

Relationships, Sex and Health Education (RSHE) Policy

Easingwold Primary School

Policy date: 1.9.26

Approved by: Governing Body

Date approved: 29.9.26

Consulted with Parents: 8.10.26

Review date: Sept 27

Policy owner: Becky Cooper – RSHE Lead

Key Staff

Headteacher: Alison Parratt

RSHE Lead: Becky Cooper

SENDCO: Toni Potter

Designated Safeguarding Lead (DSL): Alison Parratt

1. Policy Statement

At **Easingwold Primary School**, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is an essential part of a broad, balanced and inclusive education.

Our RSHE curriculum supports pupils to develop the knowledge, understanding, skills and attitudes they need to:

- develop positive, healthy and respectful relationships;
- understand themselves and others;
- recognise and communicate their feelings;
- establish and respect healthy boundaries;
- understand privacy and personal space;
- recognise unsafe, inappropriate or harmful situations;
- know how to seek help and report concerns;
- develop confidence, self-respect and resilience;
- understand how to keep themselves safe, including online;
- challenge bullying, prejudice, stereotypes and harmful behaviour;
- understand the importance of physical and mental health;
- understand the physical and emotional changes associated with growing up and puberty;
- prepare appropriately for the opportunities, responsibilities and experiences of later life.

We believe RSHE should be taught in a way that is **age-appropriate, inclusive, factual,**

sensitive, carefully sequenced and responsive to the needs of our pupils.

At Easingwold Primary School, we have developed and mapped our own RSHE curriculum. This curriculum has been designed using our professional knowledge and understanding of **our children, our school community and the specific needs of our pupils**, whilst ensuring that all statutory objectives within the Department for Education's RSHE and Health Education framework are fully met.

Our approach is underpinned by the values of **kindness, respect, dignity, safety, honesty, equality and personal responsibility**.

2. Statutory Framework and Legislative Context

This policy has been developed with regard to the Department for Education's:

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised in July 2025 and effective from 1 September 2026.

The policy should also be read alongside:

- Education Act 1996;
- Education Act 2002;
- Children and Social Work Act 2017;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Equality Act 2010;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- SEND Code of Practice: 0 to 25 years;
- National Curriculum for England;
- Easingwold Primary School Safeguarding and Child Protection Policy;
- Easingwold Primary School Behaviour Policy;
- Easingwold Primary School Online Safety Policy;
- Easingwold Primary School Anti-Bullying Policy;
- Easingwold Primary School Equality Policy;
- Easingwold Primary School SEND Policy.

Relationships Education is statutory for pupils receiving primary education. Health Education is also statutory. Sex education is not compulsory in primary schools; however, Easingwold Primary School has chosen to provide an **age-appropriate programme of sex education in Year 6**.

3. Purpose of RSHE

The purpose of RSHE at Easingwold Primary School is to provide pupils with the knowledge, language, understanding and skills they need to live safe, healthy, respectful and fulfilling lives.

RSHE helps pupils to:

1. understand themselves and their developing identity;
2. build and maintain positive relationships;
3. understand different family structures and appreciate diversity;
4. recognise healthy and unhealthy relationships;
5. understand and respect personal boundaries;
6. communicate effectively and manage disagreements;
7. recognise bullying and harmful behaviour;
8. understand how to behave respectfully online;
9. recognise online risks and know how to report concerns;
10. understand that their body belongs to them;
11. recognise inappropriate or unsafe contact;
12. know how and where to seek help;
13. understand physical and emotional health;
14. develop positive mental wellbeing;
15. understand puberty and the changes associated with growing up;
16. understand age-appropriate information about human reproduction;
17. develop resilience, self-esteem and self-respect;
18. understand equality and challenge prejudice and stereotypes;
19. develop the knowledge and confidence required to make safe and respectful choices.

4. Our Curriculum Approach

Easingwold Primary School has **mapped out and developed its own RSHE curriculum** rather than relying solely on a purchased scheme.

