



# Devonshire Primary Academy RSHE Policy



Adopted by Governors/HT: HT  
Review period: Annually  
Last review date: September 2026  
Person responsible for policy: RSHE Coordinator

## **Introduction**

At Devonshire Primary Academy, Relationship Education is delivered as part of our PSHE Education curriculum. We use the Coram Life Education (SCARF) curriculum to provide guidance to deliver this. Relationships Education is an integral part of the Personal, Social, Health and Economic (PSHE) Education curriculum. We aim to offer pupils a carefully planned, age-appropriate programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and for staying safe both on and offline. Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

From 1 September 2026, the curriculum also reflects the revised Department for Education statutory guidance, with strengthened teaching about online safety and awareness, personal safety, healthy boundaries, emotional wellbeing and respectful, inclusive relationships.

## **Policy Context, Rationale and Consultation**

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 Education compulsory for all pupils receiving primary education. Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

Since September 2020, it has been statutory for primary schools to teach Relationships Education and Health Education. Health Education includes key facts about puberty and the changing adolescent body.

The revised Department for Education guidance, published in July 2025 and effective from 1 September 2026, recommends that primary schools provide a graduated, age-appropriate programme of sex education in Years 5 and/or 6. Content that goes beyond statutory Relationships Education, Health Education and the national curriculum for science remains non-statutory. At Devonshire, we will continue to teach this content in Year 6. Parents may request that their child be withdrawn only from this non-statutory sex education; pupils cannot be withdrawn from Relationships Education, Health Education or related national curriculum science content.

This policy covers our approach to Relationships, Health and Sex Education (RSHE) and it was developed through looking carefully at the Coram Life Education Curriculum, the PSHE Association Programme of Study, the DfE Relationships Education and the Health Education statutory requirements (Appendix 1).

In 2020, discussions were held with staff and Lancashire Life Education and consultations took place both with the Blackpool PSHE Primary Support Officer and with parents. Using Class dojo, parents were given an overview of aspects that would be covered in each year group and the vocabulary used. They were invited to share their views on this. All of those who responded were supportive of the content.

In 2024, four years after the first consultation, we felt that due to having new staff, pupils, parents and some alterations within the SCARF programme, it was important for us to consult again. We carried out a survey with staff to share changes within the programme and to get their feedback and opinions on content, vocabulary and resources. Parents were invited into school for a RSE consultation meeting to share their views on the curriculum and to see the resources used in these lessons. Additionally, we carried out a RSE pupil voice with a range of children across the school, where they were able to share their views and what they had learnt within their lessons.

After consulting, we reflected on the feedback and made necessary adjustments to our curriculum. These were shared with staff and parents through a detailed overview of the 'Growing and Changing' unit before it was covered to ensure complete transparency. These adjustments were responded to positively. We continue to share this annually ahead of the unit being taught, giving staff and parents time to reflect and ask any questions.

In July 2026, following publication of the revised DfE statutory guidance for introduction on 1 September 2026, parents and carers were consulted through an online survey shared on the school parent app. The consultation information explained the strengthened emphasis on online safety, personal safety, healthy relationships and boundaries, mental health and emotional wellbeing, growing and changing, and family diversity. Parents were invited to ask questions, comment on the proposed updates and request access to teaching materials. No respondent raised an objection to the proposed updates, and the school therefore adopted the updated SCARF materials and curriculum arrangements set out in this policy.

The school will continue to share a detailed annual overview of the Growing and Changing unit before teaching begins, including the age-appropriate vocabulary used, and will make curriculum materials available for parents and carers to view on request.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils. Parents and carers will be informed in advance of any material deviation from the published curriculum or policy.

### **Policy Aims and Objectives**

This policy has been developed in consultation with staff, pupils, parents and governors. The aim is to make clear why Relationship Education and RSHE is being taught and how we will implement this at Devonshire Primary Academy.

