Relationships, Sex and Health Education Policy

Policy Owner:	Head Teacher
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1. Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Know how to set and respect personal boundaries
- Recognise unsafe online or offline relationships
- Seek help when something feels wrong
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies (including penis, vulva, vagina, testicles, nipples, scrotum)

2. What we must do

As a maintained primary school, we are required to provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017. We are also required to teach Health Education as part of the statutory Relationships, Sex and Health Education (RSHE) framework. From September 2026, schools must teach the updated statutory Relationships Education and Health Education curriculum.

Primary schools are not required to provide sex education beyond the content contained within the national curriculum for science. Where sex education is taught at The Pines, it will be delivered in accordance with this policy. Parents have the right to request that their child be withdrawn from any non-statutory sex education lessons; however, there is no right to withdraw a child from Relationships Education or from the statutory science curriculum. Further information can be found in this policy.

3. How we developed this policy

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

1. Review – working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to comment on the new curriculum in a parent consultation. See appendix 1.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. What RSHE means

Relationship, Sex and Health Education (RSHE) in our school focuses on connected but distinct areas.

Relationship Education teaches children how to build healthy, respectful and safe relationships. This includes friendships, families, kindness, boundaries, online behaviour and understanding feelings. It is entirely about social and emotional development and does *not* involve teaching about sexual activity.

Sex Education covers the physical, biological and health aspects of human reproduction. For example, exploring how the human body changes and grows. Any additional teaching about human reproduction beyond the science curriculum is optional, and parents have the right to withdraw their child from these specific lessons.

Health Education teaches children how to look after their physical and mental wellbeing, including healthy eating, exercise, hygiene, online safety, and knowing how to seek help when needed. It also helps them understand how their bodies and emotions change as they grow, enabling them to make healthy and safe choices.

Together, these areas help children develop confidence, respect for others and the knowledge to keep themselves safe.

5. The Pines RSHE Curriculum

Our curriculum is set out as per Appendix 2 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and staff, taking into account the age, needs and feelings of pupils.

RSHE is a subject that is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding at a rate which corresponds to their maturing and which prepares them for secondary school.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Children are naturally curious and children may ask questions about sex or sexuality:

- Which go beyond what is set out in our RSHE curriculum
- Are outside of the educational framework for these subjects
- From teachers who are not aware of any exclusions from sex education

Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information online so we will endeavour to answer those questions in an age appropriate manner within the safe environment of school.

We will ensure that the curriculum is adapted so that children with different levels of understanding and development can access the curriculum.

'Sex' Education

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (this is statutory teaching)
- How a baby is conceived and born (this is only taught in Year 6 and is not statutory so parents have the right to withdraw their child/children).

For more information about our curriculum, see our curriculum map in Appendix 2.

Parents can request to see the content of any lesson taught as part of the PSHE curriculum.

6. Delivery of RSHE

RSHE is delivered through a number of areas of the curriculum and is taught explicitly through the following subjects: Science (biological aspects of RSHE), Religious Education, Computing, Physical Education, PSHE & Citizenship (using the KAPOW scheme) and through assemblies.

- Where RSHE is taught within the curriculum, it will be delivered by the class teacher and therefore usually within a mixed gender class.
- Assemblies are delivered by teaching staff, including the senior leadership team.
- Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the RSHE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum.

Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the RSHE curriculum.

Whilst most aspects of RSHE are taught throughout the year, some specific age related aspects are delivered at a pre-planned point during the year, in order that parents/carers are informed and can be involved in supporting their child.

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 relationships
- Online relationships
- Being safe

‘Sex’ Education Coverage:

- how to identify external genitalia and reproductive organs
- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

- that for some people their gender identity does not correspond with their biological sex
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

Puberty

In Years 4, 5 & 6, we place a particular importance on learning about puberty, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities to ask anonymous questions through the use of an 'ask it basket'. During puberty lessons, children will learn about the different menstrual products including: disposable pads, washable pads, period pants, moon cups, menstrual discs and tampons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children. In Year 6, boys and girls learn how babies are conceived, including through sexual intercourse, IVF and surrogacy.

For more information about our RSHE curriculum, see Appendix 2.

Preparing children to live in a modern and diverse Britain

Modern society has lots of different types of family. In KS2, pupils will be taught that the term "relationship" may refer to two people of the same or different: gender, ethnicity, religion/belief, or ability/disability. The promotion of any type of relationship shall not occur.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Online Safety

Our updated RSHE curriculum places a stronger focus on online safety, helping children understand how to stay safe, kind and responsible in the digital world. Pupils learn about privacy, sharing information safely, recognising risks, and knowing what to do if something online makes them feel unsure or uncomfortable. As children get older, we also teach them how to think critically about what they see online, including unrealistic images, unkind behaviour, and pressures they may face on social media. These lessons are always taught in an age-appropriate, sensitive way and are designed to help children navigate online life confidently and safely.

