



Policy Document

Policy Document	
Subject	Relationships, Sex and Health Education (RSHE)
Approval Date June 2025	Review Date June 2026
Signed by:	Written by: School
Name:	K Andrews
Role:	PSHCE Leader

Relationships, Sex and Health Education Policy

Statement of Intent

At Ashwell School, we will provide age-appropriate relationships, sex and health education (RSHE) to all pupils as part of the school's personal, social, health and citizenship education (PSHCE) curriculum. Our school aims to assure parents and pupils that all aspects of RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

Relationships and health education is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand our responsibility to deliver a high-quality, age-appropriate, and evidence-based relationships, sex and health education (RSHE) for all our pupils. We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures they can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty. Sex education closely follows the science curriculum, with specific content taught in Years 4, 5, 6 consisting of age-appropriate objectives covering puberty, how babies are conceived and how they are born.

This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised, and delivered.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

Schools are currently awaiting updated guidance from the DfE following the review of the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance in July 2024.

2. 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

3. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RSHE.

The school will consult closely with parents when reviewing the content of the school's RSHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school will work closely with parents in reviewing the sex education curriculum and will consult with them every two years, with regard to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

The last consultation took place on 17th January 2025, information of which is available on the school's website - [Ashwell Primary School - PSHCE](#)

4. Curriculum

At Ashwell School, we use the Kapow Scheme of Work to deliver the statutory elements of the RSHE curriculum, an appropriate sex education curriculum, along with the non-statutory PSHCE curriculum. The Kapow curriculum is delivered proactively, in that it addresses issues in a timely way in line with current evidence on children's physical and emotional development. It ensures that all teaching and materials are appropriate for the ages of the pupils, and the school ensures these are delivered in a way that is also appropriate to pupils' religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans provide appropriate challenge for pupils and adaptive teaching methods are utilised to support pupils' needs.

The RSHE curriculum runs alongside and interweaves with the Science, RE, PE and Computing curriculums.

The lessons and resources are carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as children will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body

Below is a summary of some of the areas covered within each theme:

Families and Relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and Wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the Changing Body

- Online safety
- Safety around adults

- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their own informed choices and decisions.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children 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 sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our **Sex Education** closely follows the Science curriculum.

In Early Years Foundation Stage, children learn about life cycles, and through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In addition to the Science curriculum, by the end of Key Stage 2 children are taught, through RSHE:

- To understand the physical changes to both male and female bodies as people grow from children to adults.
- About the emotional changes during puberty.
- To identify reliable sources of help with puberty.
- To discuss problems which might be encountered during puberty and use knowledge to help.
- To know that puberty happens at different ages for different people.
- To understand the process of the menstrual cycle.
- To know the names of the external sexual parts of the body and the internal reproductive organs.
- To understand how a baby is conceived and develops.

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. Lessons that cover sex education, where parents have the right to request to withdraw their child, are denoted with an asterix. See section 7 of this policy, for further information.

Our curriculum is communicated to parents via curriculum maps which are sent out each September and published on our website, and more detail is then given in termly newsletters. A full curriculum knowledge and skills overview is available on the website here: [Ashwell Primary School - PSHCE](#). Each year, prior to teaching the 'Safety and the Changing Body' units a letter is sent to all parents, reminding them on the upcoming content, with specific reference to any Sex Education elements and the processes in place should they wish to discuss further with school staff.

5. Delivery of RSHE

RSHE is taught within the personal, social, health and citizenship education (PSHCE) curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE) and computing. It is taught by class teachers, but occasionally outside speakers may be invited to support the delivery of the curriculum, e.g. school nurses.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

5.1 Terminology

Children should be introduced, at appropriate stages, to the anatomically correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching.

5.2 Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may refer to sexuality as a way to harass or bully other pupils, and use labels associated with this which can lead to stigmatisation. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including sexuality, is an important aspect of education and will be addressed, as appropriate, through the curriculum.

5.3 Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSHE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

5.4 Equal Opportunities

RSHE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

5.5 Confidentiality

Teachers conduct sex education lessons in a sensitive manner. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of physical, sexual or emotional abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the Designated Safeguarding Lead (DSL) responsible for child protection, who will follow our safeguarding policy.

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, then pupils are informed first and then supported by the designated teacher throughout the whole process.

5.6 Pupils Questions

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

If the teacher decides to discuss the matter on an individual basis, a record must be kept of that discussion.

6. Roles and Responsibilities

6.1 The governing body

The Achievement and Pupil Welfare committee of the governing body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Ensuring that parents and staff are informed about our RSHE policy
- Ensuring the policy is implemented effectively.
- Ensuring that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitoring this policy on a regular basis and reports to governors on the effectiveness of the policy.