### **Creating a Safe and Supportive Learning Atmosphere**

It is essential to begin the year by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence. To do this we:

- Work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them.
- Provide opportunities for children to ask questions anonymously, by using an 'Ask it Basket'.
- Offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident.
- Provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form).
- Are aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed.
- Provide information to children about how they can get help and support both in school and outside, as appropriate.
- Depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters.

These ground rules should be:

- Written in children's own words

- Displayed in the classroom
- Monitored by children themselves
- Upheld consistently by the teacher as well as the children, without exception.

### **Entitlement and Equal Opportunity**

Teaching will generally follow SCARF units with adjustments made after consultation with children, parents, staff and governors. However, teachers will take into account any differentiation needed. We promote diversity and inclusion and we consider all pupils' needs by ensuring that there is a safe learning environment where children can share their views without feeling judged. We teach acceptance, which includes learning about a range of family circumstances. We expect our pupils to consider others' needs by teaching and modelling tolerance and acceptance.

As far as is appropriate, pupils with special educational needs should follow the same education programme as all other students. Careful consideration is given concerning the level of differentiation needed and, in some cases, the content or delivery is adapted. Teachers and/or learning support assistants should work with individual pupils where it is required, and if it is appropriate.

In line with the revised guidance, RSHE will be inclusive, accessible and developmentally appropriate. Teaching will reflect a wide range of safe and loving family structures, including single-parent, adoptive, foster, kinship, blended and same-sex-parent families, without stigmatising any pupil's home circumstances. The school will comply with the Equality Act 2010 and make reasonable adjustments so that pupils with SEND can access the curriculum.

### **Intended Learning**

Our programme is underpinned by our school ethos of ensuring we are 'the best that we can be.'

We aim to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of physical 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 relationships including consent
- Teach pupils the correct, scientific vocabulary to describe themselves and their bodies in an age-appropriate way that supports safeguarding, privacy and personal boundaries
- Strengthen pupils' understanding of online safety and awareness, including unreliable or manipulated content, scams, inappropriate contact, privacy and how to report concerns
- Develop pupils' knowledge and skills in personal safety, healthy boundaries, everyday consent, respectful relationships and seeking help from trusted adults
- Support emotional wellbeing through learning about feelings, resilience, loneliness, change, loss and bereavement, and where to find support

### **Implementation**

#### **Learning and Teaching**

Using the SCARF curriculum, relationships education will take place throughout the year in PSHE lessons, especially in the summer term. This ensures coverage of the DfE statutory requirements. From September 2026, the school will use SCARF materials updated to align with the revised DfE guidance and will map provision against the revised end-of-primary curriculum content. We have adjusted the time that some aspects are taught after consultation with children, parents, staff and governors in order to best meet the needs of our children. Please see Appendix 1.

At the start of each topic, it is essential to establish a starting point. This is done using a pre-unit assessment activity, through a discussion or another means. Pupils will bring differing levels of knowledge and understanding to any issue explored.

Teachers use the 'Ask it Basket' to answer any questions or take time to deal with pupils' worries, concerns or suggestions.

RSHE is normally delivered by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. It is often recommended that topics that are more sensitive are covered by teaching the same content but to single sex groups. There will always be a discussion for each year group to decide what will work best for them. PSHE Ground Rules are used in all PSHE and RSHE lessons.

Our provision is further enhanced by our links with Coram Life Education who provide advice and two days of sessions with our children delivered by experienced educators. These will focus on the delivery of Relationship Education and Relationship and Sex Education.

PSHE work will be recorded in curriculum books and there will be examples of PSHE education in the class 'Floor Book' where appropriate. This will be monitored. At the end of each unit, the children complete a post unit assessment so that learning can be evaluated and progress noted from the pre-unit assessment.

### **Confidentiality**

Pupils may seek advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Whilst working in the classroom, external contributors, including school nurses, are bound by the school's confidentiality policy, not their own.