Language

Children should be introduced, at appropriate stages, to the correct terminology, and what is acceptable and unacceptable terminology is clarified. Correct biological terms will be used at all times for teaching the RSHE curriculum.

This is about safeguarding children with age-appropriate skills and knowledge. By giving children the tools to recognise risk and manage safe decisions, both now and in the future, schools place an important role in helping them navigate a world where social norms, online behaviours and pressures are constantly shifting.

SEND

When teaching RSHE, we ensure that teachers and teaching assistants assigned to deliver relationships, sex and health education to pupils with SEND are confident and comfortable with the content, and with teaching this material to pupils with SEND. Alternative teaching approaches for those children with SEND include digital approaches, one-to-one discussions, small-group sessions, or targeted sessions for some pupils.

This can help to teach key vocabulary or concepts that pupils may not understand, consolidate learning, and ensure content has been understood. It also gives an opportunity for personalised teaching to meet specific needs. For some pupils with SEND, it may be necessary to repeat lessons in order to consolidate understanding. If possible, support assistants are used to provide support and facilitate pupils' emotional regulation (for example, by taking short breaks away from the classroom).

7. Roles and responsibilities

7.1 The governing board

The governing board will hold the Head Teacher to account for the implementation of this policy.

7.2 The Head Teacher

The Head Teacher is responsible for:

- ensuring that RSHE is taught consistently across the school
- managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Advising parents/carers about forthcoming sex education lessons. Further details of the lessons will be provided to parents upon request and they will be invited to view any materials before the lesson.

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 Head Teacher.

The PSHE lead, Mrs Mossom, and science lead, Mrs Drury, are responsible for overseeing the curriculum. All class teachers are responsible for teaching RSHE in school.

7.4 Pupils

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

7.5 Parents

The school is aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Inform parents about the school's RSHE policy and
- Answer any questions that parents may have about the RSHE of their child
- Will discuss any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Accept parents have the right to withdraw their children from non-statutory aspects of RSHE, not included in the Science Curriculum and will discuss all requests as set out in government guidance (see section 8)
- The school is committed to transparency and partnership with parents and carers. Curriculum overviews, lesson content and teaching resources used within the RSHE programme will be made available for parents and carers to view upon request.

8. The right to withdraw from sex education

Parents do not have the right to withdraw their children from relationships or health education.

Parents do have the right to withdraw their children from some or all of the non-statutory components of sex education within RSHE (but not those parts of the science curriculum).

Requests for withdrawal should be put in writing and addressed to the Head Teacher.

To make sure your child does not miss out on teaching of the RSHE curriculum and help us improve our communication to parents, we will seek to clarify your concerns and explain the nature and purpose of the curriculum.

Alternative work will be given to pupils who are withdrawn from sex education.

It may be possible to reduce the negative impact of withdrawing your child from class if you choose to deliver sex education to your child at home and the school may be able to provide you with information to help you do so.

A record of the decision will be recorded on SIMS under Parent Details > Parent Consent > Sex Education.

9. Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

Standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of abuse. In these circumstances, the Designated Safeguarding Leads will be informed.

Harassment and bullying

Pupils in the Pines family come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear.

Pupils who use language as a way to harass other pupils will be dealt with as any other form of harassment, through the school behaviour and discipline procedures. An understanding of human difference, including disability, gender, race, religion or sexuality, is an important aspect of education and will be addressed as appropriate through the curriculum.

10. Training

Staff are trained on the delivery of RSHE in our continuing professional development calendar.

~~The Head Teacher will also invite visitors from outside the school, such as school nuRSHEs or sexual health professionals, to provide support and training to staff teaching RSHE.~~

11. Monitoring arrangements

The delivery of RSHE is monitored by Carolyn Mossom, PSHE subject leader through:

- monitoring of planning, learning walks and pupil voice.

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

This policy will be reviewed by Carolyn Mossom, PSHE subject leader, annually. At every review, the policy will be approved by the governing board and the Head Teacher.

Appendix 1: Parent Consultation Letter

Dear Parents and Carers,

We are writing to inform you that the school is reviewing and updating its Relationships, Sex and Health Education (RSHE) Policy in line with current statutory requirements and Department for Education guidance.

RSHE plays an important role in supporting children and young people to develop healthy, respectful relationships, understand physical and mental health, stay safe both online and offline, and prepare for life in modern Britain. As part of our commitment to providing a high-quality and age-appropriate curriculum, we are consulting with parents and carers before implementing the updated policy.

