



FAIRFIELD PRIMARY SCHOOL

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

2026/2027

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1. Introduction

This Policy sets out how Relationships Education, Sex Education and Health Education (RSHE) is taught at Fairfield Primary School.

It has been developed in accordance with the Department for Education's revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, which becomes statutory from 1st September 2026.

RSHE plays a vital role in safeguarding pupils, supporting their personal development and preparing them for the physical, emotional and social changes they will experience during childhood and later life.

This Policy should be read alongside the school's:

- Child Protection Policy;
- Child on Child Abuse Policy;
- Overarching Safeguarding Statement;
- Behaviour Policy;
- Online Safety Policy;
- Equality and Inclusion Policy;
- Teaching and Learning Policy;
- Marking and Feedback Policy; and
- Safeguarding Curriculum Overview.

For the purposes of this Policy and procedures a child, young person, pupil or student is referred to as a 'child' or a 'pupil' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

2. Aims of Relationships, Sex and Health Education

At Fairfield Primary School, we aim to ensure that all pupils:

- Develop healthy, respectful and positive relationships;
- Understand their bodies, how they grow and change and how to look after them;
- Are prepared for puberty and adolescence;
- Learn the importance of consent, privacy and personal boundaries in an age-appropriate way;
- Can recognise unhealthy or unsafe situations and know how to seek help;
- Develop emotional resilience, empathy and self-respect; and
- Are equipped to make informed, safe and responsible choices now and in the future.

For a simplified version of this Policy, please see Appendix C.

A copy of this Policy is available via our website; paper copies can be provided via the Main School Office.

3. Statutory Status

Relationships Education – Statutory for all primary pupils

Health Education – Statutory for all primary pupils

Sex Education –

- Elements of Sex Education are statutory through the National Curriculum for Science.
- At Fairfield Primary School, we choose to provide a wider programme of Sex Education to ensure pupils are fully prepared for puberty and understand human reproduction in an age-appropriate, factual and sensitive way.

4. Definition of Sex Education

Sex Education in the primary setting refers to learning about:

- Human reproduction;
- Physical and emotional changes during puberty;
- How babies are conceived and born;
- The importance of personal hygiene during puberty; and
- Developing understanding of privacy, consent and bodily autonomy.

All sex education is:

- Age-appropriate;
- Factually accurate;
- Delivered in a sensitive, inclusive and respectful manner;
- Taught within the context of relationships and well-being; and
- Consistent with safeguarding principles.

5. Curriculum Content – What Will Be Taught

Relationships Education (Statutory)

Pupils will learn about:

- Families and people who care for me;
- Different family structures and that families may look different for different people;
- Caring friendships and what makes a good friend;
- Respectful behaviour and kindness;
- Managing conflict and resolving disagreements safely;
- Recognising and responding to bullying and hurtful behaviour;
- The importance of honesty, trust and respect;
- Online relationships, including staying safe online;
- Understanding privacy and personal boundaries; and
- How to seek help if they feel unsafe or worried.

Health Education (Statutory)

Pupils will learn about:

- Mental well-being and emotional literacy;
- Recognising feelings and managing emotions;
- Healthy routines, including sleep, exercise and nutrition;
- Personal hygiene and dental health;
- Physical activity and healthy lifestyles;
- Basic first aid;
- Understanding medicines and keeping safe;
- Internet safety and digital well-being; and
- Recognising risk and knowing how to ask for help.

The aim of teaching about health and well-being is to enable pupils to make good decisions about their own health and well-being, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed. We will support pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks. This may be further supported through our extensive pastoral care interventions, for those children who require further support.

At Fairfield, we recognise that effective teaching should aim to reduce the stigma attached to health issues, in particular relating to mental health and discourage the pejorative use of language related to ill health. Therefore, we will promote openness so that pupils can check their understanding and seek any necessary help and advice.

Sex Education (Including National Curriculum Science and Additional Content)

Sex education will be taught primarily in Upper Key Stage 2 (Years 5 and 6), with earlier foundations laid through Science and Health Education.

Lower Key Stage 2 (Years 3–4)

Pupils will learn:

- That humans grow and change over time;
- Basic introduction to puberty;
- The correct anatomical names for body parts- reinforced from KS1;
- The importance of personal hygiene; and
- Respect for privacy and personal space.

