

# Relationships, Health and Sex Education Policy

## St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special. Everyone is our neighbour.' As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

<b>Approved by:</b>	TLIS	Date: 5/3/26
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## Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and identity
- Teach children the correct vocabulary to describe themselves and their bodies
- Support children to make informed decisions that ensure their safety (including online)

At St Andrew's Church of England Primary School, we believe that the teaching of RSHE is extremely important for our children. The RSHE that we deliver is carefully planned and intertwines throughout our curriculum. We ensure that RSHE is taught in an age appropriate and sensitive way.

## Statutory requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the Science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

## Policy development

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

- Review – a member of staff pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any carers were invited to comment on this policy at the parent/carers consultation evening in March 2026.
- Children consultation – Alongside the new PSHE curriculum, Year 6 children we asked what they believed should be part of the school RSHE curriculum.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

## Definition

Relationship education focuses on emotional, social, and interpersonal skills for all types of healthy connections (friends, family, romantic), teaching communication, boundaries, and respect, while sex education specifically covers the biological, physical, and health aspects of sexuality, including puberty and reproduction.

RSHE involves a combination of sharing information, exploring issues and values. RSHE is not about the promotion of sexual activity.

# Curriculum

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

Primary-age children may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. If difficult questions are asked, teachers are expected to respond in an appropriate manner and inform parents of any conversations dealing with content that falls outside of statutory guidance.

The sex education curriculum will focus on:

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

## Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the Science curriculum (Year 5 and 6 'Animals, Including Humans'), and other aspects, such as tolerance and respect, are found throughout the curriculum, especially in Religious Education (RE).

At St Andrew's Church of England Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

## Relationships, Health and Sex Education curriculum

Year group	Area of RSHE study
Reception	<ul style="list-style-type: none"><li>• Families and people who care for me</li><li>• Respectful kind relationships</li><li>• Physical health and fitness</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Families and people who care for me</li><li>• Respectful kind relationships</li><li>• Being safe</li><li>• General wellbeing</li><li>• Physical health and fitness</li><li>• Healthy eating</li><li>• Health - protection and prevention</li><li>• Personal safety</li><li>• Developing bodies</li></ul>

<p><b>Year 2</b></p>	<ul style="list-style-type: none"> <li>• Caring friendships</li> <li>• Respectful kind relationships</li> <li>• Online safety and awareness</li> <li>• Being safe</li> <li>• General wellbeing</li> <li>• Wellbeing online</li> <li>• Physical health and fitness</li> </ul>
<p><b>Year 3</b></p>	<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful kind relationships</li> <li>• Being safe</li> <li>• General wellbeing</li> <li>• Physical health and fitness</li> <li>• Healthy eating</li> <li>• Health protection and prevention</li> <li>• Personal safety</li> </ul>
<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Caring friendships</li> <li>• Respectful kind relationships</li> <li>• Online safety and awareness</li> <li>• Being safe</li> <li>• General wellbeing</li> <li>• Healthy eating</li> <li>• Physical health and fitness</li> <li>• Health protection and prevention</li> <li>• Personal safety</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Caring friendships</li> <li>• Respectful kind relationships</li> <li>• General wellbeing</li> <li>• Wellbeing online</li> <li>• Physical health and wellbeing</li> <li>• Drugs, alcohol, tobacco and vaping</li> <li>• Health protection and prevention</li> <li>• Personal safety</li> <li>• Basic first aid</li> <li>• Developing bodies</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Families and people who care for us</li> <li>• Respectful, kind relationships</li> <li>• Online safety and awareness</li> <li>• General wellbeing</li> <li>• Wellbeing online</li> <li>• Physical health and wellbeing</li> <li>• Health protection and prevention</li> <li>• Personal safety</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Basic first aid</b></li> <li>• <b>Developing bodies</b></li> <li>• <b>How babies are conceived</b></li> </ul>
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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).

Children are introduced, at appropriate stages, to the correct terminology in their programme of sex education. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms are always used for teaching.

Teachers have received training to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions are handled sensitively and openly and are set within a general context by using distancing techniques. St Andrew's teachers have also been trained to decide when it would be more appropriate to postpone a response and instead gain advice from a member of the leadership team.

Consideration is given to religious or cultural factors, and to parents' wishes (where these are known) before questions are answered.

## Inclusivity

We will teach in a manner which:

- Considers how materials and topics relate to a diverse range of children
- Is sensitive to all children's experiences
- Makes children feel safe, supported and able to engage with the key messages

We will also make sure that children learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- Using a variety of formats
- Give careful consideration for the best way for every child to access the learning content

## Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support children in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our children
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches

- Are sensitive to children's experiences and won't provoke distress

## Roles and responsibilities

### The governing board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has retained responsibility for the approval of this policy.

### The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw children from components of RSHE (see section 9).

### Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from components of RSHE

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

All teaching staff are expected to take part in the delivery of the RSHE curriculum.

### Children

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

## Parents and carers

### Communication with parents

We inform parents of the sex education curriculum content for their child's year through signposting to the St Andrew's website. The actual slides of the lesson are on the website. Prior to the lesson, a letter is sent home to parents to alert them to the upcoming sex education curriculum content.

## Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. St Andrew's Church of England Primary School will ensure that RSHE is taught in a sensitive manner, taking into account children's context and prior experiences.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE (ie. how a baby is conceived and born).

Requests for withdrawal should be addressed in writing to the headteacher.

## Training

Staff are trained on the delivery of RSHE and PSHE curriculum.

The headteacher may also invite visitors from outside the school to provide support and training to staff teaching RSHE.

## Monitoring arrangements

The delivery of RSHE is monitored by PSHE and RSHE Coordinator through learning walks, scrutiny of work and pupil voice.

Children's development in RSHE is monitored by class teachers as part of our internal PSHE and RSHE assessment approach.

This policy will be reviewed by the Headteacher and the PSHE and RSHE Coordinator. At every review, the policy will be approved by the governing board.

## Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care</li> <li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li> <li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships</li> <li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>• About managing conflict with kindness and respect, and that violence is never right</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li> </ul>
Respectful, kind relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically,</li> </ul>

	<p>in character, personality or background), or make different choices, or have different preferences or beliefs</p> <ul style="list-style-type: none"> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>
Online safety and awareness	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li> <li>• That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li> <li>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online, including where pictures or words might be circulated</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li> </ul>

	<ul style="list-style-type: none"><li>• About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li><li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li><li>• How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so</li><li>• Where to get advice, for example from their family, school and/or other sources</li></ul>
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Taken from the National Curriculum objectives