Relationships, Health and Sex Education (RSHE) Policy

Member(s) of staff responsible	Robert Jones, Georgina Flooks
Governor responsible	Curriculum
Date approved at Governing Body	September 2026
Frequency of policy review	Every 3 years
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Document Version Control

Issue No.	Issue Date	Summary of changes
1.0	Feb 2006	Original issue
1.1	Nov 2008	Re – write in line with new PSHE Scheme of Work
1.2	Jan 2010	Updated in line with latest DFE guidance 2010
1.3	Jan 2012	Reviewed
1.4	Dec 2017	Reviewed
1.5	July 2019	Rewrite of policy to align with new GHLL programme of study and latest DFE advice
1.6	February 2020	Revised with the Statutory guidance from DFE
1.7	November 2020	• SRE changed to RSHE • Addition of extra information taken from DfE guidance 2019 • Amendment of scheme of work and resources, in line with new GHLL curriculum • Reorganisation of policy headings to reflect GHLL guidance. • Streamlining of some sections to provide more succinct information
1.8	September 2022	Reviewed and no changes made
1.9	October 2023	Reviewed and updated with current 'What children will learn by the end of primary school'.
1.10	January 2026	Reviewed in line with current practice (2021 guidance)
1.11	July 2026	Reviewed and updated in line with new Department of Education Statutory guidance July 2025

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INTRODUCTION

This RSHE policy has been written by the PSHE lead at Warden Hill Primary school in consultation with the Headteacher, Staff and Governor Body. The content of the policy and curriculum have been amended in order to include the new DfE requirements for Primary Relationships, Health and Sex Education (July 2025), which becomes statutory from September 2026.

The policy is available to read on our school website and a hard copy will be available, on request, from the school office.

1. AIMS

Supporting our vision of 'Unlocking the potential in every child, the aims of our RSHE curriculum at Warden Hill is to:

- teach the characteristics of positive friendships and family relationships, emphasizing mutual respect, kindness, tolerance, and recognizing when a relationship is making them feel uncomfortable.
- help children understand personal boundaries, privacy, and bodily autonomy, empowering them to recognize abuse, identify trusted adults, and seek help.
- prepare children for the physical changes of puberty in an age-appropriate way and also teaching the importance of hygiene, sleep, nutrition, and mental well-being.
- educate children on how to safely navigate the digital world, recognize online risks, and treat others with respect on the internet.

Our RSHE curriculum is rooted in our school values:

Belong
We ensure every child feels safe, included, and valued within our school community.

Explore
We encourage curiosity, open discussion, and age-appropriate learning about healthy relationships (on and off line), health, and personal development.

Succeed
We equip children with the knowledge, skills, and confidence to make informed choices and flourish in their future lives.

Research has shown that a comprehensive RSHE curriculum can help young people to feel more positive about themselves and to understand what a healthy relationship looks like, as well as to delay the age at which they become sexually active. Young people who feel good about themselves are more knowledgeable and confident about relationships, more likely to be discerning in their relationships and sexual behaviours and are also more likely to have healthy, safe and fulfilling relationships.

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Our aim is that our curriculum supports our children to feel positive about themselves and their identity, have confidence when making choices about relationships and behaviours, building foundations for healthy and safe lives.
All adults at Warden Hill will work towards achieving these aims for RSHE in our school.

2. STATUTORY REQUIREMENTS

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 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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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 Warden Hill Primary School, we teach RSHE as set out in this policy.
Keeping Children Safe in Education (KCSIE) 2026 sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of a broad and balanced curriculum. Our RSHE curriculum is key to this provision.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff has pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties have been invited to view the policy online, to make comments and to discuss with the headteacher if requested

4. Pupil consultation – we have investigated what exactly pupils want from their RSHE

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5. Ratification – once amendments have been made, the policy has been shared with governors and ratified

4. DEFINITION

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

The purpose of RSHE is to equip children and young people with the information, skills and values which they will need to lead safe, fulfilling, enjoyable relationships. This will help them to go on beyond primary school, to take responsibility for their sexual health and wellbeing.

In line with the DfE 2025 guidance, the focus at Warden Hill Primary school will be on providing the fundamental building blocks for positive and safe relationships, including with family, friends and online. This will sit alongside our focus on healthy lifestyles and positive mental health and is interwoven into our learning objectives for PSHE.

5. CURRICULUM

Our RSHE curriculum is embedded within our PSHE curriculum.
A majority of our curriculum is delivered using the Coram Scarf (Safety, caring, achievement, resilience, friendship) scheme – a leading UK curriculum programme.

We have developed the curriculum with all staff, trialling new resources with pupils and considering the age, developmental stage, needs and feelings of our pupils. Parents have had the opportunity to see our curriculum and to make ask questions, responded to by the head/PSHE lead.

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.