Upper Key Stage 2 (Years 5–6)

Pupils will learn:

Puberty and Body Changes

- Physical changes during puberty for boys and girls;
- Emotional changes during puberty;
- Menstruation (including what periods are, why they happen, and basic menstrual hygiene);
- Nocturnal emissions (wet dreams); and

- Importance of self-care and hygiene during puberty.

Human Reproduction

- How babies are conceived through sexual reproduction;
- The role of the sperm and egg;
- Pregnancy and how a baby develops; and
- How babies are born.

Relationships and Personal Responsibility

- Developing independence and responsibility;
- The concept of consent in an age-appropriate context;
- Respecting boundaries, including physical and emotional boundaries; and
- Understanding that reproduction happens within adult relationships.

Please note, the specific curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products. Our teaching staff will use appropriate language such as: period pads and menstrual products instead of sanitary items or feminine hygiene products. Within school, we have these products available.

Teaching about the Law

There will be a range of opinions regarding some topics within RSHE. The starting principle will be that applicable law will be taught in a factual way so that pupils are clear about their rights and responsibilities as citizens.

Pupils, predominantly in Upper Key Stage 2, will be made aware of the relevant legal provisions when relevant topics are being taught, including for example those relating to:

- marriage, including forced marriage and civil partnerships;
- consent, including the age of consent;
- domestic abuse, stalking, rape, sexual offences and female genital mutilation (FGM);
- sexual abuse, harassment and exploitation;
- online behaviours including image and information sharing (including sexual imagery and AI-generated sexual imagery);
- pornography;
- abortion;
- protected characteristics;
- alcohol, smoking, vaping and nicotine products and illicit drug use;
- gaming and gambling;
- carrying knives and weapons;
- extremism/radicalisation;
- grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running;
- hate crime; and
- the age of criminal responsibility.

All content with RSHE is delivered in a clear, factual and non-graphic manner, appropriate to the age and maturity of pupils.

Throughout sessions, pupils will be reminded/ educated on how to report concerns and seek advice. While teaching children how to stay safe (including online), teaching staff will be clear that being a victim of abuse is never the fault of the child.

See Appendix A for a more detailed breakdown of the RSHE Overview.

Teaching staff will use the following, accredited resources to aid RSHE delivery: Oak Academy, Real Love Rocks, Pol-Ed, Discovery Education, NSPCC and Channel 4 RSHE resources for primary schools.

6. Teaching and Learning Approach

RSHE is taught through:

- Discrete PSHE lessons;
- Science lessons (where statutory); and
- Cross-curricular links where appropriate.

Lessons are:

- Inclusive and respectful;
- Carefully sequenced;
- Sensitive to pupils' backgrounds, beliefs and experiences; and
- Adapted to meet the needs of SEND and EAL pupils.

A safe learning environment is created through:

- Ground rules (see below);
- Appropriate language;
- Opportunities for pupils to ask questions; and
- Clear safeguarding procedures.

At Fairfield Primary School, we believe that children should be introduced, at appropriate stages, to the correct terminology in their programme of RSHE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be used at all times for teaching. In both Key Stage 1 and 2, questions relating to human sexuality which are not part of the planned Curriculum may be likely to arise spontaneously within everyday discussion. Where appropriate, in the professional judgement of the teacher, an individual child's question will be dealt with briefly, sensitively and truthfully during group or whole class work. The teacher will decide when a question should be answered on an individual basis and guard against giving other children inappropriate information, in either case the teacher will use anatomically correct vocabulary.

Throughout school, pupils are encouraged to assert their right to protect their bodies from unwanted or unwelcome contact with others. It will also be made clear that children should speak to a trusted adult if they have any worries or concerns relating to personal matters. Where a member of staff in school is alerted to the possibility that a pupil is at risk of sexual abuse, they will immediately follow the school's Child Protection procedures.

Both within and beyond the classroom, staff will be conscious of everyday sexism, misogyny, homophobia and stereotypes and will take relevant action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of

challenging harmful beliefs and attitudes and should understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.

