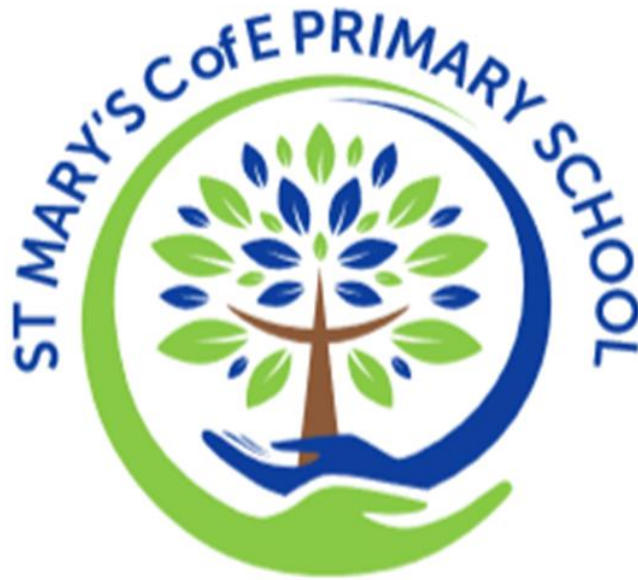




Relationships, Sex and Health Education Policy

Policy:	RSHE Policy
Approved by:	Governing Body
Date:	August 2026
Review cycle:	Annually

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
V1	Summer 2024	Anne Cummings	New policy
V2	August 2026	Jennie Bailey	Re-written policy

Statement of Intent

Together we love, learn and flourish.

At St Mary's we nurture each other to develop our sense of wonder about the world around us and discover our place in it. We draw inspiration from the parable of the mustard seed, a tiny seed that grows into a mighty tree, symbolising the potential within us all to flourish. We encourage our children and wider school community to know that by showing love, acting justly and giving thanks we can become curious, courageous and compassionate individuals who can make a positive impact on the world that God created.

'Let all that you do be done in love'

1 Corinthians 16:14

Statutory Guidance

Relationships Education and Health Education are statutory in all primary schools in England under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019. This policy reflects the Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), effective from September 2026.

This policy has also been developed with regard to:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025)

Development of this Policy

This policy has been developed and reviewed through consultation with staff, governors, pupils and parents. Opportunities for stakeholder feedback are provided through staff meetings, governor review, pupil voice activities and parental consultation. Feedback from stakeholders informs the ongoing development of the school's RSHE provision and policy review process. Responsibility for implementation rests with the Headteacher and PSHE/RSHE Lead.

Staffing and Delivery of RSHE

RSHE is primarily taught by class teachers through the school's Personal Development curriculum.

Teachers delivering RSHE are supported through professional development and training to ensure that content is taught accurately, sensitively and in an age-appropriate manner.

Where appropriate, external visitors may contribute to specific aspects of RSHE. The school will ensure that all external content is age appropriate, evidence informed and consistent with the school's safeguarding responsibilities, Christian vision and statutory duties. A member of school staff will remain responsible for pupils' learning, wellbeing and safeguarding throughout any externally delivered sessions.

Curriculum Coverage

The school's RSHE curriculum is carefully sequenced and designed to ensure full coverage of the statutory requirements for Relationships Education and Health Education. Teaching builds knowledge progressively and equips pupils with the skills needed to form positive relationships, maintain good physical and mental wellbeing and keep themselves safe.

Relationships Education

Children learn about:

Families and People Who Care for Me

- The importance of family relationships.
- The characteristics of safe, stable and loving family life.
- Different family structures and family experiences.

- Marriage and civil partnership as formal and legally recognised relationships intended to be lifelong commitments.
- How to seek help if family relationships cause concern or make them feel unsafe.

Caring Friendships

- Kindness, honesty, trust and loyalty.
- Managing disagreements respectfully.
- Recognising healthy and unhealthy friendships.
- Respecting differences and valuing others.

Respectful Relationships

- Courtesy, kindness and respect.
- Self-respect and respect for others.
- Challenging prejudice and stereotypes.
- Valuing equality and fairness.

Online Relationships

- Safe and responsible online behaviour.
- Social media age restrictions.
- Privacy settings and personal information.
- Digital footprints.
- Fake profiles.
- Critical media literacy.
- Seeking help when online relationships or experiences feel unsafe.

Being Safe

- Personal boundaries.
- Age-appropriate understanding of consent.
- Appropriate and inappropriate physical contact.
- Recognising emotional, physical and sexual abuse in an age-appropriate way.
- Understanding that abuse is never the fault of the child.
- Identifying trusted adults.
- Knowing how and where to seek help and report concerns.
- Understanding risks both online and offline.