Our curriculum has been developed by considering:

- the statutory DfE RSHE objectives;
- the age and developmental stage of our pupils;
- the needs of our children;
- the context of our school and local community;
- safeguarding priorities;
- issues that our pupils may encounter in their everyday lives;
- online safety and the digital experiences of our pupils;
- feedback and professional knowledge from staff;
- the need to prepare pupils effectively for secondary school.

The curriculum is progressive and carefully sequenced so that knowledge and understanding are built upon year by year.

Our curriculum ensures that pupils receive the statutory content while allowing the school to respond appropriately to the **specific needs and circumstances of Easingwold Primary School**.

The RSHE Lead, Becky Cooper, will oversee the curriculum and its ongoing development.

5. Statutory Relationships Education

Our Relationships Education programme covers the five statutory areas:

- 1. Families and people who care for me**
- 2. Caring friendships**
- 3. Respectful relationships**
- 4. Online relationships**
- 5. Being safe**

These areas are revisited throughout the primary years with increasing depth and complexity.

Families and People Who Care for Me

Pupils will learn:

- why families and caring relationships are important;
- that families provide love, care, security and stability;
- the characteristics of healthy and caring family relationships;
- that families can look different;
- that different family structures should be respected;
- about marriage and civil partnership as legally recognised commitments;
- how to recognise when relationships make them feel unhappy or unsafe;
- how to seek help when they are worried.

The school recognises and respects that children may come from a wide variety of family circumstances.

These may include:

- single-parent families;
- families headed by grandparents;
- foster families;
- adoptive families;
- kinship families;
- families with same-sex parents;
- families where children have caring responsibilities.

Pupils will not be expected to disclose personal information about their own families

Caring Friendships

Pupils will learn:

- why friendships are important;
- how to make and maintain positive friendships;
- the characteristics of healthy friendships;
- how to show kindness;
- how to include others;
- how to manage loneliness;
- how to recognise unkind behaviour;
- how to resolve disagreements;
- how to manage conflict appropriately;
- how to repair friendships where appropriate;
- how to recognise when a friendship is making them unhappy or uncomfortable;
- how to seek help.

Pupils will understand that violence is never an appropriate way to resolve conflict.

Respectful Relationships

Pupils will learn:

- the importance of kindness and respect;
- how to listen to others;
- how to communicate effectively;
- how to express feelings and needs;
- how to establish and respect boundaries;
- how to be assertive without controlling others;
- how to manage frustration, anger and disappointment;
- how to respect differences;
- the importance of self-respect;
- how stereotypes can be unfair or harmful;
- how stereotypes can contribute to bullying;
- what bullying is, including cyberbullying;
- how bystanders can respond safely to bullying;
- how and when to seek help.

Respectful relationships are promoted across the whole school and are not limited to RSHE lessons.

Online Relationships and Online Safety

Online safety is an integral part of our RSHE curriculum.

Pupils will learn that the principles of kindness, respect and appropriate behaviour apply online as well as face-to-face.

Teaching includes:

- respectful online communication;
- online friendships;
- peer pressure;
- privacy;
- personal information;
- sharing images;
- digital footprints;
- harmful content;
- harmful contact;
- online manipulation;
- recognising when someone online may not be who they claim to be;
- communicating safely with others;
- reporting inappropriate content or behaviour;
- seeking help from a trusted adult.

RSHE will complement the school's wider Computing and Online Safety curriculum.

Being Safe

Pupils will learn:

- about appropriate boundaries;
- about personal space;
- about privacy;
- that not all secrets should be kept;
- that their body belongs to them;
- the difference between appropriate and inappropriate contact;
- how to respond to situations that make them feel uncomfortable or unsafe;
- how to recognise potentially harmful relationships;
- how to identify trusted adults;
- how to report concerns;
- how to ask for help;
- that they should continue to seek help if their first attempt is unsuccessful.

Children will be taught appropriate vocabulary so that they can communicate concerns about their bodies, relationships and safety.

7. Puberty and Growing Up

Puberty education forms an important part of our progressive RSHE and Health Education curriculum.

At Easingwold Primary School, **puberty is introduced in Year 4 during the Summer Term** and is revisited and developed further in **Year 5 during the Autumn Term**.

