



# Relationships and Sex Education Policy incorporating PSHE and Health Education

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## Version Control

Version	Date	Author	Changes
V1.0	03.09.2025	R Maddams	Document creation
V1.1	14.4.26	R Maddams	Changes made to legislation section as well as more detail to how RSE is taught

### 1. Definition

Relationships, Sex and Health Education is lifelong learning about physical, moral, emotional development. It is about understanding the characteristics of safe, positive and healthy relationships, which might be with friends, family or other adults. RSHE gives pupils the opportunity to learn about how to assess risks and keep themselves safe from harm. They develop the knowledge and skills to make positive, healthy choices, look after themselves and others, to keep safe as they develop through life and into adulthood. It prepares pupils for the changes of adolescence and ensures they are equipped to manage these effectively. All of this is set within the ethos and values of our school.

### 2. Why is RSHE important to our school?

RSHE is important at Arnbrook as it prepares our children for the change from children into adolescents and beyond. It will provide children with the ability and confidence to make their own informed decisions with their relationships and adult life. It will enable children to know what a healthy, positive and stable relationship should look like. RSHE will allow and encourage our children to develop a positive image of themselves and others.

### 3. Aims

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area.
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.
- To encourage pupils to develop a positive view of themselves and respect others.
- To help pupils understand that they have rights over their bodies.
- To help pupils recognise pressure in all its forms and have strategies to resist this.
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online.
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing.
- To provide opportunities for all students to learn appropriate to their needs.

### 4. Legislation

As a primary academy (part of ONE Academy Trust), we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to 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
- This policy complies with our articles of association and our funding agreement  
This policy reflects legislation at the time when it was last reviewed. Any changes in legislation will take precedence over anything printed in the policy.  
At Arnbrook, we teach RSE as set out in this policy.

## 5. Policy Developments, Responsibilities and Review.

The RSE policy has been developed in consultation with parents, pupils, staff and governors. It will be reviewed annually using the processes outlined below. Responsibilities regarding the policy are outlined below.

### **Governing Body**

- Nominate PSHE/RSHE lead in school
- Development and implementation of RSE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSHE policy.
- Ensure all staff comply with the policy
- Make a copy of the policy available on the school website and to parents
- Adequate resourcing available for subject
- Link governor to monitor RSE/PSHE
- Monitoring, review and evaluation of this policy.

### **Head Teacher**

- Consult with key stakeholders about the RSHE policy
- Implement RSHE policy
- Monitor compliance to policy
- Work closely with link governor and coordinator
- Provide leadership and vision in respect of equality
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSE
- Monitor the effectiveness of this policy and report annually to governors.

### **Co-ordinator**

- Lead the development of this policy throughout the school
- Work closely with the Head teacher and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

### **Review**

This policy will be reviewed annually. This review will be informed by pupil, staff and parent feedback. Assessment data and evidence of delivery will be used to evaluate the curriculum is meeting the intended outcomes. The review process will also take account of emerging legislation and national and local good practise.

### **Dissemination**

We will raise awareness of this policy via:

- The school website
- Meetings and consultation events with parents
- Meeting with school personnel
- Communication with home, such as letters

## 6. **Content of RSHE and PSHE**

PSHE is taught under 6 over-arching themes. Each theme will be taught during each half term.

The themes are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

RSHE is taught during the Summer term following the Christopher Winters scheme.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

### ***Sex Education***

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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).

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.

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.

## 7. Inclusion

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

### ***Pupils with Special Educational Needs and Disabilities***

As with other subjects, pupils with SEND many need additional support to access the RSHE/PSHE curriculum. Teachers will assess the needs to each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, many need a more explicit approach to some of the key concepts of RSHE/PSHE – this will be discussed with parents/carers to ensure a plan is put into place to support learning both at school and at home.

### ***Diverse Families***

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

### ***Gender***

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

## 8. Delivery

The planning and delivery of the programme is undertaken by all teaching staff. Teachers take a balanced, non-judgmental approach to delivery, acknowledging that there are many different views and values around relationships, sex, drugs and other issues. We carry out the main RSHE teaching through our Personal, Social, Health and Citizenship Education curriculum.

RSHE will be taught once a year in the Summer Term using 'The Christopher Winter Project – Teaching RSE with Confidence in Primary Schools.' This resource has been updated to reflect the latest statutory

guidance. Years 1, 2, 3, 4 & 5 will be taught 3 lessons over 3 weeks and Year 6 will be taught 4 lessons over a month.

In Foundation stage we incorporate teaching & learning of PSHE and RSHE as an event/situation arises. Teachers regularly engage in conversations with children in Nursery and Reception about the importance of hand washing, healthy eating and playing collaboratively together. These are some examples of how PSHE is taught in our Foundation Unit. If a child experiences a significant event at home, for example, a birth of a sibling, or moving house, teachers will take this opportunity to talk about how this makes people feel and give children an opportunity to talk about their emotions. All of this plays a fundamental role in developing children's personal and social emotional skills which forms part of EYFS GLD goals.

Alongside this, Nursery and Reception children also take part in our whole school theme events/days such as Mental Health Week, Anti-Bullying and Remembrance Day. PHSE and RSHE is woven into teaching and learning across the curriculum. For example, whilst learning about Chinese New Year, pupils will discuss the importance of respecting and valuing other cultures.

