

Relationship, Sex and Health Education (RSHE) Policy

(Updated for 2025 DfE Guidance – Effective September 2026)

Headteacher: Jenna Ramsden

Named staff member responsible for the leadership of RSHE: Jemma Bye/Adrian Keeling

Staff member responsible for safeguarding and child protection: Nicola Sewell/Stacey Hughes

Rationale, ethos and definitions

This policy covers Hallam Primary School’s approach to relationships, health and sex education. It aligns with the Department for Education’s statutory RSHE guidance (July 2025), effective from 1st September 2026. RSHE ensures that pupils learn how to form safe, respectful relationships and maintain their physical and mental wellbeing. In addition to the statutory requirements, our school has chosen to teach sex education to pupils in Year 5. Further details on the delivery of this and the right to withdraw is detailed further down in this document.

At Hallam Primary School, our RSHE curriculum reflects our DREAMS values and aims to enable all pupils to build positive, respectful and healthy relationships, develop a secure understanding of boundaries, privacy and consent, and recognise the importance of kindness, empathy and mutual respect in all interactions. Through carefully sequenced teaching, pupils learn how to support their own mental and physical wellbeing, manage a range of emotions - including loneliness, worry and change - and seek help confidently from trusted adults when they need it. Our approach is inclusive of all pupils and families. We teach respectfully about different family structures, including those with same-sex parents, and ensure all children feel seen, valued and safe. RSHE supports them to challenge stereotypes, celebrate diversity and treat everyone with dignity. As pupils grow, they develop an age-appropriate understanding of how their bodies change, including puberty and menstruation, ensuring they feel prepared, informed and supported. Overall, RSHE at Hallam equips pupils with the knowledge, values and practical skills they need to stay safe, healthy and respectful now and throughout their lives. RSHE is taught sensitively, using factual, age-appropriate language and without promoting any particular viewpoint or contested ideologies.

RSHE	RSHE refers to Relationships Education, Sex Education and Health Education. In primary schools, Relationships Education and Health Education are statutory.
Sex Education	Sex education in primary is optional and relates only to human sexual reproduction beyond the Science National Curriculum.
PSHE	Personal, Social, Health and Economic Education is delivered alongside RSHE and complements these statutory requirements.
Citizenship	A non-statutory element of the national curriculum. Hallam Primary teaches all of the non-statutory citizenship objectives alongside PSHE and RSHE.

Roles and responsibilities

The governing body holds overall responsibility for ensuring that Hallam Primary School fulfils its statutory duties in relation to RSHE. Governors review and approve this policy and monitor how effectively RSHE is implemented across the school. The Headteacher and RSHE Lead are responsible for the leadership and coordination of RSHE, ensuring that the curriculum is up to date, well-sequenced and compliant with statutory guidance. They ensure that teaching staff have access to training, support and high-quality resources, and that all lesson materials are appropriate for the ages and needs of pupils. They also manage parental requests relating to withdrawal from non-statutory sex education.

All teaching staff share responsibility for delivering RSHE in a sensitive, inclusive and accurate way. Staff are expected to promote a safe classroom environment, respond appropriately to pupil questions, and follow safeguarding procedures whenever concerns arise. They adapt planning and delivery to ensure pupils with special educational needs and disabilities (SEND) can access the curriculum fully. Pupils are expected to participate respectfully, to listen to others, and to contribute thoughtfully to discussions.

All pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. Pupils will be given the opportunity to share their views on RSHE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.

The Equality Act 2010

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for:

- faith perspectives in the context of balanced debate
- cultural diversity
- disability
- varied family structures and home backgrounds
- gender identity, sexual identity and sexual orientation

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Our curriculum looks to actively educate children about the characteristics outlined in the Equality Act and the discrimination that people may face because of them. We acknowledge that children will have their own direct experience of stereotyping, prejudice and discrimination and this simultaneously makes these lessons empowering and has the potential to trigger unpleasant memories or feelings. We appreciate that short-term discomfort will sometimes exist but believe that the positive long-term impact outweighs this. Nevertheless, staff will be encouraged to look out for children who may be upset by any content and provide support for them. Where possible, staff will use contexts that are relevant to our pupils, their lived experiences and heritage.

Hallam Primary teaches about a variety of faith perspectives. The religious backgrounds of all pupils are considered when planning teaching, so that any issues that arise are appropriately handled. Staff will remain neutral in discussion of faith. They will be encouraged to recognise their own starting point and biases and

ensure that these do not impact their teaching. Children are welcome to voice any opinion that they have, and this will be treated with respect and compassion.

Curriculum Design

Our RSHE curriculum is designed to be progressive, accessible and sequential, building on children's prior learning as they move through the school. It is rooted in the statutory requirements for Relationships Education and Health Education, which primary schools must teach, and it provides pupils with essential knowledge before they encounter real-life situations.

