

Relationships, Sex and Health Education Policy

Pennine Way Primary School



Approved by:

Date: 1.09.26

Last reviewed on:

1.09.26

Next review due by:

September 2027

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1. Aims

The aims of relationships, sex and health education (RSHE) 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
- Prepare pupils for new challenges and influences in today's society
- Teach children about online safety and what to do if they feel uncomfortable while using the internet
- Create a safe environment for pupils to discuss mental health and wellbeing

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.

In teaching RSHE, 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 Children and Social Work Act 2017

- Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education (DfE, September 2026 and subsequent updates)
- 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

At Pennine Way 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/carers. 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 consultation – parents/ carers were given the opportunity to review the policy and raise any questions or concerns – with the opportunity to discuss with staff given.
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 is made up of three interrelated components.

Relationships Education (Statutory)

Relationships Education supports pupils to develop healthy, respectful relationships. This includes learning about:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe, including boundaries, consent, and safeguarding in an age-appropriate way

Health Education (Statutory)

Health Education supports pupils to understand how to maintain their physical and mental wellbeing. This includes:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping

- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies
- Change, loss, bereavement and emotional resilience
- How and when to seek support for mental and emotional wellbeing and identify trusted adults and services that can help

There is no right of withdrawal from Health Education.

Sex Education (where applicable)

Sex Education, where taught beyond the statutory science curriculum, is:

- Carefully planned and age-appropriate
- Delivered sensitively and inclusively
- Clearly communicated to parents and carers

Additional sex education does not include explicit teaching about sexual activity and is only taught in year 6.

Parents and carers have the right to withdraw their child from non-statutory sex education.

5. Curriculum

RSHE is taught as part of the school's planned PSHE curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils.

RSHE is delivered using the 1decision programme, which:

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

RSHE is taught regularly and reinforced through cross-curricular links, including:

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes

Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns or wellbeing issues.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum through '1Decision'.

- Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.

- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
 - Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
 - At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. This is done by discussing different family structures.
 - Pennine Way Primary School ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
 - Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
 - Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
 - Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.
 - Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in Pennine Way Primary School's E-safety Policy.
 - Pupils will learn how to recognise, respond to and seek support regarding online risks, including harmful content, inappropriate contact, misinformation, age-inappropriate material, online coercion and manipulative online behaviours.
 - Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
 - The programme will be designed to meet the needs of all pupils and ensure equitable participation and engagement.
 - Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
 - Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
 - Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
 - Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader and the Headteacher before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

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

At Pennine Way Primary School RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

For more information about our RSHE curriculum, see Appendices 1 and 2.

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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.

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 messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

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

6.3 Safeguarding and Safe Learning Environment

RSHE is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately.

To support this:

- Ground rules are agreed with pupils at the start of RSHE lessons to promote respect, confidentiality, and appropriate discussion
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences
- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Personal disclosures are not encouraged during lessons, and pupils are reminded that sensitive concerns should be shared with a trusted adult
- Pupils are signposted to trusted adults and support systems within the school for further help or discussion

All RSHE teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising from RSHE lessons are handled in line with the Safeguarding and Child Protection Policy.

7. Use of external organisations and materials

At Pennine Way Primary School we use '1Decision' as a basis for delivering our PSHE and RSHE topics. We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

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, Mr Andrew Beattie, is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

8.3 The PSHE Lead

The PSHE lead, Miss Keeley Martin, is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.

- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring Pennine Way Primary School meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

8.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Modelling positive attitudes to RSHE
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory 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.

8.5 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 and carers will be able to view curriculum overviews and, upon request, teaching materials used to support the delivery of RSHE.

Parents/carers **do not** have the right to withdraw their child from **relationships education**.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE that are not already covered within the science curriculum. This takes place in year 6.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

10. Training

Staff involved in the delivery of RSHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or emerging pupil needs.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by, Miss Keeley Martin, PSHE lead. Monitoring will take place through planning scrutinies, learning walks and pupil voice. Pupil voice will be gathered regularly to evaluate the effectiveness and relevance of the RSHE curriculum and inform future curriculum development.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss Keeley Martin, PSHE lead, annually. At every review, the policy will be approved by the headteacher Mr Andrew Beattie and the Governing body.

Appendix 1: Curriculum map

Relationships, sex and health education curriculum map

Sample resources can be found on the following link - <https://www.1decision.co.uk/resources/parent-carer-zone>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ADDITIONAL INFORMATION
From year 1 children are encouraged to use the correct terminology for their body parts including, penis, testicles, vagina, and anus. This is done through discreet teaching and regular revisits of the NSPCC's PANTS information which children are familiar with from early years. We teach this for safeguarding purposes.			
Year 1	Spring 1	• explain how to be a good friend • recognise kind and thoughtful behaviours • understand the importance of caring about other people's feelings • be able to see a situation from another person's point of view	
Year 2	Spring 1	• name a range of feelings • understand why we should care about other people's feelings • be able to see and understand bullying behaviours • know how to cope with these bullying behaviours • recognise and name a range of feelings • understand that feelings can be shown without words • be able to see a situation from another person's point of view explain why it is important to care about other people's feelings	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ADDITIONAL INFORMATION
Year 3	Spring 1	• recognise the difference between appropriate and inappropriate touch • know why it is important to care about other people's feelings • understand personal boundaries • know who and how to ask for help • name human body parts	
Year 4	Spring 1	• recognise the different types of relationships we can have and describe how these can change as we grow • explain how our families support us and how we can support our families • identify how relationships can be healthy or unhealthy • explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable	
Year 5	Spring 1	• explain what puberty means • describe the changes that boys and girls may go through during puberty • identify why our bodies go through puberty • develop coping strategies to help with the different stages of puberty • identify who and what can help us during puberty • listen to and observe a range of views from adults and children about positive relationships and how to seek support when needed • identify key ideas and strategies shared by others that help people build and maintain healthy relationships • reflect on and build their own understanding of relationships using information gathered from discussions and observations • share their ideas and learning with peers, contributing thoughtfully to discussions about respectful and healthy relationships • Develop assertive communication skills and understand how to express personal boundaries.	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	ADDITIONAL INFORMATION
Year 6	Spring 1	• explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explore various different stages of pregnancy • understand the laws around consent • confidently demonstrate and justify behaviours that support positive, respectful and healthy relationships • evaluate situations and respond responsibly when relationships or interactions may cause upset, discomfort or harm • clearly explain and justify the difference between healthy and unhealthy relationship behaviours • take increasing responsibility for maintaining respectful relationships and supporting the wellbeing of themselves and others • Recognise situations where pressure or influence may affect decision-making and identify strategies for seeking support.	Parents/carers can withdraw their children from this topic

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent/carers form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships, sex and health 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/carers	