance of finance in

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	and setting goals and aspirations Intensity of feelings. Managing complex feelings Coping with change and transition and bereavement and grief **Summer term:** Puberty and physical changes	negatively affects health and wellbeing Making informed choices Benefits of a balanced diet Different influences on food	safety in the local environment Online safety including sharing of images and mobile phone safety Risks of sharing images online Grooming awareness		Working collaboratively. Negotiation and compromise – giving feedback Marriage and civil partnerships Healthy boundaries in relationships	Raise concerns and challenges	Rules and laws – changing rules and laws Anti-social behaviour Respecting and resolving differences	responsibilities and duties	people's lives Being a critical customer Looking after money Interest, loan, debt management, money and taxes

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	Emotional changes during puberty Personal hygiene during puberty		Managing peer pressure online						
Year 6	Recognising what they are good at Setting goals **Summer term:** Human reproduction (linked to Science)	Images in the media and reality; how this can affect how people feel Risks and effects of drugs	Independence increased Keeping safe and influences on behaviour Resisting pressure	Confidentiality and when to break confidence Managing dares	Different types of relationships Positive and healthy relationships Maintaining relationships – recognising	Listening to others Raising concerns and challenge What makes people the	Discuss and debate health and wellbeing issues Human rights Fake news – being critical of what is in the media and	How resources are allocated. Effect of this on individuals, communities and environment	Enterprise – Dragon's Den Managing money Budgeting

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	Managing transition to secondary school Physical and emotional changes of adolescence	Mental health strategies Basic emergency first aid	Rights to protect their body and speaking out Where to get help and advice Recognising emotional, physical and sexual abuse (NSPCC) Consent		when a relationship is unhealthy Acceptable and unacceptable physical touch Personal boundaries and right to privacy Healthy and unhealthy relationships	same and different Recognising and challenging stereotypes Discrimination and bullying	what they forward to others		

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			Getting help and reporting concerns Managing online reputation		Respectful relationships Personal boundaries and privacy				

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Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE outside of the science national curriculum

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	

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