Durham and Newcastle Diocesan Learning Trust

Company Number 10847279

RSHE Policy September 2026

"Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them;

for it is to such as these that the kingdom of God belongs."

Luke 18:15 -17

It is a legal obligation for a school to consult with parents and carers when developing and reviewing this policy, we want to ensure our parents understand how RSHE supports the wellbeing of all children. This policy as part of the full review process will be shared for consultation with our parents and carers and other stakeholders to help us ensure the policy meets the needs of the school community it serves. We recognise how valuable parental insight can be in allowing us to shape the curriculum to meet the needs of all our pupils, allowing us to make informed decisions on subject content.

Template Policy Reviewed and Adopted by Board of Directors: January 2026

Version: 2

Date of Next Review: September 2027

Responsible Officer: Mrs T Ferris

Durham and Newcastle Diocesan Learning Trust
Policy for Relationships, Sex Education and Health Education

Vision Statement

"Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them;

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Luke 18:15-17

St Mary's Church of England Primary School

1. Vision, Introduction and legal framework

DNDLT Vision Statement:

At the DNDLT we believe everyone in our Trust is a child of God, adults and children alike. Every individual and every school matters, all are valued and celebrated, and no one should be left behind.

As a Diocesan Trust of the Dioceses of Newcastle and Durham we are here to serve children, and schools of all faiths and none. We welcome both Church of England and Community Schools to join us to serve our communities in the North East of England as part of our Trust family whilst remaining unique and distinct within their local context.

The Durham and Newcastle Diocesan Learning Trust is a place where we strive for the best outcomes for our children and staff. We work hard to achieve equity and flourishing for everyone. We want our staff and children to feel valued and celebrated given the opportunity to innovate and reach their full potential. We want our schools to be at the heart of their communities serving them in the way they know best, knowing they will be supported, encouraged and affirmed by a dedicated and specialist team.

School vision Statement: Investing in the Uniqueness of Each Individual

Statement of Intent

At St Mary's CE Primary School, we will provide age-appropriate relationships and health education (RSHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RSHE 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 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. Primary schools also have the option to decide whether pupils are taught sex education.

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.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born**.**

Legal framework

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

- Sections 34 and 35 of the Children and Social Work Act 2017
- Section 80A and s.403 of the Education Act 2002
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019) Relationships and sex education (RSE) and health education - GOV.UK
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025) Relationships and sex education (RSE) and health education - GOV.UK
- Equality Act, 2010 Equality-act-2010-advice-for-schools
- Sexual Offences Act 2003 Sexual Offences Act 2003
- Special Educational Needs and Disability code of practice: 0-25 years, 2020 SEND code of practice: 0 to 25 years - GOV.UK
- Keeping children safe in education (KCSIE) (DfE, 2025). keeping-children-safe-in-education
- Review of Sexual abuse in schools and colleges, Ofsted June 2021 Review of sexual abuse in schools and colleges - GOV.UK

- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013) National curriculum in England: science programmes of study - GOV.UK
- Protected characteristics and separation by sex on school inspections, (Department of Education 2025) Protected characteristics and separation by sex on school inspections - GOV.UK

The policy operates in conjunction with the following Trust/School policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Personal, Social, Health, and Economic Education Policy
- Drug and Alcohol Policy
- Equality Information and Equality Objectives
- SEND Policy
- Science Policy
- RE Policy
- Child social, emotional, health and wellbeing Policy

The 7 'Guiding principles for relationships, sex, and health education' are outlined in the guidance to help inform the RSHE curriculum to ensure it is high quality, relevant and taught with safeguarding pupils in mind. See appendix X for further details.

a. Engagement with pupils.
b. Engagement and transparency with parents.
c. Positivity
d. Sequence of learning
e. Relevant and responsive.
f. Skilled delivery of participative education.
g. Whole school approach.

