



Grove Vale Primary School

Relationships, Sex and Health Education
(RSHE)

September 2026





Introduction

Since September 2020, Relationships Education and Health Education have been statutory in all primary schools in England. The Department for Education's revised RSHE statutory guidance, published in 2025, became mandatory from September 2026. Grove Vale teaches Relationships and Health Education as part of a broader PSHE curriculum. Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life. PSHE has an impact on both academic and non-academic outcomes for pupils. Our PSHE curriculum covers various aspects of personal and social development, alongside relationships, sex and health education. In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

It is important to note the differences between relationships education and sex education. Relationships education is about understanding the importance of stable, loving and respectful relationships, while sex education is focused more on the physical and emotional changes of growing up and the implications of sexual health. The revised guidance has been introduced to ensure that children receive an age-appropriate, accurate and balanced education that supports their wellbeing, safety and preparation for life in modern Britain.

At Grove Vale Primary School, PSHE is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. It provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. This is all underpinned by age-appropriate and up-to date RSHE guidance.

Aims

As part of our whole school approach, we aim to ensure that our pupils are



fully prepared for life both in and outside of school. We aim to prepare the children for the opportunities, experiences and responsibilities of life. Our PSHE curriculum ensures that we give the children the skills and the attributes they need to manage their lives now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential, and leave school equipped with skills they will need throughout later life.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils.

What will children learn? (Intent)

The curriculum is carefully planned to be appropriate for each year group and will include learning about:

- Building positive, respectful and healthy relationships (Nursery, Early years and KS1)
- Friendships, families and different types of caring relationships.
- Personal safety, including recognising unsafe situations and knowing how to seek help.
- Physical and emotional health, including mental wellbeing and healthy lifestyles (KS2)
- Online safety and responsible use of technology (linked with online safety learning)
- Growing up, including puberty (at the appropriate age).
- Age-appropriate additional sex education for older primary pupils, in accordance with the DfE guidance (KS2)

Throughout the programme, we will encourage pupils to develop respect, kindness, empathy and an understanding of the importance of treating others with dignity.

Our approach (Implementation through teaching and learning)

Lessons will be delivered weekly in a safe, supportive and inclusive environment where pupils feel comfortable asking questions and discussing



topics appropriate to their age and stage of development. Lessons will be taught by class teachers and teaching materials will be carefully selected to ensure they are factual, balanced and suitable for primary-aged children. The school seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

At Grove Vale, we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness. PSHE will be provided through discrete curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring time is made within the curriculum to meet the needs of the children and through extracurricular activities. These include a well-being day based around physical and mental health, online safety day and days to promote issues such as anti-bullying. We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

At Grove Vale, we provide all children with a broad and balanced curriculum that aims to assist children and young people to prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. This will be implemented by creating a programme of study that is bespoke to our school and all our children.

The school promotes equality of opportunity and aims to eliminate discrimination, prejudice and stereotyping. No child or family will be discriminated against on the basis of any protected characteristic under the Equality Act 2010, where relevant to the school context.

The RSHE curriculum will:

- Promote respect, kindness, empathy and understanding towards all individuals and families.
- Recognise and represent a range of family structures, including families with a mother and father, single-parent families, blended families,



adoptive and foster families, families with grandparents or other relatives as carers, and families with same-sex parents.

- Ensure that resources, books, examples and classroom discussions reflect the diversity of modern family life in an age-appropriate and respectful manner.
- Challenge discriminatory language, homophobia, biphobia, transphobia, stereotypes and prejudice, in line with the school's behaviour, equality and safeguarding policies.
- Ensure that no child is made to feel different, excluded or uncomfortable because of their family circumstances or identity.

The curriculum will support pupils to recognise and promote respectful relationships and to challenge harmful behaviour. This includes developing an understanding of sexism, misogyny, stereotypes, prejudice, harassment, bullying and other forms of discriminatory behaviour. Pupils will learn that everyone has the right to feel safe and respected, that harmful behaviour is never acceptable, and how to seek help from a trusted adult. Sensitive topics within RSHE that may need further safeguarding, may take longer to cover and will be planned carefully by teachers.

Before teaching sensitive RSHE topics, teachers will establish clear ground rules to promote safety, respect and dignity. Staff in school are aware of all sensitive topics covered, which may need communicating to parents prior to this. Pupils will not be required to share personal experiences or disclose private information. Teachers will provide appropriate opportunities for pupils to ask questions, including privately where necessary. Pupils will be reminded that staff cannot promise confidentiality where a safeguarding concern is identified. Any disclosure or concern relating to abuse, neglect, exploitation, inappropriate contact or unsafe behaviour will be responded to in accordance with the school's Safeguarding Policy and referred to the Designated Safeguarding Lead (DSL). The school will work in partnership with parents and carers to promote understanding, respect and positive relationships.

