

RSHE Policy



Elm Tree Community Primary School

Reviewed and Updated: July 2025

To be reviewed: July 2026

1. Aims

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

- Provide a framework in which sensitive discussions can take place
- 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

At Elm Tree we are passionate about giving children the skills and knowledge they need to become educated citizens, and this includes a curriculum which encompasses Relationships and Health Education.

2. 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 as this itself is a legal document.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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.

The following policies are also relevant to this Relationships, Sex and Health Education policy:

- PSHE Policy
- RE Policy
- Science Policy
- Computing Policy
- Anti-bullying Policy
- Safeguarding Policy
- KCSIE

At Elm Tree Community Primary Community Primary School we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a member of staff 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 contribute to the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives. RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. RSHE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is currently based on KAPOW, but we adapt as and when necessary, as class teachers have the best understanding of where their children are in their learning with regards to PSHE and RSHE.

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

6. Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the statutory National Curriculum for Science, and other aspects are included in Religious Education (RE).

Relationships 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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism, or the illegal use of drugs.

Curriculum content - Long term planning

The school has chosen to use the [Kapow Primary RSE scheme of work](#), which provides full curriculum coverage, including all the statutory content, for each year group.

RSHE Areas Linked to Science

1. Human Development and Well-being

The science curriculum's focus on human growth, puberty, and body systems (e.g., digestive, skeletal, circulatory) complements RSHE's emphasis on personal health, self-awareness, and physical well-being, supporting pupils' understanding of their bodies and developmental changes in a sensitive, age-appropriate manner.

2. Healthy Lifestyles and Nutrition

Science topics such as nutrition, food chains, and sustainability link directly with RSHE's objectives around healthy eating, lifestyle choices, and environmental responsibility, fostering pupils' holistic understanding of health and well-being.

3. Emotional and Social Understanding through Living Things

Exploring living things and habitats in science encourages respect for life and the environment, reinforcing RSHE values of empathy, respect, and inclusivity towards others and the natural world.

4. Safety and Personal Responsibility

Science lessons that cover safe practises (e.g., handling materials, electricity safety) align with RSHE's focus on personal safety, risk awareness, and making informed decisions to protect oneself and others.

5. Developing Curiosity and Critical Thinking

The scientific enquiry skills embedded in the curriculum—observing, questioning, and reasoning—support RSHE's goals of fostering resilience, confidence, and responsible decision-making, enabling pupils to navigate personal and social challenges effectively.

RSHE Areas Linked to Computing

1. Online Relationships

RSHE teaches pupils about positive online interactions, respectful communication, and recognising unacceptable behaviour.

Computing link: online etiquette, cyberbullying awareness, reporting concerns.

2. Being Safe Online

RSHE covers personal safety, identifying risks, and knowing who to talk to if something online feels wrong.

Computing link: keeping personal information private, using technology safely and responsibly, understanding online risks.

3. Respectful Relationships

RSHE emphasises empathy, self-respect, and treating others with kindness.

Computing link: respectful online communication, preventing cyberbullying, understanding digital behaviour impact.

4. Personal Information & Privacy

RSHE helps children understand boundaries, consent, and appropriate sharing.

Computing link: digital footprints, safe data sharing, password safety, knowing what should not be shared online.

5. Identity & Media Literacy

RSHE supports pupils in navigating online identity and understanding how information online can influence them.

Computing link: evaluating the reliability of online content, recognising edited or misleading media, understanding online identity.

6. Safeguarding & Anti-Bullying

RSHE policy aligns with Safeguarding, Anti-Bullying, and Computing policies.

Computing link: cyberbullying routes, knowing reporting pathways, staying safe when using technology.

RSHE Areas linked to RE

Understanding Human Experience & Identity:

- The RE syllabus's central question, "**What is it to be human?**" directly feeds into the RSHE focus on **self-awareness, emotional well-being, and personal identity**.
- RE explores how different worldviews (religious and non-religious) answer questions about **meaning, purpose, and self**, which underpins the RSHE teaching about one's changing body, feelings, and sense of self.