2. School Context- Meeting the needs of the pupils, parents, and the community

St. Mary's Primary School is a welcoming Church of England school rooted in the Christian values of Love, Hope and Trust. Inspired by our mission, "Investing in the uniqueness of the individual," we work to ensure that every child is known, valued and nurtured. Our Relationships and Sex Education (RSE) curriculum reflects not only statutory expectations but also the unique geographical, social and cultural context of our community. We serve a semi-rural parish in which many families have long-standing connections to the local farming community. This heritage shapes our school identity and influences the day-to day experiences of our pupils. Our RSHE provision therefore supports children to grow in respect, responsibility and care—values central both to our Christian ethos and our rural community context. As part of our Christian ethos and commitment to community, we teach pupils:

How to stay safe and make wise choices.

- The impact of their behaviour on others.
- The importance of respect, responsibility and caring for those around them.

We value every child as unique and precious, and as such, our curriculum develops resilience, confidence and self-worth:

- Teaching on peer pressure and confident decision-making.
- Role-play scenarios to practise assertiveness.
- Sessions on health risks including smoking and vaping.
- A strong anti-bullying culture, supported by a whole-school Anti-Bullying Week.
- Opportunities for pupils to seek help from trusted adults or via our "worry boxes."

To support safe online behaviour:

- Online safety is explicitly taught in Computing and PSHE.
- Cyber experts work with our Y5/6 pupils.
- National Online Safety updates are shared with parents.
- The school responds swiftly to any online trends or issues affecting pupils.
- Parents are offered workshops with cyber-safety professionals.

As a school we want to ensure the RSHE curriculum is relevant and responsive for all our pupils. Keeping our pupils safe is our highest priority and we recognise that our school may need to respond to emerging needs on occasions.

Contextual Factors

Geographical factors	**School's response**
• We have a close proximity to rivers, becks and ponds.	• Water safety is consolidated yearly in each year group and outside agencies are invited in to talk to the children. • Children from KS1 – KS2 have swimming lessons which include water safety.
• We have a close proximity to open fields and woodland, including animals	• Local farmers come into school to talk to children about their farmland and animals. • Personal safety during the holidays are given to children as reminders half-termly and as part of PSHE Scheme.
• We have a close proximity to train line, train level crossings and the A66.	• Safety around level crossings, trains and road safety is built into the PSHE curriculum. • Workshops and assemblies about dangers of going near railway lines/ main roads. • School to arrange visits from the police to discuss road safety.
Social and economic factors	**School's response**
• Anti-social behaviour in the village	• We teach children about personal safety, making the right decisions to keep themselves safe regarding their behaviour beyond school.

	• KS2 children are taught about anti-social behaviour and the consequences of this. This includes visits from the police and local PCSO.
Peer group factors	**School's response**
• Lots of our children are connected to the internet at home and regularly use gaming devices to engage in online games with their friends.	• Through our Computing Curriculum, children are taught about online safety. This is also within our PSHE curriculum. Online safety is a regular focus in Year group and Whole • School assemblies. Updates from National Online Safety are shared with • parents and staff speak to children if there is a specific trend or threat circulating online.
Home factors	**School's response**
• A number of our families are currently experiencing pressures due to the cost of living and energy bills which can cause huge anxiety and tension in the home.	• School works closely with our families offering a wide range of support. • Parents/carers are encouraged to be open with us and ask for support if needed. • Children know to speak to an adult in school if they are worried about anything.

3. Roles and Responsibilities

Link academy councillor: Mrs Lewis, Foundation Governor.

The Academy Council is responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Appointing a link academy councillor for RSHE who supports the school and monitors any aspects of RSHE included within the SIP.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned and that curriculum content and teaching materials are in line with the DfE statutory guidance on RSHE.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content, teaching materials and external providers and their rights to request that their children are withdrawn from sex education teaching.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE.

The Head of School is responsible for:

It is the overall responsibility of the Head of School to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

The Head of School will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.
- That parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum. (including the option to view the companies' materials)
- Discussing and reviewing requests from parents to withdraw their children from sex education teaching.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on an annual basis along with parents and carers.