Relationships Education and Health Education are statutory requirements for primary schools. Sex education is not compulsory at primary level; however,



Grove Vale will provide age-appropriate sex education where this is considered appropriate to pupils' needs and development.

Department for Education statutory guidance states that from September 2026, all primary schools must deliver relationships and health education, parents are unable to withdraw their children from relationships education, health education or national curriculum science content.

The additional sex education session described in Appendix 1 is delivered by the Raise Education team at an age-appropriate level. Parents retain the right to request withdrawal from sex education taught in KS2. Requests should be made in writing to the headteacher. The headteacher will discuss the request with the parent or carer and explain the nature and purpose of the learning. In primary schools, requests to withdraw from additional sex education will be granted, except where the content forms part of the statutory Science curriculum. Parents cannot withdraw their child from Relationships Education, Health Education or statutory Science content.

Curriculum coverage

In Nursery and the Early Years, PSED (Personal, Social and Emotional Development) is a prime area of learning and is therefore an integral aspect of daily planning, teaching and learning.

- Building friendships and developing positive relationships.
- Recognising and expressing feelings.
- Understanding that families can be different.
- Personal hygiene, including handwashing and toileting.
- Understanding personal space, boundaries and keeping safe.
- Identifying trusted adults and asking for help.

Planning is child led to reflect the interests of the children and the needs of the school. Children take part in circle time and discuss topics and themes that are at their level. This is a fundamental building block in a child's development and underpins the whole curriculum.

Key Stage 1 – Years 1 and 2

- The importance of families, friendships and respectful relationships.



- Different types of families and the importance of treating everyone with kindness and respect.
- Recognising and managing emotions.
- Understanding personal boundaries, privacy and the importance of seeking permission. Making the progression to body autonomy and appropriate/inappropriate touch.
- Identifying safe and unsafe situations and knowing how to seek help.
- Basic personal hygiene and the physical and emotional changes associated with growing.
- Naming body parts, including external male and female body parts, using correct terminology where appropriate.
- Understanding that babies grow and are born, in an age-appropriate way.

Lower Key Stage 2 – Years 3 and 4

- Developing healthy friendships and respectful relationships.
- Recognising peer pressure, bullying and discriminatory behaviour.
- Understanding personal boundaries, consent and the right to say no.
- Managing emotions, conflict and changes in relationships.
- Personal hygiene, puberty and the physical and emotional changes associated with growing up.
- Recognising risks, including online risks, and knowing how to seek support.

Upper Key Stage 2 – Years 5 and 6

- Building and maintaining healthy, respectful relationships.
- Recognising positive and negative relationship behaviours, including controlling or coercive behaviour.
- Understanding consent, personal boundaries and the importance of respecting others.
- Managing emotions, peer pressure and the influence of the media.
- Puberty, menstruation, personal hygiene and the physical and emotional changes of adolescence.
- Human reproduction, including how a baby is conceived and develops, taught sensitively and in accordance with statutory guidance (delivered by the Raise Education team).
- Changes during puberty, body image and emotional wellbeing.



- Staying safe online and offline, recognising inappropriate behaviour and knowing how to seek help.
- Preparing for the transition to secondary school and further personal development.

Online relationships and safety will be taught progressively throughout the school. Pupils will learn how to communicate respectfully online, protect their privacy, recognise inappropriate or harmful behaviour, respond to pressure and identify when online content or contact may place them at risk. Children will be taught how to report concerns, block or leave unsafe interactions where appropriate, and seek support from a trusted adult. Online safety teaching will be coordinated with the computing curriculum and the school's safeguarding and online safety policies.

SEND learners

We recognise that pupils with SEND may require additional support, adapted resources and differentiated teaching to understand key concepts relating to friendships, families, respectful relationships, personal boundaries, privacy, personal hygiene, growing and changing and keeping themselves safe.

Teachers will:

- Adapt lessons, language and resources to meet the individual needs of pupils with SEND.
- Use visual aids, symbols, pictures, social stories, role play and practical activities to support understanding.
- Provide clear, simple and accessible language, repetition and opportunities to revisit key learning.
- Use appropriate communication methods, including Makaton, signing or alternative and augmentative communication (AAC), where required.
- Plan learning in consultation with the SENCO, teaching assistants, parents and carers, and other relevant professionals where appropriate.