This sequencing has been deliberately chosen based on our knowledge of our pupils and the needs of our school community.

Pupils will learn about:

- physical changes during puberty;
- emotional changes during puberty;
- personal hygiene;
- menstruation;
- body changes;
- managing emotions;
- self-care;
- seeking help and support;
- respecting the changes experienced by themselves and others.

Teaching is carefully differentiated and uses age-appropriate language and resources.

The curriculum is revisited so that pupils have opportunities to consolidate their knowledge and understanding before progressing to Year 6.

8. Sex Education in Year 6

Sex education is not a statutory requirement in primary schools. However, **Easingwold Primary School has chosen to provide an age-appropriate programme of sex education to pupils in Year 6.**

This forms part of our wider RSHE curriculum and is designed to prepare pupils for the transition to secondary school.

The Year 6 programme builds on pupils' previous learning about:

- relationships;
- respect;
- personal boundaries;
- puberty;
- physical and emotional development;
- personal safety;
- growing up.

Age-appropriate sex education may include learning about:

- human reproduction;
- conception;

- how a baby develops;
- pregnancy and birth;
- the physical and emotional aspects of relationships;
- the importance of respect, consent, boundaries and personal responsibility.

The content is carefully selected and delivered in accordance with the developmental needs of Year 6 pupils.

Parents will be informed about the content and timing of the Year 6 sex education programme and will be given the opportunity to discuss the curriculum and view relevant teaching materials.

9. Parental Right to Withdraw from Year 6 Sex Education

Parents have the right to request that their child is withdrawn from **sex education which is not part of statutory Science or Relationships Education**.

At Easingwold Primary School, this applies to the additional sex education content delivered in Year 6.

Parents cannot withdraw their child from:

- statutory Relationships Education;
- statutory Health Education;
- statutory Science.

Requests for withdrawal should be made in writing to the Headteacher, **Alison Parratt**.

The Headteacher will discuss the request with the parent to ensure that they understand the nature and purpose of the programme.

Where a child is withdrawn, the school will provide appropriate and purposeful education during the period of withdrawal.

10. Science and Human Reproduction

RSHE does not replace the statutory Science curriculum.

Pupils will receive the National Curriculum Science content relating to:

- human growth and development;
- puberty;
- reproduction;
- the human life cycle;

- animals and humans.

Where reproduction is taught as part of the statutory Science curriculum, it is not subject to parental withdrawal.

The school will ensure that pupils understand the distinction between statutory Science teaching and additional sex education delivered through RSHE.

11. Consent, Boundaries and Personal Safety

Consent and boundaries will be taught through age-appropriate concepts, including:

- asking before touching;
- respecting personal space;
- understanding that people have different boundaries;
- listening when someone says "no";
- recognising when someone is uncomfortable;
- respecting decisions;
- communicating clearly;
- understanding that everyone has the right to feel safe.

As pupils progress through school, these concepts will be developed further to support their understanding of healthy relationships and prepare them for secondary school.

12. Safeguarding

RSHE forms an important part of the school's safeguarding provision. Lessons may provide opportunities for pupils to recognise and disclose concerns relating to:

- abuse;
- neglect;
- bullying;
- harmful behaviour;
- inappropriate contact;
- exploitation;
- online safety;
- unhealthy relationships.

At Easingwold Primary School, our **Designated Safeguarding Lead is Alison Parratt**.

All staff are expected to follow the school's Safeguarding and Child Protection Policy.

Staff will:

1. listen calmly;
2. avoid leading questions;
3. avoid investigating;
4. reassure the child that they have done the right thing by speaking;
5. record information accurately and factually;
6. report concerns immediately to the DSL or deputy;
7. follow safeguarding procedures.

Staff will never promise confidentiality where a safeguarding concern may exist.

13. Responding to Questions

Pupils are encouraged to ask questions in a respectful and safe environment. Teachers will:

- answer questions honestly and appropriately;
- use accurate terminology;
- consider the age and developmental stage of pupils;
- avoid unnecessary detail;
- recognise when a question falls outside the agreed curriculum;
- use anonymous questions where appropriate;
- seek advice from the RSHE Lead or DSL when necessary.