The relationships, sex and health education subject leader is responsible for:

Name of Subject leader: Mrs T Ferris

The RSHE lead will also be responsible for:

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up to date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex, and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

The staff delivering the RSHE curriculum are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with external agencies, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

In line with the responsibilities outlined in the list above, the teachers who will be delivering RSHE are outlined below:

Name	Job title
Mrs C Heaney	Y5/6 Class Teacher
Mrs C Tweddle and Mrs A French	Y3/4 Class Teachers
Mrs C Cooper	Y1/2 Class Teacher
Mrs Green and Mrs Pattinson	EYFS Class Teachers
Mrs Corcoran	EYFS (3YO Nursery HLTA)

Parents will be responsible for: -

- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of curriculum content, organisation and delivery.
- Completing the RSHE parent survey and attending the parent sessions that they are invited to if they can attend.

- Fostering an open home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Liaising with the school to seek additional support if needed.

The Trust will support all schools by:

- Developing a trust RSHE policy
- Providing network meetings to support and update RSHE leads
- Providing relevant CPD for RSHE leads
- Providing support for leaders to implement this policy effectively

4. Delivery of RSHE - Explain how, where and when RSHE is taught.

We understand that we are required to deliver statutory relationships and health education and we have the freedom to determine how this will be taught in the context of a broad and balanced curriculum.

See Appendix A – PSHE/RSHE Long Term Plan

RSHE lessons may include questions or topics that some pupils will find sensitive to discuss. We ensure a safe learning environment is created by starting every term with the creation of a group/classroom agreement with the class teacher, this agreement is reinforced in every lesson to enable pupils to engage in conversations safely and to prevent inappropriate personal information being requested or disclosed by those taking part in the lesson.

Safe and effective practice

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time and not ignored. Children's whose questions go unanswered may turn to inappropriate sources of information from the internet. See section; Managing difficult or sensitive questions

Support and professional development will be provided for the teachers teaching RSHE, so that they can develop their confidence and skills in creating a safe learning environment for all pupils including those with additional needs. Further CPD will be accessed to enable teachers to deliver the subject content effectively.

Keeping children safe; Key vocabulary

All staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The medical terms are penis, vulva, vagina, testicles, scrotum, breasts, and pubic hair, all in an age and stage appropriate way. The correct terms help children to identify and report abuse. Safeguarding children must always be a priority.

The list of words and terms that will be taught in each year group can be found on the curriculum outline.

An overview of all learning in each key stage/year group can be found…

Safeguarding

- Due to the nature of the matters discussed in RSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

- There is an element of RSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the RSHE curriculum

5. Definition of Relationships, Sex and Health Education (RSHE)

The DfE's statutory requirements means schools must teach Relationships Education.

The focus for primary relationships education is 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 safe.

Protective and preventative curriculum.

Primary relationships education equips children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. At primary this is done without describing any detail of sexual activity.

Informed and a responsive curriculum

All content is delivered in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. If as a school we need to respond to a need or concern that is affecting pupils in the school.

We will inform parents and carers in advance if the content we intend to deliver deviates significantly from the planned curriculum outlined in this policy. This will be advance of the intended taught lessons and relevant teaching materials will be shared on request. Teaching will be age appropriate and respectful for all children. All decisions will be informed and made based on safeguarding the children in our school.

Statutory guidance primary relationships education topic areas are:

- Families and people that care about them;
- Caring friendships;

- Respectful Kind relationships;
- Online safety and awareness;
- Being safe.

6. Non-Statutory Sex Education at primary

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in years 5 and/or 6, in line with related content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science is compulsory and includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

This will be tailored to the age and physical and emotional maturity of pupils.

The school will recognise significant factors when determining the teaching approach and the materials used, including but not limited to, age, religious backgrounds, any special education needs or disabilities of pupils.

In addition to the statutory requirements, our school has chosen to teach non-statutory sex education. The One Decision programme contains a Year 6 "Conception" unit. As a school we will consult with parents and carers about the content of anything that will be taught within sex education. We will offer support in talking to children about sex education and how to link with what is being taught in school in the home environment.