Health Education

Children will learn about:

- Mental wellbeing.
- Emotional wellbeing.
- Loneliness.
- Bereavement.
- Online wellbeing.
- Physical health and fitness.
- Healthy eating.
- Oral health.
- Sleep and the importance of rest.
- Personal hygiene.
- Puberty and growing up.
- Drugs, alcohol, tobacco and vaping.
- Vaccination and immunisation.
- Basic first aid and emergency situations.
- Accessing support and help when needed.

Safeguarding

The RSHE curriculum forms part of the school's preventative safeguarding curriculum. Through RSHE, pupils are taught how to keep themselves safe, recognise abuse and exploitation, understand healthy and unhealthy relationships, identify trusted adults and know how to seek support if they are worried about themselves or another child. Teaching promotes pupil welfare and supports the school's safeguarding culture.

RSHE supports the school's wider safeguarding responsibilities by helping pupils recognise unsafe situations, inappropriate behaviour and abuse, including online abuse, child-on-child abuse, sexual harassment and sexual violence. Pupils are taught how to seek help, report concerns and access support from trusted adults.

All staff recognise that safeguarding incidents and behaviours can occur both inside and outside school and online. Staff maintain an attitude of "it could happen here" when considering possible safeguarding concerns and always act in the best interests of the child.

Teachers understand that RSHE may lead to disclosures of abuse, neglect or exploitation. Any safeguarding concerns arising from lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy and reported to the Designated Safeguarding Lead.

Staff cannot offer or guarantee confidentiality to pupils. Where a safeguarding concern is identified, information will be shared appropriately in accordance with statutory safeguarding procedures and the school's safeguarding policy.

Equality, Diversity and Inclusion

The school will fulfil its duties under the Equality Act 2010 and will not unlawfully discriminate against pupils because of a protected characteristic. Teaching will promote dignity, respect, inclusion and equality for all members of the school community.

Teaching will be inclusive, age appropriate and compliant with the Equality Act 2010. Pupils will learn about the importance of treating all people with respect and kindness. Teaching will reflect the diversity of modern Britain and will include age-appropriate learning relating to protected characteristics where relevant to the curriculum and developmental stage of pupils.

Teaching will reflect the protected characteristics contained within the Equality Act 2010, including sex, sexual orientation and gender reassignment. Pupils will learn that differences should be respected and that everyone has the right to be treated with dignity and fairness.

Children with SEND

RSHE will be accessible to all pupils. In accordance with the Equality Act 2010 and statutory guidance, reasonable adjustments will be made to ensure that all pupils, including those with SEND, can access the curriculum.

Teaching will be adapted where necessary whilst maintaining high expectations and ensuring pupils receive age-appropriate and developmentally appropriate content. Staff will consider individual needs, communication preferences and levels of understanding when planning and delivering lessons.

Responding to Pupils' Questions

RSHE lessons encourage pupils to ask questions and engage in respectful discussion. Teachers will answer questions honestly, factually and sensitively in a manner that is appropriate to pupils' age and stage of development.

No personal information will be requested from or shared by pupils during lessons. Teachers will not offer personal opinions but will provide accurate information that reflects statutory guidance, school values and safeguarding responsibilities.

Teachers will establish clear ground rules to create a safe environment in which pupils feel respected and able to contribute.

If a question:

- falls outside the planned curriculum;
- is not age appropriate;
- raises safeguarding concerns;
- relates to content from which a pupil has been withdrawn;

teachers will exercise professional judgement when responding. This may involve providing a general response, speaking with the pupil individually, consulting parents or carers, or following safeguarding procedures where appropriate.

Parents as Partners

The school recognises that parents and carers are the primary educators of their children in matters relating to relationships, health and growing up.

Parents will be provided with information about the RSHE curriculum and will be offered opportunities to view curriculum plans, teaching materials and resources. Materials used within the RSHE curriculum will be made available to parents upon request. Curriculum plans are provided on the school website.

Prior to teaching puberty and sex education, parents will be informed of the content being covered and opportunities will be provided for discussion and questions.

The school will proactively consult pupils and parents during policy reviews and curriculum development.

Right to Withdraw

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

Parents have the right to request withdrawal from some or all elements of sex education that fall outside the National Curriculum for Science. Requests should be made in writing to the Headteacher. Before any withdrawal is agreed, the Headteacher will discuss the request with parents to ensure that they fully understand the curriculum content, the purpose of sex education and the potential implications of withdrawal.

Pupils who are withdrawn from sex education will receive appropriate and purposeful alternative education during the period of withdrawal.

Monitoring and Evaluation

The Headteacher and PSHE/RSHE Lead will monitor the implementation of this policy and the quality of RSHE provision through:

- lesson observations and learning walks;
- planning scrutiny;
- pupil voice activities;
- parent consultation and feedback;
- staff feedback;
- governor monitoring;
- review of safeguarding and wellbeing information where appropriate.

Governors will monitor the effectiveness of RSHE provision and ensure statutory requirements are met. Findings from monitoring activities will be used to inform curriculum development, staff training and future policy reviews.

The Governing Body will review and approve this policy annually.