

Policy Title	Relationships, Sex, and Health Education Policy
Prepared by	Johanne Clifton
Approved date	May 2026
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Relationships, Sex, and Health Education Policy (RSHE)

Date	Revision amendment details	By whom
May 2026	Approved by Ops Group	Ops
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Related policies and documents

Safeguarding and Child Protection Policy (2025)
IT and Internet Accessible Use (2025)
Online Safety Policy (2022)

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DfE (2025) [Relationships Education, Relationships and Sex Education and Health Education](#)

DfE (September 2025) Keeping Children Safe in Education

DfE (March 2026) Working Together to Safeguard Children

DfE (2023) Teaching Online Safety in Schools

DfE (2014) Promoting Fundamental British Values as part of SMSC in Schools

DfE (2015) The Use of Social Media for Online Radicalisation

DfE (2025) Statutory Framework for the Early Years Foundation Stage

DfE (2014) National Curriculum

Ofsted (2025) Inspection Toolkit

UKCIS (2020) Education for a Connected World

[The right to withdraw](#)

Definitions

- Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.
- Where the word 'Governing Body' is used it refers to the Trust Board.
- Where appropriate individual academies will publish details of the procedures and practices to implement Trust policies.

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Elliot Foundation Academies Trust Values

1. Put children first

- a. We trust and value your professionalism
- b. We share the responsibility for the learning and welfare of all of our children
- c. Our purpose is to improve the lives of children

2. Be safe

- a. Don't assume that someone else will do it
- b. Look after yourself, your colleagues and all children
- c. We are all responsible for each other's safety and well being
- d. Discuss any concerns with an appropriate member of staff

3. Be kind & respect all

- a. People are allowed to be different as are you
- b. Kindness creates the positive environment we all need to flourish
- c. This kindness should extend to ourselves as well as to others

4. Be open

- a. If you can see a better way, suggest it
- b. If someone else suggests a better way to you, consider it
- c. We exist to nurture innovators and support those who take informed risks in the interests of children

5. Forgive

- a. We all make mistakes
- b. Admit them, learn from them and move on

6. Make a difference

- a. Making the world a better place starts with you
- b. Model the behaviour that you would like to see from others

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1. Policy statement and objectives

- a. This policy outlines our commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the updated DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2025 and other relevant guidance documents and statutory requirements.
- b. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education (see section 10 for more details).
- c. The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a developmentally appropriate manner throughout the school.

2. Scope and principles

- a. The RSE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: Parent workshops were offered at the beginning and the end of day for parents to see our curriculum and how this fits with our school ethos and values. Parents were able to ask questions and give their feedback on their confidence in knowledge about our curriculum and policy. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSE and Health Education issued in July 2025.
- b. This policy is available on the school website and free of charge to interested parties via school reception.
- c. The RSE policy will be reviewed annually by the RHSE lead and by Wendy Lee, school head. This review will be informed by the following: Policy shared with staff and a google form was used to seek their views. RHSE lead used pupil voice to seek the views of RSHE and what they currently know about and what they would like to know. Class survey for teachers to complete in class.
- d. The Trust Board has responsibility for ensuring that RSHE is taught in line with statutory guidance and for monitoring the effectiveness of the subject. The Director of Curriculum and Development, and Director of Safeguarding report to the Trust Board

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3. What is RHSE and why is it important?

- a. RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.
- b. Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. RSHE supports children to identify harmful behaviours including bullying and harassment. Pupils are taught that such behaviours are never acceptable and how to seek help.

Through a broad and balanced curriculum we offer experiences and opportunities to inspire lifelong learning. Integral to this is establishing a fully inclusive, diverse and therapeutic approach to teaching and learning which promotes the physical, mental, social and academic well being of all our pupils. The British Values of The Rule of Law, Democracy, Mutual Respect and Tolerance and Individual Liberty, are embedded throughout our curriculum. We support children to become valuable members of the community, developing a sense of pride and respect, through the building of relationships with people and places in the local and wider community.