In line with the statutory guidance, parents have the right to request that their child will be withdrawn from some or all of the additional sex education beyond that which is required under the science national curriculum, further details on this right are set out below.

At St Mary's CE Primary School, children receive statutory Relationships Education, Health Education and National Curriculum Science teaching. As part of the Science curriculum, children learn about the names of body parts, the human body, life cycles, reproduction in plants and animals, human development and the changes that occur as humans grow and mature, including puberty. These elements are statutory and parents do not have the right to withdraw their child from this learning. In addition, St Mary's may teach age-appropriate Sex Education through the RSHE curriculum, including learning about human reproduction, conception, how a baby is made and how a sperm fertilises an egg. This content goes beyond the statutory National Curriculum Science requirements and parents have the right to request that their child is withdrawn from these specific non-statutory elements. The school will always communicate with parents in advance of teaching any non-statutory Sex Education content. Parents have the opportunity to see resources and discuss lesson content with class teachers.

7. Right to be excused from Sex Education

Relationships and Health Education are statutory at primary and parents do not have the right to withdraw their child from the subjects. As set out above, as a school we cover some additional content which is defined as sex education, this is tailored to the age and the physical and emotional maturity of the pupils. We review this content and assess pupils' knowledge level & skills. .

Parents will be fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the 'Engagement and Consultation with Parents' sections of this policy. Parents will be given the opportunity to advise on what should be taught through sex education. Parents will be offered

support in talking to their children about sex education and how to link this with the curriculum taught in school.

Parents have the right to request that their child can be withdrawn from some or all parts of sex education and the request will be automatically granted, apart from in respect of content that must be taught as part of the science curriculum as set out above or any statutory relationships and health education content.

Parents and carers will have an opportunity to discuss their request with the headteacher, this may include discussing if it is all parts or just some of the content. The conversation could include discussing the benefits and the possible detrimental effects of withdrawal if any, including social and emotional impacts on the child and the likelihood that the child will hear their peers' version of what was said in class which may not be accurate. Also offering support or signposting to discuss some content at home, if a parent wishes this.

Alternative arrangements and purposeful education will be arranged in such cases. Parents are encouraged to discuss their concerns and / or decisions with the Headteacher at the earliest opportunity. The Head teacher/RSHE lead will document the process and outcome.

Please see the school website to access further RSHE information and websites to support any discussions at home.

Please see the appendix for further guidance, information and the form to complete to submit the request.

8. Managing difficult and sensitive questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. The priority is to always make sure the child feels supported, heard and is safe. School may contact a parent directly to discuss the question and ask how the parent wishes to proceed. Teachers may ask the pupil to speak to their parents or a trusted adult and/or signposting to support services where needed, as we recognise as a school that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

As part of teaching in a safe and inclusive classroom environment, pupils' questions and how they might be answered are discussed at the beginning of lessons, including offering alternative ways to ask questions, such as answering questions anonymously (using question boxes).

9. Statutory Health Education – Health and Wellbeing

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

'Developing bodies' will be delivered as part of the RSHE programme.

Pupils will learn

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

To see further health curriculum content please see the curriculum outline at the back of this policy…

10. Personal Development and Well-being

RSHE is an important part of the whole school approach to the wellbeing and positive relationships of our pupils.

All relationship, sex education and the key topics of health and wellbeing sit within the wider programme of Personal Development and key links will be made to the other key areas in the curriculum and relevant policies, such as the PSHE education policy.

Contact to feeder secondary schools to ensure continuity and progression for our pupils leaving year 6 takes place in the final summer term of school.

