Bishop Tufnell CE Primary School

Relationships, Sex and Health Education (RSHE) Policy

This policy has been developed with reference to the Department for Education statutory guidance: Relationships and Sex Education (RSE) and Health Education.

RSHE Vision

Our success is rooted in our Christian values as we walk in the footsteps of Christ.

Through our Relationships, Sex and Health Education (RSHE) curriculum, we help every child to **Belong, Inspire and Grow**. Rooted in our Christian vision, we provide a safe, inclusive and nurturing environment where children develop the knowledge, skills and confidence to build healthy relationships, care for their physical and mental wellbeing, respect themselves and others, and keep themselves safe both online and offline. Through age-appropriate learning, we empower pupils to make positive choices, seek help when needed and flourish as healthy, respectful and responsible members of society.

Aims of Relationships, Sex and Health Education (RSHE)

Our RSHE programme aims to:

- Provide accurate, balanced and age-appropriate information about relationships, health, wellbeing and human development.
- Create a safe, respectful and inclusive environment in which sensitive discussions can take place and all children feel valued and able to participate.
- Develop the knowledge, skills and attitudes needed to build positive, healthy and respectful relationships.
- Help children to recognise, understand and manage their emotions, promoting positive mental health, resilience and emotional wellbeing.
- Enable children to recognise healthy and unhealthy relationships, understand personal boundaries and know how to seek help from trusted adults when they have concerns.
- Equip pupils with the knowledge and skills to keep themselves safe, including online, and to recognise situations that may place them at risk of harm, abuse or exploitation.
- Develop positive character traits including kindness, empathy, honesty, integrity, respect and responsibility.
- Prepare pupils for the physical and emotional changes associated with growing up, including puberty, human development, health and hygiene.
- Teach pupils the correct vocabulary to describe their bodies, feelings and relationships with confidence, accuracy and respect.
- Foster positive and inclusive attitudes towards all people, including those with protected characteristics under the Equality Act 2010.

https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026_.pdf

- Prepare children for the opportunities, responsibilities and experiences of later life, enabling them to become healthy, safe and responsible members of society.
- Support all children to **Belong, Inspire and Grow**, enabling them to flourish and live life in all its fullness through relationships built on dignity, respect and care for others.

Context

We teach **Relationships, Sex and Health Education (RSHE)** through our **Education for Safeguarding (E4S)** framework. RSHE is delivered within the context of our Christian vision and values and supports pupils to develop the knowledge, skills and attributes they need to build positive relationships, maintain their physical and mental wellbeing, and stay safe. Relationships Education, Relationships and Sex Education (RSE) and Health Education identifies relationships, health, wellbeing and safeguarding as key areas of learning.

In particular, we teach RSHE with the belief that:

- Relationships Education should be taught within the context of loving, caring and respectful relationships and family life.
- RSHE is an important part of children's personal, social, spiritual, moral and cultural development.
- Children should develop respect for themselves and others and recognise the value, dignity and uniqueness of every individual.
- Children should learn how to build and maintain healthy, positive and respectful relationships based on trust, kindness, empathy and honesty.
- Children should understand personal boundaries, privacy and the importance of seeking and respecting permission in age-appropriate ways.
- Children should develop the knowledge and skills needed to recognise risk, keep themselves safe and know when and how to seek help from trusted adults.
- Children should be equipped to make informed decisions that support their health, wellbeing and safety, both online and offline.
- Children should develop self-respect, resilience, self-control and personal responsibility.
- Children should be taught accurate and age-appropriate vocabulary relating to their bodies, health, emotions and relationships.
- Children should be prepared for the opportunities, responsibilities and experiences of later life and enabled to flourish as healthy, safe and responsible citizens.

Our E4S curriculum provides a progressive programme of learning that revisits and develops key themes within statutory Relationships Education and Health Education, including healthy relationships, emotional wellbeing, personal safety, online safety, identity, physical health and preparation for later life.

See the E4S curriculum map for details of the knowledge and skills taught in each year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

EYFS	Throughout the year, the EYFS children will work regularly on the following areas that lead them into their KS1 and 2 E4S curriculum in these areas of learning and development: understanding the world; expressive arts and design; personal, social and emotional development; communication and language.					
Year 1/2	Being safe: body privacy and saying yes or no, worries and asking for help. Identity: similarities and differences, growth.	Eating well and being active: being healthy and active, food practice and choice.	Feelings and attitudes: coping with feelings, feeling happy and sad, feelings and impact on self and others emotional resilience – recognising feelings.	Keeping safe and risks – feeling safe, fair and unfair/right and wrong, rules. Keeping safe and emergencies: helping us stay safe, staying safe emergencies.	(Drugs, alcohol and tobacco): medicines and safety, looking after our bodies safely. Staying safe online – privacy and information.	Online relationships and media: private and privacy, being safe in unfamiliar situations.
Year 3/4	Transition: understanding changes	Relationships: friendships and bullying, community and belonging.	Being safe: body privacy, saying yes or no, secrets.	Online content and critical thinking: online vs real world, validity of information.	Family and friendship. Relationships – types of relationship.	Family and friendship. Relationships – changes and when relationships go wrong.
Year 5	Online relationships and cyber bullying: cyber bullying and negative behaviours. Knowing people online	Emotional resilience – feelings and emotions.	Sense of self image and representations, self-esteem.	Identity – media influences (masculinity and femininity), gender expectations.	Identity – body changes and puberty.	Keeping safe and emergencies – risk, hazard and emergency. Responsibility to be safe.
Year 6	Transition – learning and achievement. Wellbeing – health and well being	Feelings and attitudes – changing feelings, dealing with strong feelings, challenging the impact of feelings on self.	Hygiene and protecting your health – cleanliness and germs. Identity – body changes and puberty. Family and relationships. Relationships and conception.	Drugs, alcohol and tobacco. Everyday substances including caffeine, tobacco and smoking, pressure, influence,	Online relationships and media – personal boundaries and the right to privacy. Pressure to share and dares. Online reputation –	Transition – achievements, understanding change, saying goodbye and moving on.

				drugs and usage.	online profiles and age appropriateness. Identity – gender expectations.	