‘Engage - Enquire - Excel’ underpins our ethos and values along with our guiding principles, known in school as our social learning objectives: ‘Be Brave, Try Hard, Join in, Play Fair, Have Fun, Be Kind, Feel Proud’. Our values also align with the Elliot Foundation Trust values to:

- Put children first
- Be safe
- Be kind and respect all
- Be open
- Forgive
- Make a difference

We believe, through a nurturing ethos, children grow in confidence and curiosity and, with the right teaching and learning opportunities, they will develop the social, emotional and academic skills to be successful not only here at Millfield, but as they move on to the next stage of their education and on into life. We are committed to being an Attachment Aware Trauma Informed School and use a therapeutic

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approach when supporting children to become confident, resilient and reflective individuals.

We know that as a school it is the responsibility of all adults to provide a safe environment in which children can learn. In the Keeping Children Safe in Education 2025 policy it is clear that schools with strong leadership and safeguarding policies will have the biggest impact on the mental health and wellbeing of all children. We take this responsibility seriously and have four designated safeguarding leads who provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as local authority children's social care.

- c. We see our delivery of RSHE as supporting the vital role parents play in educating their child about these areas. We acknowledge that not all parents feel confident or comfortable talking to their children about some aspects of RSHE therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

4. Key Objectives

- a. The key objectives of our RSHE programme are to
 - Develop knowledge and understanding of positive, healthy and respectful relationships
 - Support pupils to recognise their rights and responsibilities, including personal boundaries and the importance of consent
 - Enable pupils to develop essential social, emotional, and relationship skills
 - Prepare pupils for the physical and emotional changes of puberty
 - Develop pupils understanding of reproduction and birth taught within the context of loving and caring relationships
 - Promote understanding and respect for a range of families, relationships, values, beliefs and faith perspectives
 - Support pupils to use the internet and digital technologies safely and responsibly
 - Develop pupils' skills in assessing risk and keeping themselves and others safe
 - Enable pupils to gain the knowledge and skills needed to develop and maintain healthy bodies and minds
 - Support pupils to recognise, understand and manage their emotions
 - Ensure pupils know how to access appropriate support
- b. The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, development, ability and level of maturity. RSHE

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will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. We understand that children are growing up in a digital age and therefore online safety will include references to RSHE and make links between personal safety and the children's digital presence. Pupils will be helped to appreciate differences and to respect themselves and others.

- c. We use the guiding principles in the DfE RSHE guidance 2025 to inform our provision. You will see these principles reflected through our policy:
 - Engagement with pupils
 - Engagement and transparency with parents
 - Positivity
 - Careful sequencing
 - Relevant and responsive
 - Skilled delivery of participative education
 - Whole school approach

5. Pupil voice and a needs-led curriculum

- a. Pupil voice is an important part of our RSHE programme. We provide opportunities for pupils to share their views and experiences of RSHE through class discussion, feedback activities, pupil surveys and the school council. Pupils are encouraged to share their views and these are listened to and valued.
- b. Information gathered from pupil voice, alongside other sources of data such as our staff and parent surveys, safeguarding (MyConcern) and behaviour (Arbor). DSL's meet weekly during pupil welfare meetings and identify specific needs relevant to specific groups of individuals, which are then used to inform curriculum planning and teaching. This helps ensure our RSHE is relevant and responsive.

6. Equality and inclusion

- a. We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all, and promotes the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning

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and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

- b. RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that all pupils receive information that is relevant to their needs.
- c. There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.
- d. We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and appreciation of difference. We want every child and family to feel included, respected and valued.
- e. Teachers will plan RSHE in different ways, using a variety of teaching strategies to meet the needs of pupils in their class. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met, this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.
- f. A range of different families and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

7. Curriculum

- a. RSHE is taught in every year group throughout the school. The curriculum we

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deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE content and delivery supports children to develop a positive view of healthy relationships, being healthy and safe. We work towards objectives in each year group that support the outcomes outlined in the government RSHE guidance. We follow the Cambridgeshire Personal Primary Development Programme. You can find the learning outcomes for each year group here ([PSHE Key end points](#))

b. Some elements of RSHE are delivered through National Curriculum Science:

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of....hygiene.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age.

c. Below is a list of topics covered by our RSHE programme in line with government guidance:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing
- Wellbeing online
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

d. As part of RSHE, pupils will be taught scientific names for genitals in an age-appropriate and sensitive way. The words we use are: vulva, vagina, penis, testicles, breasts, nipples, anus, etc. You can see when these terms are introduced in

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our scheme here ([PSHE Key end points](#)).