11. Morals and Values of RSHE at our school

RSHE is an integral part of personal development and lifelong learning and is an entitlement for all pupils in our care. The benefits of RSHE learning include:

- teaching the importance of learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships
- celebrating the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers
- promoting love, respect, kindness, generosity, and caring for one another.
- supporting young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness
- safe inclusive environments where questions and discussion can take place without stigma or embarrassment.
- allowing children to explore, consider, and gain understanding of moral dilemmas.
- enabling them to make informed and ethical decisions about their wellbeing, health, and relationships
- developing skills including negotiation and decision making.
- learning the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevention of harms by helping young people understand and identify when things are not right.

RSHE contributes to personal development and wellbeing by helping pupils to:

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- develop positive self-esteem and confidence.

- develop and demonstrate self-respect and empathy for others.
- be empowered to be responsible and active members of their community
- make informed choices with an absence of prejudice and discrimination
- show respect for those with a protected characteristic.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- manage conflict resolution with families, people they care for and friendships.
- empower them with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers, and adults, interacting online.
- know how to report concerns, risks, or abuse, including 'child on child' abuse, and the vocabulary and confidence needed to do so.
- to recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right
- learn to actively seek, ask, and recognise consent from others.
- develop the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).
- Understand that being a victim of abuse is never the fault of the child.

Through RSHE, children will gain the following essential knowledge and skills:

- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.
- that you should be respectful in online interactions
- how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met
- The importance of exercising caution about sharing any information about themselves online.
- learn about the facts of human reproduction in an age-appropriate way (*human reproduction is non statutory 'sex education')
- learning where to go for help or advice in school and how to access a range of local and national support agencies, including online.

Pupils will be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

12. Intent of RSHE

Our RSHE programme aims to prepare pupils for an adult life in which they can:

- develop positive values and a moral and ethical framework that will guide their decisions, judgements, and behaviour.
- Form and maintain healthy positive relationships.
- develop the knowledge for a healthy life, including physical and emotional wellbeing.

- develop personal resilience to cope in challenging situations.
- gain confidence and self-esteem to value themselves and others.
- understand the consequences of their actions and behave responsibly
- avoid being pressured into uncomfortable or dangerous situations, including online sharing
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.
- Understand and recognise seeking permission, a refusal (saying no) and consent on and offline.
- communicate and behave in a respectful manner towards people around them which contributes to a safe, inclusive environment/community.
- to understand the law, appropriate to stage of development.
- develop awareness and understanding of their evolving sexual identity. This does not encourage early sexual experience or experimentation.
- to challenge discrimination and under the importance of equality and respect
- develop pupils' resilience to support them in everything they may encounter.
- have sufficient information and skills to protect themselves in a variety of situations including from exploitation.
- be aware of sources of help and acquire the skills and confidence to access advice and support if necessary.

13. Working with parents/carers, the wider community, and other stakeholders

We aim to:

- recognise that parents and carers are the prime educators in teaching their children about sex, relationships and growing up.
- to work in partnership with parents/carers and pupils, informing them about the content of programmes at the appropriate times.
- engage with parents to help make certain they understand the RSHE provision taught.

This policy and information on what will be taught and when will be freely available on our schools' website for parent/carers to access. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development.

Openness with parents and carers and RSHE materials

We understand the important role our parents and carers play in enhancing your children's understanding of relationships and health and how important your views are in shaping the curriculum. Openness with parents and carers about the RSHE materials is also important to us, we want to inform parents and carers of what your child is being taught and when.

At our school we like to give parents the opportunity to attend a RSHE meeting. This meeting helps parents understand the importance of RSHE for wellbeing and safety.

You will get the opportunity to;

- view, develop and review the RSHE policy
- complete a parent survey (this will be available electronically)
- Be kept informed of the external providers we may bring in to enhance and teach pupils specific RSHE content. We will ensure external providers also understand we must share content they will use with you.

- discuss the curriculum content, including what is taught in each year group, and view a representative sample of the resources that we plan to use (a sample will be on the parent platform and all further materials can be viewed upon your request)
- Share any worries and ask questions
- Learn about the content and benefits of any sex education delivered at years 5 and/or 6
- gain information about talking to your child at home, including useful sources of information.