Pupils will have opportunities to develop positive conceptions of masculinity and femininity, including how to identify and learn from positive male role models. It is important for pupils to understand that most boys and young men are respectful to girls and young women and each other. Pupils may be exposed to online content which normalises harmful or violent sexual behaviours, which might include sexist and misogynistic influencers who normalise sexual harassment and abuse. We recognise that young people may be more vulnerable to this content when they have low self-esteem, are being bullied, or have other challenges in their lives. Teachers will encourage pupils to consider how this content may be harmful to both men and women, while avoiding stigmatising or perpetuating harmful stereotypes about boys, and avoiding directly signposting to specific content and content producers.

The following ground rules will guide all RSHE content delivery:

- Scientific, biological and anatomical terms are used in all RSHE lessons;
- Meanings of words are explained in a sensitive, sensible and factual way;
- Distancing techniques are always used: individual people/ families are never mentioned;
- The teacher(s) strive to provide active learning strategies, so that RSHE lessons are engaging and interesting to learners;
- Teachers strive not to avoid controversial issues. If an issue arises that is considered to be controversial by society, teachers may discuss this issue in brief, explaining why this is the case, in a non-judgemental way;
- If a teacher is asked a question that is classed as 'too sensitive' or 'too controversial' for a year group/child, they will tell the child/class that at this stage they do not feel that it is appropriate to discuss this topic; and
- Teaching staff will monitor pupil questions and contributions, and refer any disclosures following the school's safeguarding procedures.

An 'ask it basket' will be made available for pupils, particularly for those in Upper Key Stage 2 (Years 5 and 6). The teacher can then choose to answer questions on a one-to-one basis or to the whole class.

Older pupils are asked not to discuss the content of their RSHE lessons with younger children – we aim to be age and stage appropriate in the content we teach. When RSHE lessons are delivered in Years 5 and 6, blinds will be drawn and content erased from whiteboards/Working Walls upon lesson conclusion to avoid it being noticed by younger pupils who may see the content during break / lunch times. Year 5 and 6 teachers will inform staff in school when the content is being delivered.

Questions are not directed at individuals- cold calling is not utilised in Sex Education lessons; nobody is 'forced' into answering.

Within the Year 6 delivery of Sex Education, where appropriate, some content may be delivered in smaller groups to support discussion and pupil confidence. This will allow a more in-depth discussion to take place on the changes associated with puberty -specific for each gender. All children will learn the changes that happen to both boys and girls but more specific detail will be covered in the discrete session.

Any disclosures or safeguarding concerns arising from RSHE lessons will be handled in line with the school's safeguarding procedures.

7. Parental Engagement and Right to Withdraw

The school recognises parents as key partners in RSHE and will:

- Inform parents of the RSHE Curriculum;
- Distribute letters to parents prior to RSHE teaching (see Appendix B);
- Share resources where appropriate; and
- Offer opportunities for discussion and consultation (including with the production of this Policy).

Withdrawal from Sex Education:

- Parents may request to withdraw their child from Sex Education that goes beyond the statutory National Curriculum Science content;
- Requests must be made in writing to the Headteacher/Head of School, in-line with the school's communication strategy;
- The Headteacher/ Head of School/ Class Teacher may meet with parents to discuss the request; we will want to document this process to ensure a record is kept; and
- Relationships Education and Health Education cannot be withdrawn from.

Where a pupil is withdrawn, appropriate alternative learning will be provided.

8. Staff Training

Staff delivering RSHE will receive appropriate training and support.

All staff understand their role in safeguarding and are aware of how to manage sensitive discussions.

9. Assessment

Pupils' knowledge and understanding of concepts and facts - linked to both the PSHE/ RSHE and Science teaching and learning - will be assessed in-line with the school's assessment mechanisms. All assessments will be formative and will be gathered via teacher assessment based through effective assessment for learning practices in-line with the school's Teaching and Learning Policy.

In addition to assessment by teaching and support staff, pupils are given opportunities to self-assess, to reflect at the end of tasks on the insights and development knowledge, skills and understanding gained - this will help develop their own capacity as learners and promote life-long learning skills and attitudes.

Assessments will identify where pupils require additional support or intervention.

Any written work will be evidenced through a child's PSHE and/or Science exercise book and marked in-line with the school's Marking and Feedback Policy.

10. Monitoring and Review

The RSHE subject leader and Leadership Team will monitor delivery and impact.

