



Relationships, Sex and Health Education Policy

(NB: RSHE is taught within the PSHE Curriculum)

2025

Ratified: Spring, 2025

Review: Spring, 2026

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#). **This became active from September 2020.**

In our school we ensure our curriculum adheres to the above Acts by choosing to deliver a personalised PSHE curriculum which includes our RSHE curriculum requirements. Our approach to RSHE is based upon our ethos as an inclusive, welcoming school at the heart of a vibrant community, dedicated to fostering a great love of learning, so that each child feels confident to develop and achieve their amazing potential.

We have written our curriculum in line with DfE guidance on Relationships, Sex and Health Education (as above), [preventing and tackling bullying](#) (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013, updated 2017), [Drug and Alcohol Education](#) (DfE and ACPO drug advice for schools: Advice for local authorities, headteachers, school staff and governing bodies, September 2012), [safeguarding](#) (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, 2018 and [Keeping Children Safe in Education, 2022](#)) and [equality](#) (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised June 2015).

Aim of the policy

To provide pupils with the knowledge, understanding, attitudes, values and skills they need to help them build strong foundations as they grow up and develop as individuals and members of the wider community.

Pupils are encouraged to take part in a wide range of age-appropriate activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/pupil learning intentions:

We will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others

- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

At Strathmore we have chosen to create a personalised PSHE curriculum, using our planning and resources around our vision and values. We include key aspects we want the children to learn, including a clear focus on our behaviour curriculum. In line with our wider curriculum opportunities, we cover RSHE objectives and we use some resources from the PSHE Association.

We teach through three core themes and 6 questions:

3 core themes	Living in the wider world		Relationships		Health and Wellbeing	
Key questions	Why is money important?	How can we look after each other and the world?	Why are relationships important?	What is the same and different about us?	Who helps us to keep safe?	What helps us stay healthy?

Definition of Relationships, Sex and Health Education

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education.

All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. For the purposes of definition, the term RSE as used in this policy will also incorporate health education.

The RSE policy is available to parents/carers on request and is also available on the school's website.

Effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain healthy relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Compulsory aspects of Relationships, Sex and Health Education

The sex education element within the National Curriculum for science (Key Stages 1–4) is compulsory in maintained schools. At KS1 this covers life cycles, animal and human, changes in me, changes since being a baby and difference between male and female bodies, respecting my body and understanding which parts are private.

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off-line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2022](#)) and has included a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM) since 2024. School summer holidays especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#), updated July 2020 which includes a section for schools.

Teachers are aware that sometimes disclosures may be made during PSHE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the child protection policy is followed.

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour Policy including Anti-Bullying policy
- Equalities Policy
- Health and Safety Policy
- Online Safety policy
- Curriculum Policy
- Child Protection Policy
- British Values statement
- Special Educational Needs Policy

The role of the Headteacher and Governing Body

It is the responsibility of the Governors to ensure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSE;
- RSE is well led, effectively managed and well planned;
- the quality of RSE provision is subject to regular and effective monitoring and self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and that at EY and KS1 there is no right to request that their child is withdrawn as all teaching falls within National Curriculum Science and /or Health Education.
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The RSE/PSHE lead teacher at Strathmore is: Mrs Hannah Badger (this role will be covered by Mrs Claire Hargreaves if/when Mrs Hannah Badger is absent)

The headteacher liaises with external agencies regarding the school RSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The headteacher monitors implementation of this policy on a regular basis and reports to governors regularly on the effectiveness of the policy. Parents/carers should be consulted on the RSE policy and have the opportunity to express their views.

Monitoring and Review

The RSHE policy will be reviewed on an annual basis. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors should scrutinise materials to check they are in accordance with the school's ethos. Parents and carers have the right to see sample materials used within the teaching of RSE and will be given an opportunity to do so at the time of a consultation.

PSHE Curriculum content

The grid below shows specific RSE content for each year group:

<i>Age</i>	
<i>Early Years</i>	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and looking after it e.g. personal hygiene.
<i>Year 1</i>	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
<i>Year 2</i>	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

Health Education

Effective health education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Health Education Content

The grid below shows specific Health Education content for each year group:

Year group	
<i>Early Years</i>	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; oral health; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
<i>Y1</i>	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
<i>Y2</i>	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.

Assessment

Teachers will ensure children are making progress with their learning throughout their PSHE experience.

At the end of a unit, there are three level descriptors for each year group which pupils are assessed against:

Working towards expected standard

Working at the expected standard

Working beyond the expected standard (also known as greater depth)

Assessment will be reported to parents/carers twice a year.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every lesson. It needs to include the aspects below:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSP if they are concerned.

The school liaises with parents/carers on this issue to reassure them of the content and context.

Signed: *R Howes* Headteacher

R Mitchell Chair of Governors

Appendix 1

Relationships, Sex and Health Education (RSHE) Curriculum Intent Statement



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