We will use the views of parents and carers to inform decisions made about the curriculum content and delivery. Parents will not be granted a 'veto' on curriculum content and whilst all final decisions will be made by the school, we recognise the importance of you understanding what your child is being taught, especially in relation to sensitive topics.

Copyright law and RSHE materials

Parents must agree as a condition of access, that the RSHE content and materials should not be copied or shared further except as authorised under copyright law.

If you cannot attend a parent meeting or access the RSHE materials online/ via the parent portal the school will provide paper copies to take home, providing you agree to sign a statement that you will not copy the content or share it further except as authorised under copyright law.

The engagement and consultation process with stakeholders including parents & carers

Parents and carers

To ensure parents are fully engaged with the school's RSHE policy, the school follows a transparent and collaborative process. Parents are invited to review the RSHE policy and curriculum plans through a consultation meeting in the Summer term, parents will receive an invitation letter to respond to, along with a short online survey to be sent to completed prior to the attendance at the evening.

Feedback is actively sought from our parents and carers before final approval, ensuring parental voice is reflected in the policy. The policy will be reviewed every year in line with other school policies.

On going communication will be maintained through newsletters, ClassDojo messages, annual surveys, and annual parent sessions, enabling parents to raise questions and feel confident in supporting their child's learning in school and at home.

Teaching staff

Engagement with teaching staff will provide input to improve curriculum delivery through staff surveys and ongoing communication with the subject leader to assess any training needs and share good practice. This ensures teaching remains inclusive, relevant and age appropriate.

Pupils

We want our pupils to be active learners in school who understand the importance of personal development and wellbeing and that their voices will be heard. Children's views will be gathered through class discussions, surveys, school council, and interactive methods to continue to shape the RSHE curriculum to meet the needs of all our pupils in school. Encouraging discussion, reflection and participation enable the planned curriculum to be responsive to needs when necessary.

The wider community

The school values the perspectives of faith leaders (if appropriate) and the wider community in shaping its RSHE provision. Feedback from faith leaders and community stakeholders is gathered (could state how; meetings, forum, or survey) and is considered alongside parental and staff input, helping the school to deliver an inclusive programme that reflects the values of the school community and supports the wellbeing of all pupils.

Working with external agencies

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery but parents must agree not to share these resources except as authorised under copyright law. (See section on openness with parents and RSHE materials)

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of any lesson plan to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring the expert understands how safeguarding reports should be dealt with in line with the Child Protection Policy.

14. Inclusion and fostering equality

Our school wants to ensure that children from a range of backgrounds and children with diverse needs feel like they belong in this school. We recognise this is bigger than just in the classroom. The school community, the environment and the culture of the school is everyone's responsibility. We understand our responsibilities under the Equality Act 2010, specifically that we must not unlawfully discriminate against anyone as a result of the protected characteristics of age, disability, gender reassignment, sexual orientation, marriage or civil partnership, race, religion or belief and sex. We will ensure topics in RHSE are taught in a way which does not discriminate against pupils or amount to harassment.

At St Mary's CE Primary School, we are committed to ensuring that our RSHE curriculum is accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND). Teaching is carefully adapted to meet the needs of individual learners through high-quality adaptive teaching, appropriate resources, visual supports, scaffolding, pre-teaching of vocabulary, repetition and additional adult support where required. Staff take account of pupils' developmental stage, communication needs and learning profiles to ensure that key concepts are understood and retained. We work closely with families and, where appropriate, external professionals to ensure that all children can access the curriculum and develop the knowledge, skills and understanding needed to build healthy relationships, keep themselves

safe and thrive in the wider world.

Please see the school's equality information and equality objectives for further information.

Pupils with special educational needs and disabilities (SEND)

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

For some SEND pupils there may be a need to tailor or adapt content and teaching of RSHE to meet the specific needs of pupils at different development stages. The teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will ensure that all pupils receive relationships education and/or relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence and it helps to protect them from harm.

We recognise pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities.

Where possible the RSHE curriculum will be adapted to suit, 'not changed,' to ensure all pupils can have access to the same curriculum.