Pupil voice, staff feedback and parent feedback will inform development.

The RSHE leader will work closely with the PSHE leader and together will look for opportunities across other curriculum subjects to reinforce concepts introduced in RSHE, for example discussing misogyny in the context of history or using examples in literature to discuss positive and less positive examples of relationships.

This Policy will be reviewed annually or sooner if statutory guidance changes.

For a simplified version of this Policy, please see Appendix C.

11. Governors and Trustees

As well as fulfilling their legal obligations, the Local Governing Board will ensure that:

- All pupils make progress in achieving the expected educational outcomes;
- Teaching is accessible to all pupils, including those with SEND- in-line with the Equality Act (2010);
- Monitor the delivery and impact;
- Curriculum content and teaching materials are aligned with this statutory guidance; and
- Clear information is provided for parents on the subject content, teaching materials and any external providers, and on the right to request that their child is withdrawn from Sex Education.

Appendix A: A Breakdown of the RSHE Overview

Our RSHE Curriculum is progressive, age-appropriate and spiralled, meaning key themes are revisited and developed as pupils mature. Please note, this is a simplified overview and some topics will naturally overlap. This operates in conjunction with our Safeguarding Curriculum, E-Safety Curriculum and PSHE Curriculum.

Early Years Foundation Stage (Reception)

Relationships

- Building positive relationships with peers and adults
- Taking turns, sharing and cooperating
- Recognising and talking about feelings
- Understanding kindness and fairness

Health & Wellbeing

- Naming feelings and emotions
- Basic self-care (washing hands, toileting, healthy eating)
- Knowing what makes them feel happy or sad

Safety

- Understanding personal space
- Knowing trusted adults
- Understanding that some parts of the body are private

Year 1

Relationships

- What makes a good friend
- Respecting others and celebrating differences
- Families and people who care for us

Health & Wellbeing

- Recognising and naming emotions
- Looking after teeth and bodies
- Healthy routines (sleep, food, exercise)

Safety

- Personal boundaries
- Understanding “good” and “bad” secrets
- Asking for help when worried

Year 2

Relationships

- Friendship problems and how to resolve them
- Understanding feelings in ourselves and others
- Respectful behaviour

Health & Wellbeing

- How our bodies change as we grow (non-sexual)
- Basic hygiene
- Managing big emotions

Safety

- Safe and unsafe touch
- Online safety basics
- Knowing who to talk to if something feels wrong

Year 3

Relationships

- Respecting differences and challenging stereotypes
- What makes relationships positive or unhealthy
- Managing peer pressure

Health & Wellbeing

- Physical and emotional changes as we grow
- Introduction to puberty (general overview)
- Personal hygiene and body care

Safety

- Consent in simple, age-appropriate terms
- Privacy and boundaries
- Online friendships and staying safe

Year 4

Relationships

- Developing empathy and understanding
- Dealing with conflict respectfully
- Understanding peer influence

Health & Wellbeing

- Preparing for puberty
- Emotional changes and mood swings

- Body image and self-esteem

Safety

- Managing online communication
- Recognising bullying and abuse
- Seeking help and support

Year 5

Relationships

- Respectful relationships
- Understanding consent and boundaries
- Importance of trust and honesty

Health & Wellbeing

- Emotional changes during puberty

Sex Education

- Human life cycle
- Puberty (the basics)- focused on scientific changes
- How babies are conceived (scientific, factual explanation)

Safety

- Online risks and digital wellbeing
- First Aid (provided by Steve Wilson First Aid- accredited course for all learners)
- Female Genital Mutilation
- How to get help if worried or unsafe

Year 6

Relationships

- Healthy and unhealthy relationships
- Preparing for secondary school
- Managing change and independence

Health & Wellbeing

- Managing emotions and mental wellbeing
- Body confidence and self-respect
- Looking after physical and emotional health

Sex Education

- **Puberty in detail** (boys and girls)
- Menstruation: what it is, why it happens, hygiene
- Nocturnal emissions (wet dreams)

- Human reproduction in more detail
- Pregnancy and foetal development
- How babies are born
- Reinforcing consent, privacy and respect

Safety

- Peer pressure and decision-making
- Knowing how and where to seek help
- Staying safe online and offline

Appendix B: An Example of a Parent Letter in relation to RSHE Delivery

Please note: all the letters are available on our website and will be distributed to parents at a relevant point in the academic year.