Why is the policy being updated?

The Department for Education has revised its statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education. As a result, schools are reviewing their policies and curriculum content to ensure that teaching remains:

- Age-appropriate and evidence-informed
- Inclusive and accessible for all pupils
- Consistent with current safeguarding requirements
- Reflective of contemporary issues affecting children and young people
- Compliant with current legislation and statutory guidance

Key Requirements:

- **Teaching about boundaries:**
- Set and respect personal boundaries.
- Recognise unsafe online or offline relationships.
- Seek help when something feels wrong.
- Specific vocabulary and puberty guidance:

- Pupils should learn the correct names for body parts (including penis, vulva, vagina, testicles, nipples, scrotum).
- These terms should be taught within the context of privacy, boundaries and respect.
- Menstruation should be introduced *before* pupils are likely to experience it (from Year 4)

- Online safety in today's context
- Age limits for social media
- Risk around image-sharing and online pressure
- Privacy and location settings
- Online gaming safety
- Critical thinking about online wellbeing

- Personal safety and first aid
- Rail and water safety
- Peer influence and pressure
- Updated first aid guidance – with an emphasis on reporting incidents rather than filming them

- Families and representations (teaching should reflect the diversity of family life)

- Greater transparency with parents
- Schools must be open with what is taught when (appendix 2)
- Parents can ask to view RSHE materials used in class.

All content will be delivered sensitively and in a manner appropriate to the age and maturity of pupils.

We value the important role parents and carers play in supporting children's learning and development. We welcome your feedback on the proposed policy updates and curriculum content.

The draft RSHE Policy is attached and available to view.

We invite you to share your comments and questions by emailing admin@thepinesschool.org.uk

The consultation period will run until the 17th July.

Following the consultation, all feedback will be carefully considered before the policy is finalised and presented to the Governing Board for approval.

We appreciate your support and look forward to working together to ensure that our RSHE curriculum meets the needs of all pupils and reflects the values of our school community.

Yours sincerely,

Mrs Davies	and	Mrs Mossom
Headteacher		PSHE & RSHE lead
The Pines School		The Pines School

Appendix 2: KAPOW Long Term Plan

Kapow

RSE & PSHE

Long-term plan

Standard

This version was updated on 18/05/2026 11:50

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Suggested long-term plan: RSE & PSHE

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
	How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	How do we spend time online?	**Coming soon!** Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	**Coming soon!** The online world: How are things shared online?	**Coming soon!** Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	**Coming soon!** Staying safe: How can I make safe choices in different places?
	Coming soon! My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	**Coming soon!** The online world: How should we communicate online?	How do we spend time online?	**Coming soon!** Healthy protection: How can we prevent illness and injury and respond if they happen?	**Coming soon!** Citizenship: What careers do people choose and why?
	Coming soon! My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	**Coming soon!** The online world: How can I evaluate what I see online?	**Coming soon!** Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
	How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	**Coming soon!** Citizenship: How can we make a difference in our communities	Growing up: How can I manage the changes to my body and emotions as I grow up?	**Coming soon!** Citizenship: How can we be in control of our money?

			and beyond?			
	Coming soon! My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	**Coming soon!** The online world: How do I feel about being online?	**Coming soon!** Citizenship: How can we protect everyone's rights?	**Coming soon!** Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Suggested long-term plan: RSE & PSHE

Overview - EYFS

EYFS

Autumn 1	Self-regulation: My feelings 6 lessons In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	**Autumn 2**	Building relationships: Special relationships 6 lessons In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.
Spring 1	Managing self: Taking on challenges 6 lessons In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.	**Spring 2**	Self-regulation: Listening and following instructions 6 lessons In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.
Summer 1	Building relationships: My family and friends	**Summer 2**	Managing self: My wellbeing

	6 lessons In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.		6 lessons In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 1

Autumn 1	How can we look after our emotions? 8 lessons Developing understanding of emotions by exploring how feelings can vary and change in different situations. Pupils identify strategies to manage uncomfortable emotions, recognise ways to feel better and learn how to seek support when they need help.	**Autumn 2**	Connecting with others: How can I help myself and others feel happy and safe? 7 lessons Exploring what makes them and their families special and exploring how to build and maintain healthy relationships.
Spring 1	How do we spend time online? 7 lessons Recognising when online activity is taking place and learning to behave safely and politely, including managing screen time and responding to unsuitable content.	**Spring 2**	Citizenship: How can I help others and the environment?
Summer 1	Health protection: How can I protect myself and others in daily life? 7 lessons Exploring illnesses and injuries, understanding the roles of different	**Summer 2**	Staying safe: How can I stay safe? 6 lessons Learning to notice dangers in everyday places, follow simple safety rules, listen to body clues and ask trusted adults for help to keep

	healthcare workers in prevention and treatment and practising how to get medical help.		themselves and others safe.