- e. We deliver our RSHE curriculum through assemblies, a weekly PSHE lesson, topic work and cross-curricular opportunities. We regularly monitor behaviour and safeguarding across school in pupil welfare meetings and when necessary will focus on a particular aspect of RSHE if this is a year group or whole school issue.
- f. The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis. This includes subject leads completing pupil voice, observing lessons, meeting with staff to seek their views and offering CPD related to training needs.
- g. We keep the curriculum continuously under review to ensure it is relevant and responsive to children's needs. The RSHE lead and teachers may add content to the programme to address current safeguarding issues and trends in order to keep children safe. Where this is the case, parents will be informed in advance and be able to request access to the resources to be used.

8. Resources

- a. As with any other subject, the breadth of the RSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching.
You can view a selection of resources here
[School website](#)
[Key End Points](#)
- b. We encourage engagement from parents in our RSHE programme. If you would like to discuss any of the resources in more detail, please contact the school office.

9. Sex Education

- a. In addition to Relationships and Health Education we also cover sex education in year (2, 4 and 6). The content of sex education includes learning about reproduction, pregnancy and birth as well as safer relationships. It is taught in an age and stage appropriate manner. Parents are able to withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

10. Teaching and learning

- a. All teachers have responsibility for planning and delivering RSHE. Teaching

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assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow this school policy.

- b. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.
- c. Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies will be used, including:
 - Establishing ground rules/group agreement with pupils
 - Using 'distancing' techniques (eg. Case studies)
 - The provision of a 'question box' during each planned session
 - Dealing with children's questions in an appropriate manner
 - Using participative teaching methods, with opportunities for discussion
 - Opportunities for reflection
- d. RSHE will be delivered all year round, parents/carers will be informed of what will be covered at the beginning of the year with our key end points.

11. Safety

- a. It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.
- b. The group agreement will outline rules regarding questions. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.
- c. When pupils can write independently, they will be introduced to the 'question box' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

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- d. Teachers will use the following strategies to deal with unexpected questions:
 - If a question is personal, the teacher will remind pupils of the rules set in the group agreement
 - If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later if related to the topic and appropriate for the age group.
 - If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises safeguarding concerns, the teacher will attend to it on an individual basis.
- e. Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE lead as part of the evaluation and monitoring process.

12. External support

- a. Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures. All staff delivering RSHE are skilled and confident to do so. We provide regular training and updates to staff around RSHE through Inset days and staff meetings. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.
- b. The RSHE lead attends regular networks to keep their knowledge and practice relevant and up-to-date.

13. Assessment and review

- a. Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes [\(Key end points\)](#). This may include self-assessment and peer assessment; google slides; end of topic quizzes. Pupil's progress in RSHE will be included in the end of year report.
- b. The RSHE lead carries out learning walks to monitor the quality of RSHE across school. Outcomes from these, alongside pupil voice and data inform the development of the RSHE programme annually.

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14. Parents and carers

- a. We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through the school website and letters/texts/emails to explain when RSHE will take place in different year groups and what will be covered. We also use key end points to show what each year group learns per half-term.
- b. We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE programme. Workshops will be offered to show parents the curriculum, resources used in lessons and answer any questions.
- c. Any parents wanting more information about our RSHE curriculum can contact the school.

15. Right to withdraw

- a. Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. You can see here which parts of our programme are sex education here ([PSHE Key End Points](#)). Parents can exercise their right to withdraw their child from sex education in year 6 by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

16. Confidentiality, safeguarding and child protection

- a. Everyone involved in the delivery of RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.
- b. Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone

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involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with the school's and local safeguarding procedures.

17. Menstrual wellbeing

- a. Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:
 - Sanitary disposal units are available in the upper key stage 2 toilets.
 - Pupils can access sanitary products from upper key stage 2 teachers.
 - For those experiencing period poverty free sanitary protection can be accessed from upper key stage 2 teachers.
- b. When a pupil starts menstruating in school, we will support them on-site and inform parents if we are made aware of this. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school please contact the school for support.

18. Further information

- a. If you would like to discuss our provision of RSHE further, please contact the school office.
- b. Complaints about RSHE will be handled in line with the school's complaints policy, which is available on the school website.