- Ensure that teaching is sensitive, respectful and appropriate to each child's developmental level and individual needs.
- Make reasonable adjustments to enable pupils with SEND to participate fully in RSHE lessons.
- Provide additional opportunities for pupils to ask questions, express their feelings and demonstrate their understanding in an accessible way.

The school recognises that some pupils with SEND may need additional teaching and support to understand personal space, body autonomy, consent, appropriate and inappropriate touch, friendships, online safety and recognising when to seek help. This learning will be delivered sensitively and in a way that promotes pupils' dignity, independence, confidence and safety.

External agencies

In line with our PSHE lessons and curriculum coverage, we are supported by external agencies that deliver bespoke, informative and up-to-date sessions to pupils at appropriate age-related stages. The school remains responsible for the planning, quality and appropriateness of all RSHE provision delivered by external agencies. The school will review external-agency materials in advance to ensure that they are accurate, age-appropriate, inclusive, accessible, suitable for pupils with SEND and aligned with the school's curriculum and safeguarding procedures. A member of school staff will be present during all sessions with external agencies.

-DECCA- Drug Education, Counselling and Confidential Advice

<https://www.ourguideto.co.uk/>

Assemblies:

Year 1 and 2 Staying safe around Medicines

Year 3 and 4 Risks of using tobacco

Year 5 and 6 What is vaping and how could this affect your body?

Year 6 - This session informs pupils about the risks associated with drugs and alcohol, including their effects and the harm these substances can cause to the body.

Staff are also trained by the DECCA team annually.



-Raise Education- raising awareness in sex education

<https://www.raiseeducation.org.uk/>

This session is delivered to Year 6 pupils during the summer term, before they leave for secondary school. This informative session is delivered in an age-appropriate way to help children understand the physical and emotional changes associated with growing up.

Parents and carers will be informed in advance of the content, timing and delivery of any additional sex education and will be provided with information about their right to request withdrawal, where applicable. These sessions provide children with appropriate language for body parts and help to dispel myths about puberty, birth and how babies are made. Children need to learn the basics to ensure they are able to keep themselves safe and informed. Age-appropriate resources and session plans have been carefully developed to ensure sessions can be delivered to pupils in a fun, innovative and enjoyable manner. *Refer to appendix 1.

-Sandwell Nurses -Health Education offer

Nurses from the Sandwell Education team visit school to cover topics with the children and answer their questions. Parents are notified when these sessions take place.

Reception: Hands and teeth talk

Year 2: PANTS talk (private parts)

Year 3 and 4: Healthy eating and the importance of physical activity

Year 5: Puberty talk (parents are also invited for a drop-in session before this takes place)

Year 6: Emotional health talk

Communication to parents

We recognise that parents and carers are the first educators of their children, and we value the important role they play. We encourage parents to talk with their child about what they are learning in school and we will continue to work in partnership with our families. We have continued our transparent approach, keeping parents informed about the RSHE curriculum content. The curriculum overview has been shared with parents as well as information about the delivery of our lessons and a link to the KAPOW parent hub where they can find out more information about the updated guidance. This has been shared



with parents in July 2026 ahead of the policy changes. The policy will be available on the school website. Parents and carers may contact the school with questions or concerns through the school's contact us page.

Monitoring and Evaluation

The impact of the RSHE curriculum will be evaluated through pupil voice, staff feedback, parent and carer feedback where appropriate, assessment of pupils' knowledge and understanding, monitoring of curriculum coverage and evidence of progression across year groups. Findings will inform future planning, staff development and any necessary curriculum improvements. This will be monitored by the PSHE subject leader.

This revised policy will be reviewed and approved by the Governing Body in September 2026. Its implementation will be monitored closely by the PSHE subject leader, and the policy will be reviewed again in September 2027.

Professional development and training

The PSHE subject leader ensures they are kept informed of relevant changes to aspects of PSHE by attending local cluster meetings and PSHE network meetings. The subject leader will support colleagues in the teaching of PSHE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

Links to other relevant policies

- Behaviour
- Anti-bullying
- Child Protection and safeguarding
- Online safety
- Science
- Teaching and learning
- Drugs
- Alcohol
- SMSC

- British Values



Personal boundaries, body autonomy and seeking help.

The school will inform parents and carers which elements of the session constitute additional sex education and will provide information about the right to request withdrawal from those elements, where applicable.



Date completed: September 2026

Review date: September 2027