Suggested long-term plan: RSE & PSHE

Overview - Key stage 1

Year 2

Autumn 1	My healthy self: How can we look after our bodies? 7 lessons Building understanding of how daily habits support physical health by exploring the benefits of movement, sleep, healthy eating, hydration and dental care, and applying this knowledge to create a healthy daily routine.	**Autumn 2**	Connecting with others: How can I build safe, kind and caring relationships with others? 7 lessons Celebrating individual and family diversity, exploring personal boundaries, understanding the features of healthy relationships and how to seek help.
Spring 1	The online world: How are things shared online?	**Spring 2**	Citizenship: How do people belong to a community and earn money?
Summer 1	Growing up: How can we look after and respect our bodies as we grow? 7 lessons Learning how people grow and change as they get older, recognising physical changes, naming private body parts correctly and understanding privacy, personal boundaries and who can help.	**Summer 2**	Staying safe: How can I make safe choices in different places?

Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year 3

Autumn 1	My healthy self: How can I take care of my mind and body?	**Autumn 2**	<u>Connecting with others: What helps us feel safe and included?</u> 7 lessons Celebrating what makes them unique and exploring personal boundaries and understanding how relationships can offer support, care, kindness and shared values.
Spring 1	The online world: How should we communicate online?	**Spring 2**	<u>How do we spend time online?</u> 7 lessons Recognising when online activity is taking place and learning to behave safely and politely, including managing screen time and responding to unsuitable content.
Summer 1	Healthy protection: How can we prevent illness and injury and respond if they happen?	**Summer 2**	Citizenship: What careers do people choose and why?

Suggested long-term plan: RSE & PSHE

Overview - Lower key stage 2

Year 4

Autumn 1	My healthy self: How can I make healthy choices?	**Autumn 2**	Connecting with others: How can we respect each other? 7 lessons Understanding how trust, fairness and boundaries keep friendships healthy and practising how to respond assertively and respectfully when challenges or unkind behaviours arise.
Spring 1	The online world: How can I evaluate what I see online?	**Spring 2**	Citizenship: How can I spend my money wisely?
Summer 1	Growing up: How will my body and emotions change as I grow up? 7 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	**Summer 2**	Staying safe: What signs help me recognise what is safe or unsafe? 7 lessons Developing understanding of hazards, risks and emergencies by exploring how to recognise unsafe situations and make informed choices to stay safe in different environments. Pupils investigate ways to reduce risk at home, outdoors, near water and roads before applying their knowledge to respond appropriately in emergency situations and seek help.

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 5

Autumn 1	How can I support my mind and body as I grow? 7 lessons Exploring healthy choices by reading traffic light food labels, understanding physical activity and recognising how emotions can affect the body and mind. Pupils apply their understanding by evaluating food and activity choices, practising strategies to manage strong feelings and identifying ways to seek support for mental health and wellbeing.	**Autumn 2**	Connecting with others: Why are healthy relationships important? 7 lessons Developing understanding of identity, family relationships and friendships by exploring how values, commitment, support, communication and assertiveness help to build and maintain respectful, healthy connections with others.
Spring 1	The online world: How am I influenced by what I see online? 7 lessons Exploring how online trends, adverts and influencers can shape behaviour and choices, including recognising misleading information and making informed, safe choices.	**Spring 2**	Citizenship: How can we make a difference in our communities and beyond?
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up?	**Summer 2**	Citizenship: How can we be in control of our money?

	7 lessons Learning about the physical and emotional changes of puberty, including periods, hygiene and personal boundaries, to support healthy development and respectful relationships.		

Suggested long-term plan: RSE & PSHE

Overview - Upper key stage 2

Year 6

Autumn 1	My healthy self: How do my choices today shape my future wellbeing?	**Autumn 2**	Connecting with others: What does it mean to stand up for myself and others? 7 lessons Deepening understanding of respectful relationships by exploring self-respect, boundaries, consent and ways to challenge unfairness, prevent bullying and seek help safely.
Spring 1	The online world: How do I feel about being online?	**Spring 2**	Citizenship: How can we protect everyone's rights?
Summer 1	Staying safe: How can I stay safe as I grow up?	**Summer 2**	Sex education: How do people become parents and carers? 7 lessons Learning about conception and pregnancy, exploring different family structures and understanding why consent is important.