If any person believes that a child is at risk or in danger, she/he must discuss this with the designated safeguarding lead (DSL), who takes action in line with the Safeguarding Children Policy. All staff members are familiar with the policy. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

### **Answering Questions**

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. They can ask questions in lessons or place questions in the 'Ask it Basket.' However, consideration should be given to how to respond to questions. If necessary, teachers also know they can ask a pupil to wait for an answer, giving them time to consult with the school's leadership team if they feel this appropriate (e.g., 'That is a really interesting question and I need time to think because I want to give you a proper answer.') Answers will be factual, age-appropriate and consistent with the school's published curriculum. Where a question indicates a possible safeguarding concern, staff will follow the school's safeguarding procedures.

Relationships education will be monitored by the coordinator who will carry out learning walks, check PSHE plans, check work in floor books and curriculum books and through discussion with staff and children.

### **Impact**

Children will be able to discuss changes in an age-appropriate way using the correct vocabulary. They will have the knowledge to enable them to make informed decisions about their wellbeing,

health and relationships. They will be prepared for the emotional and physical changes that they will go through as they grow up.

The post unit assessment will take place at the end of each topic. This is a time for children to reflect on their learning and for teachers to check for any misconceptions and that appropriate learning has taken place.

### **Right to Withdraw**

Parents and carers do not have the right to withdraw a child from statutory Relationships Education or Health Education, or from related content taught through the national curriculum for science. This includes teaching about friendships, online safety, privacy, boundaries, correct anatomical vocabulary, puberty and menstruation.

Parents and carers may request that their child is withdrawn from the non-statutory sex education content taught in Year 6 through the SCARF 'Making Babies' lesson. Requests should be made in writing to the Headteacher. Before reaching a decision, the Headteacher or RSHE Lead will discuss the request with the parent or carer, explain the purpose and content of the lesson, clarify which content is statutory and offer the opportunity to view the resources. The Headteacher will grant a request to withdraw from primary sex education that goes beyond the national curriculum for science. A record of the request will be kept, and the pupil will receive appropriate, purposeful alternative education. The school will support parents and carers with information to continue relevant learning at home if they wish.

### **Other Policies**

This policy links with the PSHE Policy. It also complements the anti-bullying policy, Online Safety policy and safeguarding policy, as well as the Equality, Behaviour and SEND policies.

It has been written using guidance:

- Department for Education, Relationships Education, Relationships and Sex Education and Health Education: statutory guidance (revised July 2025, for introduction 1 September 2026)
- PSHE Association Writing your school's relationships and sex education (RSE) policy
- Blackpool SHEU Report
- Coram Life Education Relationships Education Policy Guidance

### **Appendix 1**

#### **RSHE in SCARF Coram Life Education and links with Statutory Requirements**

The DfE statutory statements in the right-hand column have been revised. The relevant curriculum content, effective from 1 September 2026, is below.

| <b><u>Year Group</u></b> | <b><u>Aspects Covered</u></b>                                                | <b><u>DfE revised statutory guidance (effective 1 September 2026): relevant curriculum content</u></b>                              |
|--------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 1                        | KEEPING PRIVATES PRIVATE<br><br>Identify parts of the body that are private; | Relationships Education - Being Safe 2:<br>The concept of privacy and its implications for both children and adults, including that |

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|   | <p>Describe ways in which private parts can be kept private;</p> <p>Identify people they can talk to about their private parts</p>                                                                         | <p>it is not always right to keep secrets if they relate to being safe.</p> <p>Relationships Education - Being Safe 3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>Relationships Education - Being Safe 6: How to report abuse, concerns 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.</p> <p>Relationships Education - Being Safe 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard; where to get advice, for example family, school and/or other sources.</p> <p>Health and Wellbeing - Developing Bodies 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples; that these body parts are private; and skills to understand and express boundaries around them.</p> |
| 2 | <p>MY BODY, YOUR BODY</p> <p>Identify which parts of the human body are private;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> | <p>Relationships Education - Respectful, Kind Relationships 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>Relationships Education - Being Safe 2: The concept of privacy and its implications for both children and adults, including that it is not always right to keep secrets if they relate to being safe.</p> <p>Relationships Education - Being Safe 3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>Health and Wellbeing - Developing Bodies 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples; that these body parts are private; and skills to understand and express boundaries around them.</p>                                                                                                                                                   |
| 3 | <p>MY CHANGING BODY</p>                                                                                                                                                                                    | <p>Relationships Education - Being Safe 2 and 3: Privacy; that each person's body</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