Where appropriate, children will record their learning in their pink Reflection books. This can include; pictures, role play, writing activity, a matching activity or a sentence about what they have learned.

PSHE will be taught weekly. This is supplemented by Big Question assemblies that happen bi-weekly. During these lessons, children will have chance for discussion with peers and teachers, to ask questions and reflect on what they have learnt. Children will record evidence of learning in their pink Reflection books.

Children will be delivered and taught content from 'Jigsaw Teaching Resources' which is a scheme of work that delivers the PSHE curriculum. Alongside this, our PHSE curriculum is adapted to meet the needs of our pupils and school context. For example, pupils in Year 5 all take part in lessons teaching children about knife crime and how they can make positive choices to stay safe. In addition, we ensure that PHSE is embedded within school life. Pupils from Nursery – Year 2 take part in the Brushing Buddies scheme, brushing their teeth at school every day, and all pupils are offered an annual dental check-up, free of charge, in school.

We take a pro-active approach to promoting and encouraging good mental health in our school community. Through the 'Surge' programme, led by the Stormbreak charity, we engage pupils in daily 'mindful movement' sessions, based on different aspects of good mental health, and encourage conversation about how to improve mental health in classrooms.

Our ELSA trained learning mentor provides support for individual pupils and small groups with issues such as self-esteem and confidence building. We also have regular LEGO therapy groups ran by a trained staff member.

Children will also have a Big Question assembly, which links to British Values and SMSC (Social, Moral, Spiritual and Cultural) development. These questions cover issues around the world and allow children deeper thinking about a variety of topics to enable children to know about different cultures, beliefs, races and religions. The profile of our Big Question is maintained across the school; with a whole-school display board full of children's responses, rewards for excellent responses.

Assemblies occur on alternating weeks. There is a Head Teacher assembly where they discuss the Big Question for the week or discuss relevant events/issues around the world. These include Mental Health Day, Children in Need, Remembrance Day. There is also a weekly teacher-led assembly once a week which is linked to PSHE. Assembly coverage includes learning from our mistakes, being positive, and being a good team member and weekly themes are planned in advance by the PHSE lead and shared with staff.

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSHE/PSHE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guidelines regarding RSHE, PSHE and related issues.

All teachers will deliver RSHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities at the start of every PSHE/RSHE sessions.

### **Answering questions**

As with any topic, pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions or something similar to explore more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions, staff will consider age-appropriateness whether to answer individually rather as a whole class or to involve parents.

## **9. Use of External Organisations and Materials**

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE 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
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## **10. Assessment**

As with all curriculum areas there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Teachers will assess pupils' learning at the end of each lesson and at the end of each half term. This assessment will be in different forms and may involve, but is not limited to, review of pupil's responses to discussion quizzes, written work, observation of role play or -pictures.

## 11. Confidentiality and safeguarding

Due to the content of RSHE and PSHE where pupils are exploring sensitive issues this may lead to disclosures of a child protection concern. In these circumstances, our safeguarding & child protection procedures will be followed immediately. The boundaries around confidentiality will be explained to pupils through the group agreement. Pupils will be told in sessions teaching staff will endeavour to respect a pupil's confidence unless they consider them or another child to be at risk. Where confidentiality has to be breached this will be explained to the pupil. Teacher or any teaching assistant cannot promise a pupil that they will 'keep a secret'.

## 12. Partnership with parents

We see parents as key partners in our provision of RSHE and PSHE. To support the important role of parents we will provide information about the content of our curriculum and when topics are delivered. This will be carried out by sending information home via printed letters and electronically, Whole School Dojo stories and an annual parent consultation event. This event will provide parents a chance to ask questions and look at the resources/content that our children will be learning. Parents are encouraged to talk with their child about the RSHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and planning to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher in the first instance.

### ***Right to withdraw from sex education***

In line with legislation, parents have a right to withdraw their child from any sex education content that we deliver outside of the Science National Curriculum statutory Relationships education and statutory Health education.

*If, after speaking to school staff and considering the matter carefully, you wish to withdraw your child from any element of our Relationships and Sex Education Curriculum, then you should write a letter to the Headteacher explaining your intention.*

*Please note however, that they will continue to learn about human reproduction as part of the compulsory Science curriculum, and we believe taking part is important for all our pupils for the following reasons:*

- They may learn incorrect or inappropriate things from friends, television and the internet. Our lessons ensure pupils know the facts and don't go away confused or misled.
- Our lessons allow pupils to ask questions and receive sensitive, appropriate answers from our experienced staff, rather than relying on other sources of information.
- Relationships and Sex Education is not only about reproduction; it's about building self-esteem and teaching children how to enjoy healthy, appropriate relationships, make healthy, informed choices and appreciate diversity.

Pupils that are withdrawn will be given appropriate work to complete during these lessons.

## **Complaints**

If you have a complaint about the RSHE/PSHE policy or provision please follow the school's existing complaints procedure which can be found on the school website.

### 13. Policy links

- Anti-bullying Policy
- Equality policy
- Safeguarding & Child Protection Policy
- Behaviour Policy
- Child on Child (Peer on Peer) abuse Policy