We will share all curriculum materials with parents and carers upon request.
Sex education is not compulsory in primary schools – at Warden Hill we cover sex education as recommended by the DfE guidance 2025, which is taught in line with the part of the statutory curriculum for science.

Primary sex education will focus on:

- preparing boys and girls for the changes that adolescence brings
- how a baby is conceived and born

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For more information about our curriculum, see our curriculum map in Appendix C.

6. DELIVERY OF RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are also taught within the science curriculum, and other aspects are included in religious education (RE). Themes will also be covered during assemblies.

RSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any RSHE work, in addition to those already used in the classroom.

These rules will ensure that:

- no one will be expected to answer a personal question
- no one will be forced to take part in a discussion; everyone has the right to opt out
- only the correct names for body parts will be used
- the meanings of words will be explained in a sensible and factual way
- everyone will listen and respect each other
- other people's secrets are not ours to share

The key elements of RSHE are divided into sections:

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

Health and Wellbeing:
- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

For more information on curriculum content see Appendix B.

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Inclusivity
The law now states that all pupils should have access to Relationships Education and Health Education that is relevant to their particular needs.
At Warden Hill Primary School, we are committed to ensuring that all children in our school receive their entitlement to RSHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

With regard to sexuality, it is important that our pupils are taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. Our approach to RSHE will include sensitive, honest and balanced consideration of sexuality and will cover LGBTQ content when teaching about different types of families.

In order to ensure the RSHE Curriculum meets the needs of all:

- we will not promote one particular lifestyle over another
- we will not seek to gain consensus, but will accept and celebrate difference
- we will encourage respect and discourage abuse and exploitation
- we will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

In relation to those with special educational needs or disability, we will review our RSHE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Use of Resources
We mainly use the Coram Scarf Scheme of work with access to Gloucestershire Healthy Living and Learning resources and recommended resources within it when planning and delivering the RSHE Curriculum. We will carefully evaluate teacher resources, leaflets and videos, before using them.

We will select resources which:
- are consistent with our curriculum for RSHE

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- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSHE

7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

Outside agencies and speakers will be involved in contributing to some RSHE lessons.
We invite speakers in and go on visits to enhance our curriculum and may use new resources and materials.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- are age-appropriate
- are in line with pupils' developmental stage
- comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- remind teachers that they can say "no" or, in extreme cases, stop a session
- make sure that the teacher is in the room during any sessions with external speakers

8. ROLES AND RESPONSIBILITIES

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

The Headteacher
The headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for discussing requests to withdraw pupils from any parts of the curriculum.

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PSHE Lead
The PSHE lead is responsible for reviewing and evaluating RSHE at our school and will report to the Headteacher in this role. The PSHE lead will assist staff in their planning and delivery of the RSHE curriculum. The PSHE lead will liaise with PSHE advisors, plan INSET to meet staff training needs and liaise with external visitors who support the RSHE curriculum.

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

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

Pupils
Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. We will consult children (e.g. through pupil conferencing) about their perception of the strengths of our RSHE programme and the areas to be further developed.

Parents/Carers
Parents/carers have a legal right to have information about the school's RSHE provision. They may have access at any point to the programme of work and are invited to come into school to discuss the content of the lessons and to view the resources used. However, under the new statutory guidance, parents cannot withdraw their child from RSHE. As noted above, parents may only withdraw their child from sex education beyond the national curriculum for science. The school will, however, seek and take account of parent/carer views and aims to develop a strong partnership approach to RSHE.

9. PARENTS' RIGHT TO WITHDRAW

As noted above, under the new statutory guidance, parents cannot withdraw their child from RSHE. Parents may only withdraw their child from sex education beyond the national curriculum for science. At Warden Hill, we only teach sex education in our PSHE lessons which is in line with the part of the statutory curriculum for science.

Any parent or carer who wishes to has concerns about the curriculum should, in the first instance, contact the Headteacher to discuss this further.

10. STAFF TRAINING

Teaching RSHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. All teaching staff can

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discuss the curriculum with the PSHE lead and have benefited from time to study the lessons and familiarise themselves with the resources available to support the delivery of these lessons. We will continue to discuss relevant issues and, where appropriate, arrange additional training to enable staff members to feel confident in delivering the curriculum for RSHE. We will also encourage the sharing of good practice. The PSHE lead has attended recent training in the new requirements for RSHE – now called RSHE (relationship, sex and health education) to be in place by September 2026 and has had opportunities to consult with advisors. New PSHE leads will be able to attend appropriate training when available. GHLL offer many free training opportunities each year.

11. MONITORING ARRANGEMENTS

The delivery of RSHE is monitored by Robert Jones, PSHE lead through: learning walks, pupil conferencing and discussions with teachers.
Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by Robert Jones, PSHE Lead, at least every three years. At every review, the policy will be approved by the governing board/Georgina Flooks, the Headteacher.

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