Teachers are not expected to answer questions which fall outside the school's agreed curriculum.

Where a question raises a safeguarding concern, the school's safeguarding procedures will be followed.

14. Inclusion and SEND

Easingwold Primary School is committed to ensuring that RSHE is accessible to every pupil.

Our **SEND**CO, **Toni Potter**, will support staff in ensuring that pupils with SEND can access the curriculum.

Teaching may be adapted through:

- differentiated language;
- visual resources;

- repetition;
- additional explanation;
- social stories;
- alternative communication approaches;
- individual support;
- carefully selected resources;
- additional opportunities for consolidation.

We recognise that some pupils with SEND may be particularly vulnerable to abuse, exploitation, bullying and harmful behaviour. Their RSHE provision will therefore support them to understand boundaries, relationships, safety and how to seek help.

15. Equality, Diversity and Inclusion

Easingwold Primary School is committed to meeting its duties under the Equality Act

2010. Our RSHE curriculum promotes respect for all pupils and families.

Pupils will learn that people may differ in:

- family circumstances;
- culture;
- religion or belief;
- disability;
- appearance;
- interests;
- personality;
- background;
- experiences.

The school actively challenges:

- bullying;
- prejudice;
- discriminatory language;
- harmful stereotypes;
- harassment;
- disrespectful behaviour.

All pupils are entitled to feel safe, respected and valued.

16. Teaching Methodology

RSHE will be taught using a range of age-appropriate approaches, including:

- discussion;
- stories;
- scenarios;
- role play where appropriate;
- videos;
- diagrams;
- group activities;
- paired activities;
- reflection;
- quizzes;
- anonymous questions;
- problem-solving activities.

Teachers will establish clear ground rules before teaching sensitive content.

Where appropriate, teachers will use fictional scenarios and distancing techniques so that pupils can explore issues without being required to share personal experiences.

17. Curriculum Progression

Easingwold Primary School has developed a **progressive RSHE curriculum from the early years through to Year 6.**

The curriculum is deliberately sequenced to ensure that:

- statutory objectives are met;
- knowledge is revisited and consolidated;
- vocabulary develops progressively;
- pupils are prepared for future learning;
- safeguarding knowledge develops alongside children's age and independence;
- puberty education is introduced at an appropriate point;
- Year 6 sex education builds upon previous learning;
- pupils are prepared for transition to secondary school.

Key sequencing decisions

Year 4 – Summer Term

Introduction to puberty and the physical and emotional changes associated with growing

up. Year 5 – Autumn Term

Puberty education is revisited and developed further, including personal hygiene,

menstruation, emotional changes and preparing for the next stage of development.

Year 6

Pupils consolidate previous learning and receive the school's age-appropriate sex education programme, alongside continued work on relationships, personal safety, boundaries, consent, wellbeing and preparation for secondary school.

The full curriculum map is maintained separately by the RSHE Lead.

18. Assessment

Assessment in RSHE is primarily formative.

Teachers assess pupils':

- knowledge;
- understanding;
- use of appropriate vocabulary;
- ability to apply learning;
- ability to recognise risk;
- ability to identify trusted adults;
- understanding of healthy relationships;
- ability to demonstrate respectful behaviour;
- confidence in seeking help.

Assessment may include:

- questioning;
- discussion;
- scenarios;
- quizzes;
- written work;
- reflection;
- teacher observation.

RSHE is not normally assessed through formal examinations.

19. Resources

Easingwold Primary School will use resources which are:

- age-appropriate;

- factually accurate;
- inclusive;
- accessible;
- consistent with the school's values;
- consistent with the statutory framework;
- appropriate to the developmental stage of pupils.

The RSHE Lead will oversee the review and approval of RSHE resources. Parents may request access to the materials used in RSHE lessons, subject to copyright restrictions.

20. External Visitors

External visitors may contribute to RSHE where their expertise adds value. Before an external provider delivers RSHE, the school will:

- check the suitability of the provider;
- review proposed lesson plans;
- review teaching materials;
- ensure content is age-appropriate;
- ensure content meets the requirements of this policy;
- establish safeguarding procedures;
- clarify how questions and disclosures will be handled.