Religion and belief, including teaching in schools with a religious character

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives on these topics.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Pupils should understand the importance of equality and respect throughout their education. They should be taught to understand the protected characteristics. No one is treated in any way less favourably on the grounds of sex, gender reassignment, and sexual orientation.

The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request as set out in the section on openness with parents.

The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

Inclusive curriculum and delivery of RSHE

At (school name) we want to ensure both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, for example lessons where menstruation are delivered to both sexes in a mixed class. At (school name) delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

15. Staff training

All staff members at the school will undergo training on a termly basis to ensure they are up-to-date with the RSHE programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting,' which may need to be addressed in relation to the programme.

16. Open and positive school culture

As a school we strive to create an open and inclusive environment where appropriate positive healthy relationships are formed between children and their peers and all school staff. Role modelling of positive and respectful language and behaviours contributes to our positive school culture and is reflected through all school life.

Addressing sexual harassment and sexual violence, including child on child abuse

Preventing sexual violence and abusive behaviour starts from the support and the RSHE curriculum children are taught in primary school. Relationships education has an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Pupils should understand that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

Our school is committed to taking a proactive and preventative approach to all forms of abuse in school, including domestic and protect pupils from harm, both in and outside of the home. 'Child on child' abuse will not be tolerated or passed off as 'banter' or 'growing up.' Teaching staff will maintain an attitude 'it could happen here.' This school recognises the importance of covering key topic areas such as, consent and permission seeking, my body my rules, healthy relationships, appropriate and respectful behaviour and language towards others and equipping children with the confidence to say no, speak up and report abuse.

Keeping children safe in education 2025

Safeguarding disclosures, reports of abuse and confidentiality

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

The school is aware that confidentiality within the classroom is a critical component of RSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible and appropriate.
However, it is made clear to pupils that all adults in school cannot guarantee absolute confidentiality and it may be the case that a discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case the Child Protection Policy must be followed.
It is equally important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report, about themselves or a peer. Pupils should also understand where they can report any concerns and seek help, including to external services if they do not feel comfortable talking to school staff. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand everything, including those at risk and vulnerable children at the start of every lesson.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure. Health professionals in school are bound by their codes of conduct but also have a duty to share information with relevant others, if they believe that a child is suffering abuse.These procedures should be read in conjunction with the local Safeguarding Children's Partnership procedure; our Child Protection Policy and other Trust policies linked to safeguarding. These can be found on our school website and accessed using the link below:

http://stmarysceprimary.co.uk/wp-content/uploads/2026/10/Safeguarding-and-Child-Protection-Policy-2026-2027.pdf

17. Reviewing, monitoring, and evaluating RSHE

Engagement with pupils

An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. Assessment of pupil readiness will take place as part of our continued approach to monitoring the curriculum ensuring pupil voice forms part of our decisions on when to include subject content and how it is taught.

Monitoring the delivery, content, teaching, and assessment of RSHE is an integrated part of how the school ensures a high-quality programme is delivered. It is linked to the other school monitoring procedures.

At St Mary's, we monitor progress and the impact of our curriculum throughout the delivery of the RSHE. A wide range of creative and engaging methods are used to make sure as a school we continue to strengthen and adapt the curriculum to suit each cohort of pupils. Our school's RSHE curriculum assessments ensure pupils continue to make progress and acquire the key knowledge needed for

continued personal development. Lessons are carefully planned to ensure that teaching is inclusive for all our pupils' needs and abilities. In our school, we believe that every child's voice matters and should be heard. The RSHE lead plans opportunities for pupil voice to be heard throughout the year. The RSHE lead regularly monitors the subject alongside the SENDCo and Challenge and Support Partner through lesson visits, work scrutiny and professional discussions. The contribution of visitors and external agencies is monitored and evaluated by the subject lead.