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|   | <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p>                                                                                                                                                                                                                                                                                                                             | <p>belongs to them; and the differences between appropriate and inappropriate or unsafe contact.</p> <p>Health and Wellbeing - Developing Bodies 1: Growth and other ways the body can change and develop, particularly during adolescence, including the human lifecycle and puberty as a stage in this process.</p> <p>Health and Wellbeing - Developing Bodies 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples; that these body parts are private; and skills to understand and express boundaries around them.</p> <p>Health and Wellbeing - Developing Bodies 3: The facts about the menstrual cycle, including physical and emotional changes, taught before periods may begin so pupils know what to expect and avoid distress.</p> |
| 4 | <p>ALL CHANGE!</p> <p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens</p> <p>PREPARING FOR CHANGES AT PUBERTY</p> <p>Know the key facts of the menstrual cycle;</p> <p>Understand that periods are a normal part of puberty for girls;</p> <p>Identify some of the ways to cope better with periods</p> | <p>Health and Wellbeing - Developing Bodies 1: Growth and other ways the body can change and develop, particularly during adolescence, including the human lifecycle and puberty as a stage in this process.</p> <p>Health and Wellbeing - Developing Bodies 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples; that these body parts are private; and skills to understand and express boundaries around them.</p> <p>Health and Wellbeing - Developing Bodies 3: The facts about the menstrual cycle, including physical and emotional changes, taught before periods may begin so pupils know what to expect and avoid distress.</p>                                                                                                      |
| 5 | <p>GROWING UP AND CHANGING BODIES</p> <p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens</p> <p>Recognise that babies come from the joining of an egg and sperm</p> <p>CHANGING BODIES AND FEELINGS</p> <p>Know the correct words for the external sexual organs;</p>                                                                                                                       | <p>Relationships Education - Respectful, Kind Relationships 2 and 3: Setting and respecting healthy boundaries; communicating effectively; being assertive; and expressing needs and boundaries with kindness and respect.</p> <p>Relationships Education - Being Safe 2 and 3: Privacy; that each person's body belongs to them; and the differences between appropriate and inappropriate or unsafe contact.</p> <p>Health and Wellbeing - Developing Bodies 1: Growth and other ways the body can change and develop, particularly during</p>                                                                                                                                                                                                                                                  |



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|   | <p>Explain that a person's genitals help them to make babies when they are grown up;</p> <p>Discuss some of the myths associated with puberty.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>adolescence, including the human lifecycle and puberty as a stage in this process.</p> <p>Health and Wellbeing - Developing Bodies 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum and nipples; that these body parts are private; and skills to understand and express boundaries around them.</p> <p>Health and Wellbeing - Developing Bodies 3: The facts about the menstrual cycle, including physical and emotional changes, taught before periods may begin so pupils know what to expect and avoid distress.</p>                                                                                                                                           |
| 6 | <p>IS THIS NORMAL?</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Understand what FGM is and that it is an illegal practice in this country;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety</p> <p>Managing wet dreams</p> <p>MAKING BABIES</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means</p> | <p>Relationships Education - Respectful, Kind Relationships 5: That pupils can expect to be treated with respect by others, and the importance of respecting others, including people who are different or have different preferences or beliefs.</p> <p>Relationships Education - Being Safe 6 and 7: How to report abuse or concerns, use the vocabulary and confidence needed to do so, ask for help and keep trying until heard, and where to get advice.</p> <p>Health and Wellbeing - Developing Bodies 1-3: Growth and puberty within the human lifecycle; correct anatomical vocabulary, privacy and boundaries; and the facts about the menstrual cycle, including physical and emotional changes.</p> |