FAIRFIELD PRIMARY SCHOOL

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Head of School: Mr. J. Gale

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Dear Parents/ Guardians,

Personal, Social, Health Education, which includes Relationships

At Fairfield Primary School, we use the Discovery Education Health and Relationship Programme as our scheme of work to teach PSHE (Personal, Social and Health Education).

In Year 6, pupils cover the following content across the year:

Families and Close Relationships	Different family structures and the positive features of family life.
Friendships	Identity behaviour online and offline.
Safe Relationships	Reflecting on how people feel when they don't 'fit in.'
Respecting Ourselves and Others	Ways to manage the increasing responsibilities and emotional effects of life changes.
Belonging to a Community	Valuing diversity; challenging discrimination and stereotypes.
Media, Literacy and Digital Resilience	Evaluating media sources; sharing things online.
Money and Work	Influences and attitudes to money; financial risks.
Physical and Mental Wellbeing	Being the healthiest me; ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.
Growing and Changing	Human reproduction, including different ways to start a family
Keeping and Safe	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.



Fairfield Primary is part of the Learning for Life Trust Company Number 09690231

Health Relationship and Sex Education

In Key Stage 2, we look at body changes and feelings during puberty; menstruation and human reproduction; sexual intercourse; forced marriage and female genital mutilation (FGM). The purpose of this letter is to inform you of the statutory requirements placed on schools, and what we plan to teach for this topic in PSHE this term. The government statutory guidance gives parents the right to request to withdraw their child from Sex Education, and this letter explains more about what Sex Education is, and how you can find out more about this if you wish to.

Relationship, Health and Sex Education is statutory in all primary schools, and it is recommended that all primary schools have a Sex Education programme that is tailored to the age of the pupils. In Early Years and Key Stage 1, we learn some of the vocabulary for the external body parts, that we might use if we needed to talk to an adult such as a nurse or a doctor. In Key Stage 2, we build on the themes covered in previous years, looking more closely at body changes as they approach and move through puberty.

In line with our RSHE policy, teachers will answer any questions from pupils in an age-appropriate and factual way, without personal bias or judgement. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our published safeguarding policy <https://fairfieldprimary.co.uk/policies>.

Please refer to our PSHE/RSE policy on our website for further information <https://fairfieldprimary.co.uk/policies>.

We welcome you contacting us if you have any questions or comments about the school's approach to this important, statutory area of learning. If you would like to see any of the content of the programme in more detail, please contact Mrs. Pammenton (PSHE lead).

Yours sincerely

Mrs. Pammenton
PSHE Lead



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Appendix C: A Simplified Summary of the Policy (Parent- friendly)

Relationships, Sex and Health Education (RSHE) at Fairfield Primary School

At Fairfield, we believe that Relationships, Sex and Health Education (RSHE) plays an important role in helping children grow into happy, healthy and respectful individuals.

RSHE is taught in an age-appropriate, sensitive and inclusive way, and supports children's wellbeing and safety.

What do children learn?

Relationships Education (Statutory)

Children learn about:

- Families and friendships
- Kindness, respect and empathy
- How to manage friendships and disagreements
- Bullying and how to seek help
- Online safety and personal boundaries

Health Education (Statutory)

Children learn about:

- Physical and mental wellbeing
- Managing emotions
- Healthy lifestyles (food, exercise, sleep)
- Personal hygiene
- Keeping safe online and offline

Sex Education (Primary)

As children get older, they are also taught:

- How their bodies change during puberty
- Menstruation and emotional changes
- How babies are conceived and born
- Respect, consent and privacy

All sex education is taught factually, sensitively, and at an appropriate age, mainly in Years 5 and 6.

Can parents withdraw their child?

- Parents cannot withdraw children from Relationships or Health Education
- Parents can request withdrawal from sex education lessons that go beyond the National Curriculum science content
- Any requests should be discussed with the Headteacher/ Head of School

Working with parents

We value working in partnership with parents and carers. Curriculum information and resources are available on request, and parents are encouraged to speak to the school if they have any questions or concerns.