Pupils with Special Educational Needs and Disabilities

Relationships Education, Relationships and Sex Education (RSE) and Health Education is designed to be accessible to all pupils, including those with special educational needs and disabilities (SEND). High-quality, inclusive teaching that is appropriately differentiated and personalised is the starting point for ensuring that all pupils can access and benefit from the RSHE curriculum.

At our school, we recognise that pupils with SEND may require additional support to develop their understanding of relationships, personal safety, health and wellbeing. Teaching is adapted to meet individual needs, taking account of pupils' age, stage of development, understanding and specific learning needs.

The Role of Parents and Carers

We recognise that parents and carers are the first and most important educators of their children. We are committed to working in partnership with families to support pupils' learning in Relationships, Sex and Health Education (RSHE). Effective collaboration between home and school helps children develop the knowledge, understanding, values and skills needed to lead healthy, safe and fulfilling lives.

In promoting this partnership, we will:

- Inform parents and carers about the school's RSHE policy, curriculum and teaching approaches.
- Provide opportunities for parents and carers to view curriculum content and ask questions about RSHE provision.
- Respond to parents' and carers' questions and concerns openly and respectfully.
- Take seriously any issues raised by parents, carers, staff or governors regarding RSHE provision.
- Work collaboratively with families to support pupils' wellbeing, safety and personal development.

The Role of the Headteacher

The Headteacher is responsible for ensuring that the RSHE policy is implemented effectively and that parents, carers, staff and governors are informed about the school's approach to RSHE.

The Headteacher will:

- Ensure that RSHE is taught in accordance with statutory requirements.
- Support staff through appropriate training and professional development.
- Ensure that teaching is age-appropriate, inclusive and sensitive to the needs of pupils.
- Monitor the quality and effectiveness of RSHE provision.

- Report to governors on the implementation and impact of the policy.https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education__RSE__and_health_education__for_intro_1_September_2026_.pdf

Confidentiality and Safeguarding

RSHE lessons are delivered in a safe, supportive and respectful environment. Staff will encourage open discussion whilst making clear that they cannot offer unconditional confidentiality.

If a pupil discloses information that raises a safeguarding concern, indicates that they may be at risk of harm, or suggests that they or another child may be experiencing abuse, exploitation or neglect, staff will follow the school's safeguarding and child protection procedures and pass concerns to the Designated Safeguarding Lead (DSL) as appropriate.

Creating a Safe Learning Environment

RSHE is taught within a framework of agreed class expectations that promote respect, inclusion and positive participation. These expectations help pupils feel safe and supported when discussing sensitive topics and ensure that professional boundaries are maintained.

Pupils are encouraged to:

- Listen respectfully to others.
- Value different opinions and experiences.
- Use appropriate language.
- Respect privacy and confidentiality.
- Ask questions in a safe and appropriate manner.

Class expectations are developed in an age-appropriate way with pupils and revisited regularly.

Responding to Pupils' Questions

Pupils are encouraged to ask questions and seek clarification as part of their RSHE learning. Staff will answer questions honestly, sensitively and in an age-appropriate manner, using their professional judgement.

Where a question falls outside the planned curriculum or is not appropriate to answer in a whole-class setting, staff may:

- Respond at a later time.
- Offer individual support where appropriate.
- Seek guidance from senior leaders.
- Work in partnership with parents and carers when appropriate.

Any concerns arising from pupils' questions will be managed in line with the school's safeguarding procedures.

Right to Request Withdrawal from Sex Education

Parents and carers have the right to request that their child be withdrawn from some or all of the non-statutory sex education taught as part of RSHE.

Parents and carers cannot withdraw their child from:

- Statutory Relationships Education.
- Statutory Health Education.
- National Curriculum Science content.

Any request for withdrawal should be discussed with the Headteacher to ensure that parents and carers understand the curriculum content, the purpose of the learning and the potential implications of withdrawal. Alternative arrangements will be made for pupils who are withdrawn from non-statutory sex education lessons.

Monitoring and Evaluation

The implementation and effectiveness of this policy will be monitored by the Headteacher and senior leaders. Evaluation will include:

- Staff feedback.
- Pupil voice.
- Parent and carer feedback.
- Governor monitoring.
- Curriculum reviews.
- Assessment information where appropriate.

This process will help ensure that RSHE provision continues to meet the needs of pupils, reflects statutory guidance and contributes to pupils' personal development, wellbeing and safety

Date of most recent review: Autumn 2026
Date of next review: Autumn 2027

Version History

Autumn 2026	Full rewrite of all sections of the policy in line with changes in DfE guidance and a more comprehensive overview of our practices and principles.