Policy Agreed by Governors	**September 2026**
Review Date	**July 2027**
Link Governor	**Mrs J Lewis**

Monitoring and reviewing of this policy

- The academy council is responsible for approving this policy.
- This policy will be reviewed on an annual basis by the RSHE subject leader and headteacher. The next scheduled review date for this policy is September 2027. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.
  Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents / carers	
Name of child	
Class	
Name of parents / carers	
Reasons for withdrawing from sex education	
Any other information you would like school to consider	
Parents (s) / carer (s) signature	
Date	
To be completed by school	
Agreed actions from the discussion with parents / carers Include notes from the meeting	

Parental Responsibility

Where there is shared parental responsibility, both parties should, where possible, should reach a shared agreement to request that their child is withdrawn from sex education.

Either parent can request to withdraw a child from sex education. If there is a disagreement the other parent would need a prohibited steps order.

https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility

Key effects of a father or second female parent acquiring parental responsibility

When a father or second female parent acquires parental responsibility they:

- can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education

Prohibited steps order

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example One parent wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent.

Appendices

Appendix A
PSHE/RSHE Long Term Plan

PSHE Long Term Plan

	Early Years							
EYFS	In Early Years we focus on quality first teaching adhering to Birth to Five Matters and focusing on the PSED and Physical Health and Self Care areas. The Characteristics of Effective Learning support our Growth Mindset teaching across the school. In addition, the One Decision Early Years resources have been designed to meet the needs of the Development Matters Framework and cover a number of key areas but, in particular, elements of PSED. Students are guided through the Early Years resources by the colourful Rainbow Drop characters. Throughout these resources, the Rainbow Drops will go on many adventures and learn a lot about the wider world that they live in. Floor book discussions are recorded in our class PSHE book.							
Unit	**Keeping and Staying Safe**	**Keeping and Staying Healthy**	**Relationships Growing and Changing**	**Being Responsible**	**Feelings and Emotions**	**Computer Safety**	**Our World The Working World**	**Hazard Watch**
Year 1 & 2 Cycle A 2026/2027	Road Safety	Washing Hands	Friendship	Water Spillage	Jealousy	Online Bullying	Growing in Our World	Is it safe to eat or drink?
Year 1 & 2 Cycle B	Tying Shoelaces	Healthy Eating Brushing Teeth	Bullying Body Language	Practice makes perfect Helping someone in need	Worry Anger	Image Sharing	Living in Our World Working in Our World	Is it safe to play with? Petty Arson (Fire Unit)
Year 3 & 4 Cycle A	Staying Safe (Leaning out of Windows)	Medicine	Touch Consent	Stealing	Grief	Making Friends On-line Computer Safety Documentary	Looking After Our World	Enya and Deedee at the Fire Station Texting While Driving
Year 3 & 4 Cycle B	Cycle Safety	Healthy Living First Aid	Appropriate Touch Consent	Coming Home on Time	Jealousy	Online Bullying	Chores at Home	Breaking Down Barriers
Year 5 & 6 Cycle A 2026-27	Peer Pressure Adult's and Children's Views	Smoking Adult's and Children's Views	Enterprise Adult's and Children's Views	Looking out for Others First Aid Adult's and Children's Views	Anger Adult's and Children's Views	Image Sharing Adult's and Children's Views	Puberty Adult's and Children's Views	Inclusion and Acceptance Adult's and Children's Views
Year 5 & 6 Cycle B	Water Safety First Aid	Alcohol	In App Purchases	Stealing	Worry	Making Friends Online	Puberty Conception	British Values

As a school the 'Guiding principles for relationships, sex, and health education' outlined in the guidance inform the RSHE curriculum to ensure it is high quality, relevant and taught with safeguarding pupils in mind. Relationships and sex education (RSE) and health education - GOV.UK

a. Engagement with pupils.
An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.
b. Engagement and transparency with parents. Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents, as described in the section on openness with parents on page 33. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.
c. Positivity. Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.
d. Careful sequencing. Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.
e. Relevant and responsive. Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.
f**. Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills, and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.
g. **Whole school approach.** The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.