Within Relationships Education, children learn about:

- Families
- Friendships
- Respect
- Boundaries
- Privacy
- Kindness
- How to recognise unsafe situations or relationships.

They are taught that families can differ and that loneliness and disagreements are part of normal life, but that support is always available.

In the Health Education strand, children learn about:

- Mental wellbeing
- Emotions
- Bereavement
- Online behaviour
- Screen time
- Healthy lifestyles
- Physical health
- Dental hygiene
- Sleep routines
- Basic vaccination information
- Sun safety
- The risks associated with smoking, alcohol, vaping and nicotine products.

They also learn key aspects of personal safety - including road, rail and water safety - and basic first aid, including how to make an effective 999 call and how to recognise a head injury.

The Changing Body content teaches pupils:

- The correct scientific names for external body parts
- Preparation for puberty, ensuring menstruation is taught before it begins.

At Hallam Primary, we also choose to teach a brief factual lesson on human reproduction in Year 5 to complement the science curriculum; parents may request withdrawal from this optional content.

Our curriculum is adapted where necessary to ensure pupils with SEND can access learning. Strategies such as visual supports, modelling, repetition and simplified vocabulary help ensure that every child can achieve the intended learning outcomes.

Safe and effective practice

Safe and effective practice underpins all RSHE delivery at Hallam Primary. Teachers establish clear ground rules at the start of lessons and reinforce them regularly to ensure respectful and sensitive discussion. They use distancing techniques such as scenarios or fictional characters to help pupils explore ideas without feeling exposed. Teachers provide opportunities for pupils to ask questions anonymously (using the 'I Wish My Teacher Knew Box' that is always available in classrooms), and they respond only with information that is factual, appropriate for the child's age and aligned with the planned curriculum. They avoid unnecessary detail, particularly in relation to sexual content, and do not introduce concepts that pupils are not developmentally ready for. They also avoid teaching contested concepts - including ideas relating to gender identity - as established fact, in line with the 2025 guidance.

Openness and engagement with parents and other stakeholders

At Hallam Primary School, we are committed to maintaining open, supportive relationships with parents and carers. We will consult parents when reviewing this policy and provide clear information about what is being taught in RSHE so that parents can support learning at home. We actively encourage questions and dialogue and welcome parental engagement throughout the year.

In line with the DfE guidance, all RSHE teaching materials, including resources provided by external organisations, will be made available for parents to view on request.

Right to Withdraw from Sex Education

At Hallam Primary, we recognise the primary role parents and carers have in their children's learning. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and cooperation.

To support this, parents/carers:

- Should be aware that schools are legally required to provide a broad, balanced curriculum
- Can access the school's policies online or request to view hard copies at the school
- Can ask staff questions they may have about the education of their child
- Will receive information about RSHE so they can support their child's learning at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents do not have the right to withdraw their children from Relationships Education, Health Education, or statutory science. However, parents may request withdrawal from the non-statutory elements of Sex Education, such as the lesson on human reproduction delivered in Year 5. Requests should be made in writing to the Headteacher, who will meet with parents to discuss the request, explain the curriculum content, and record the final decision. Pupils who are withdrawn will be provided with alternative, purposeful learning during these lessons.

Safeguarding

RSHE plays a central role in safeguarding children. Through the curriculum, pupils are taught the vocabulary, confidence and strategies they need to recognise unsafe situations, understand their right to be safe, and ask for help when they feel worried. Lessons on boundaries, privacy, harmful behaviours, online safety, trusted adults and seeking repeated help support the school's wider safeguarding responsibilities. Staff are trained to respond appropriately to disclosures, to record concerns diligently, and to follow the procedures outlined in our safeguarding policy.

We encourage students to speak their mind but to also carefully consider their choice of words - and the impact these words can have - before speaking. Teachers will make it clear that freedom of speech does not allow you to use offensive or hateful language, and it does not contradict the equality act. Primary schools are

well placed to support children to effectively manage conflict. Sometimes children's beliefs and values may not align with those of other people. An important role of our staff and the lessons they deliver is to teach children how to manage conflict and to disagree with other people with respect. When issues are sensitive or emotionally powerful, we remind all people to consider these two foundational principles:

- Members of our community have a right to their own opinion, but not the right to control the beliefs of others
- We consider all protected characteristics to be equally important and do not prioritise any particular aspect of the Equality Act 2010

Monitoring, Reporting and Evaluation

We monitor the effectiveness of RSHE through lesson observations (in the form of typicality to gain a true insight into the day-to-day practice of teachers), planning reviews, resource checks, staff feedback, and discussions with pupils about their learning. Floor books and pupil work are also reviewed to evaluate understanding and progression. Findings are shared with senior leaders and governors, and adjustments are made to improve curriculum quality and ensure alignment with statutory requirement.

Policy review

This policy will be reviewed every three years or sooner if national guidance changes. The next review is scheduled for September 2029, and the policy will be reviewed by the Headteacher and RSHE lead - unless new statutory requirements necessitate an earlier update.