

RSHE Policy



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TEAGUES BRIDGE PRIMARY SCHOOL
Relationships, Sex and Health Education Policy

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Next review:	August 2027
Staff Responsibility	Sarah Abdulla Natalie Woods
Governor responsibility	Kevin Evans

The Purpose of this policy-

- Clarify the legal requirement and responsibilities of the school.
- Clarify the school's approach to relationships and sex education (RSHE) for the 21st Century for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- Give guidance on developing and implementing and monitoring the RSHE education programme.
- Provide a basis for evaluating the effectiveness of the school RSHE programme.
- Reinforce the role of the schools in contributing to local and national strategies.

Aims

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

- Provide a framework in which sensitive discussions can take place.
- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.

- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Raise and promote positive self-esteem.
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others.
- Help pupils communicate and understand their feelings and emotions.
- Provide pupils with skills necessary to keep themselves happy and safe.
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities.
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions.
- Develop the confidence to seek help, support, and advice.

Statutory Requirements

As a maintained Special School with Primary aged pupils we must provide relationships education as per section 34 of the [Children and Social work act 2017 for primary aged pupils and relationships and sex education](#), we must have regard to the [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

For Primary aged pupils we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. As a school we have made the decision to provide sex education in an appropriate way to meet the needs and cognitive ability of our pupils.

At Teagues Bridge Primary School we teach RSE as set out in this policy.

Policy Development

It might look like below.

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

1. **Review** - RSHE task group comprising of teaching staff, PSHE, Science, Computing, R.E. P.E. Leads, School Governors and parents of students from Primary and Secondary phases of School 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 attend a meeting about the policy.
4. **Pupil consultation** - we investigated what exactly pupils want from their RSE.
5. **Ratification** - once amendments were made, the policy was shared with governors and ratified.

Definition

RSE is about the emotional, social, and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity, as pupils progress from the primary to secondary phase of school.

RSE involves a combination of sharing information, and exploring issues and values, which our pupils understand through accessible education.

RSE is **not** about the promotion of sexual activity.

Curriculum

Our curriculum is set out as per Appendix 2, but we may need to adapt it as and when necessary. It is underpinned by the statutory expectations as set out by the DfE in Appendix 1.

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

Primary sex education is not compulsory in primary schools, it is up to your school to determine whether you need to cover any additional content on sex education to meet the needs of your pupils.

At Teagues Bridge, primary sex education will be taught in year 5 and year 6 and will focus on:

- Providing a framework and forum for pupils in which sensitive discussions can take place around sex education.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach children about their bodies and how they will change.

This will be done through PSHE, RSHE and Science.

Parents do have the right to withdraw their child from sex education through the RSHE or the PSHE, but they cannot withdraw them from the areas taught through the science curriculum.

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

Delivery of the curriculum

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

For Primary aged pupils

Relationship's 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

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

Relationship to other policies : This policy has links to School policies on Safeguarding, Child Protection, Health and Safety, Confidentiality, PSHE, Healthy Schools, School Visits, Manual Handling and personal care, Anti-bullying Policy, Equality Policy, Science, P.E. Computing. R.E. D&T.

The Governing body

The governing body will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

Staff

Staff are responsible for:

- Teaching aspects that mainstream pupils will acquire through their development, such as understanding the term 'private'.
- Delivering RSE in a sensitive way, ensuring that all pupils and students understand the terminology.
- Revisiting learning
- Adapting learning to meet the learning needs of the pupils and students.
- Using appropriate vocabulary
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

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

Pupils and students

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

Parents' right to withdraw.

For primary aged pupils' parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

In all cases the Headteacher/PSHE/RSE Lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way pupils and students will receive accurate information.

See Appendix 3 for the right to withdraw form.

Professional Development and Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff have accessed the DfE training materials linked to all aspects of RE-RSE-HE.

Monitoring Arrangements

The delivery of RSE is monitored by subject leaders in Science, PSHE, Computing, RE through:

Planning scrutinies, learning walks, book looks. Talking to pupils/students and talking to staff.

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

This policy will be reviewed by Subject leaders for Science, PSHE/RSE Lead on an annual basis. At every review, the policy will be approved by (the governing board/committee name/governor name/the Headteacher).

Local and national guidelines

This policy has been written in consultation with the following guidance.

- Sex and Relationship Education Guidance July 2025
- QCA PSHE Curriculum Framework for Schools 2000
- National Curriculum 2000 Statutory Science
- National Healthy Schools Standards 2006
- Ofsted (2002) *Sex and Relationships*. Office for Standards in Education, London.
- Social Exclusion Unit (1999) *Teenage Pregnancy Strategy*. Social Exclusion Unit, London.
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Children and Social Work Act (2017)

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))

This policy applies to all staff, pupils, parents/carers, governors, and outside agencies working within the school.

Appendix 1

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, 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. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • 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. • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not. • 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. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)? • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g., family, school and/or other sources

By the end of secondary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families	• That there are different types of committed, stable relationships. • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony? • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships, including friendships	• The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation, or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • What constitutes sexual harassment and sexual violence and why these are always unacceptable? • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	• Their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content. • That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • How information and data is generated, collected, shared and used online
Being safe	• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	• How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g., physical, emotional, mental, sexual, and reproductive health and wellbeing. • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy, and options available • The facts around pregnancy including miscarriage. • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 2: Parent form: withdrawal from sex education within RSE

Teagues Bridge Primary School - Parents Request to withdraw their child from the non-statutory/non-science aspects of the curriculum.

TO BE COMPLETED BY PARENTS				
Name of child		Class		Child's D.O. B
Name of parent		Date		
Reason for withdrawing from sex education within relationships and sex education				
Any other information you would like the school to consider				

TO BE COMPLETED BY PARENTS	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
School signature and date	