Relationships and Community:

- RE examines how religious teachings (e.g., love, forgiveness, social justice) and practices shape **family life, community, and social responsibility** (e.g., studying marriage, rites of passage, charity work).
- This provides a crucial **ethical and cultural context** for RSHE, which focuses on developing skills for **healthy, respectful relationships** with family, friends, and in the wider community.

Moral and Ethical Decision-Making:

- RE provides opportunities to **enquire into values** and discuss complex **moral issues** and ethical codes of practice drawn from religious wisdom and philosophy.

- This is fundamental to RSHE, which requires pupils to develop the ability to **make informed choices** about their health, risk-taking, and behaviour based on clear values.

Diversity, Respect, and Tolerance:

- RE explicitly aims to promote **mutual respect and tolerance** for those with different faiths and beliefs, supporting the statutory duty to promote **British Values**.
- This underpins RSHE's core teaching on **valuing diversity** and challenging **discrimination and stereotyping** relating to faith, culture, gender, gender identity, and sexual orientation.

Spiritual, Moral, Social, and Cultural (SMSC) Development:

- Both subjects are central to delivering the statutory requirement for **SMSC development**, with the Lancashire RE Syllabus making an **intended, clear connection** to this goal.
- RE contributes to **spiritual development** through reflection on life's ultimate questions, and to **social/cultural development** by investigating how beliefs impact society and community life, which directly supports the RSHE curriculum's focus on becoming a well-rounded citizen.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key message

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them and feels safe, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats
- interventions

Give careful consideration to the level of differentiation/ adaptation needed and pupil's specific and individual needs.

6.2 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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- 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 pupils' experiences and won't provoke distress

7. Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The class staff should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for pupils if required.

7.1 Support

It is important to inform pupils of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to pupils as appropriate:

Outline the support available for children.

In school:

- Class staff
- Intervention staff
- Senior Teachers
- DSL
- SMT

External:

- Local agencies
- National agencies such as Childline

8. Roles and responsibilities

8.1 The Governing Board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

8.2 The Headteacher

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

8.3 Staff

Staff are responsible for:

1. Delivering RSHE in a sensitive way
2. Modelling positive attitudes to RSHE
3. Monitoring progress
4. Responding to the needs of individual pupils
5. Responding appropriately to pupils whose parents wish them to be withdrawn from the nonstatutory 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.

The RSHE and PSHE lead in school is *Caitlin Nicholas*

8.4 Pupils

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

9. Parents' right to withdraw

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 components of sex education within RSE.

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

Alternative schoolwork will be given to pupils who are withdrawn from Sex Education.

10. Training

Staff are trained on the delivery of RSHE as part of our continuing professional development calendar and are offered guidance and support from RSHE and PSHE lead at regular intervals.

11. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE and PSHE lead through learning walks, discussions with pupils, observation scrutiny and floor book sampling. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems alongside PSHE.

This policy will be reviewed annually. At every review, the policy will be approved by the governing board/headteacher.

RSE & PSHE Overview

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------|---|--|---|--|--|---|
| Family and relationships | <ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships | <ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change | <ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping | <ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change | <ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying | <ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change |
| Safety and the changing body | <ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe | <ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education | <ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about | <ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) | <ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education | <ul style="list-style-type: none"> • Drugs alcohol & tobacco • First aid • Critical digital consumers • Social media • The changing adolescent body (puberty, conception, birth) |
| Health and wellbeing | <ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy | <ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health | <ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health | <ul style="list-style-type: none"> • Diet and dental health • Visualisation • Celebrating mistakes • My role • My happiness • Emotions • Mental health | <ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety | <ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Health concerns • Creating habits • The effects of technology on health |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------------|--|---|---|---|---|---|
| Citizenship | <p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions | <p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion | <p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules | <p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> Local councillors | <p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament | <p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy |
| Economic wellbeing | <p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school | <p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs | <p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers | <p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me | <p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace | <p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes |
| Transition | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson | 1 lesson |
| Identity | | | | | | <ul style="list-style-type: none"> What is identity Identity and body image |

Appendix: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| 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 | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |

| | |
|--|--|
| | |
|--|--|