6.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about RSHE are encouraged to discuss this with the Headteacher.

6.4 Pupils

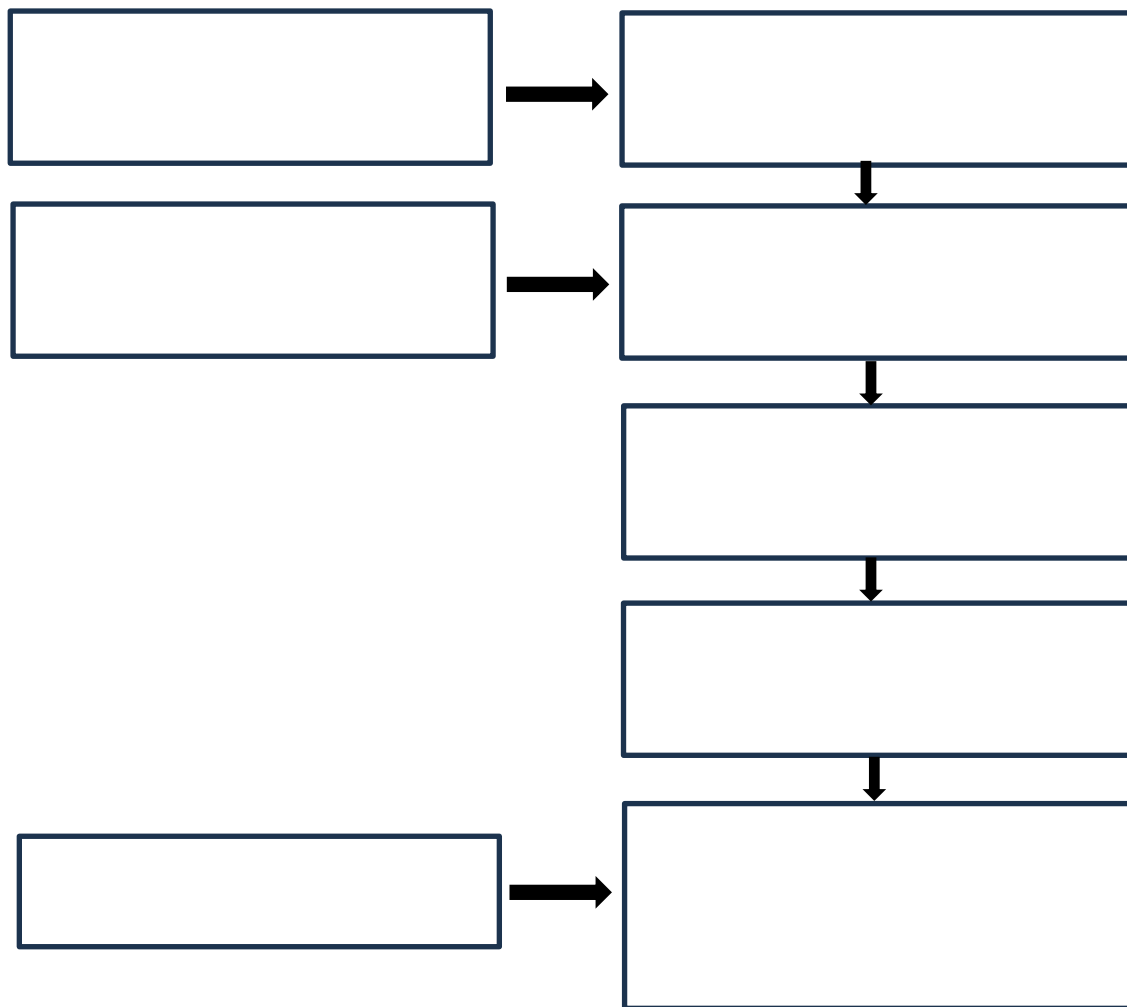
Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

7. Parents' Right To Withdraw

Relationship and Health Education (RHE) are statutory at primary school and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

A request to withdraw from sex education lessons must be made directly to the Headteacher, who will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.



The headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be contacted in writing to acknowledge and confirm their decision. If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHCE programme, and be invited to join another class for that session.

8. Training

Staff are trained on the delivery of RSHE as part of their induction, and it is included in our continuing professional development calendar. Staff also have access to a range of webinars and blogs on the Kapow website, such as: 'Approaching sensitive subjects in RSE and PSHE' and 'Teaching Puberty in Primary School'.

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Monitoring Arrangements

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

The delivery of RSHE throughout the school is monitored by Mrs Katie Andrews, PSHCE Leader and Inclusion Leader, through discussions with teachers, planning scrutiny, work sampling, and speaking to pupils.

This policy will be reviewed by the Achievement and Pupil Welfare Committee every year.