The class teacher remains responsible for the pupils and the lesson when an external provider is present.

21. Confidentiality

RSHE lessons are not confidential spaces.

Pupils will be informed that staff cannot keep information confidential where a child or another person may be at risk of harm.

Staff will follow the school's safeguarding procedures whenever a safeguarding concern is raised.

26. Staff Training

Staff delivering RSHE will receive appropriate support and training.

Training may include:

- statutory RSHE requirements;
- curriculum content;
- safeguarding;
- handling sensitive questions;
- puberty education;
- Year 6 sex education;
- online safety;
- SEND accessibility;
- equality and inclusion;
- responding to disclosures.

Staff can seek advice from **Becky Cooper, RSHE Lead, Toni Potter, SENDCO, or Alison Parratt, DSL and Headteacher**, where required.

27. Roles and Responsibilities

Governing Body

The Governing Body will:

- approve this policy;
- ensure statutory requirements are met;
- monitor the effectiveness of RSHE;
- ensure appropriate parental engagement;
- ensure adequate resources and training are available.

Headteacher – Alison Parratt

The Headteacher will:

- have overall responsibility for implementation;
- ensure statutory requirements are met;
- ensure staff understand the policy;
- oversee safeguarding;
- support parental engagement;
- oversee requests for withdrawal from Year 6 sex education.

RSHE Lead – Becky Cooper

The RSHE Lead will:

- coordinate RSHE across the school;

- maintain the curriculum map;
- ensure statutory objectives are covered;
- support teachers;
- monitor teaching and learning;
- review resources;
- coordinate staff training;
- support parental communication;
- evaluate the effectiveness of the curriculum.

SENDCO – Toni Potter

The SENDCO will:

- support accessibility of RSHE for pupils with SEND;
- advise staff regarding adaptations;
- support individual pupils where required;
- contribute to curriculum review.

Designated Safeguarding Lead – Alison Parratt

The DSL will:

- provide safeguarding advice;
- respond to disclosures;
- ensure safeguarding concerns are managed appropriately;
- advise staff about sensitive issues;
- ensure safeguarding procedures are followed.

Teachers

Teachers will:

- deliver RSHE in accordance with this policy;
- create a safe and respectful learning environment;
- use appropriate resources;
- respond appropriately to questions;
- adapt teaching where necessary;
- identify and report safeguarding concerns.

28. Parent and Carer Engagement

Easingwold Primary School recognises parents and carers as having a significant role in supporting their children's understanding of relationships, health, wellbeing and growing up.

We will:

- communicate the purpose of RSHE;
- share information about the curriculum;
- explain the content and timing of sensitive topics;
- provide opportunities for parents to ask questions;
- provide access to relevant teaching materials;
- explain the distinction between statutory and non-statutory content;
- explain the right to withdraw from additional Year 6 sex education.

We seek to work **in partnership with parents and carers** to support children's safety, wellbeing and development.

29. Monitoring and Evaluation

The RSHE Lead will monitor the quality and effectiveness of provision.

Monitoring may include:

- curriculum reviews;
- lesson observations;
- work scrutiny;
- pupil voice;
- staff feedback;
- parent feedback;
- curriculum audits;
- assessment information;
- safeguarding information;
- review of resources.

The school will consider whether pupils:

- understand how to keep themselves safe;
- know who they can speak to;
- understand healthy relationships;
- understand appropriate boundaries;
- feel confident asking for help;
- demonstrate respectful behaviour;
- have appropriate knowledge for their age and developmental stage.

The curriculum will be adapted where monitoring identifies emerging needs.

30. Complaints

Any concern or complaint about RSHE should initially be raised with the class teacher or RSHE Lead.

If the concern cannot be resolved informally, it should be referred to the Headteacher.

Formal complaints will be managed in accordance with the school's Complaints Policy.

31. Publication and Accessibility

This policy will be:

- published on the Easingwold Primary School website;
- available to parents and carers on request;
- reviewed regularly;
- made available in alternative formats where reasonably required.

The school will ensure that parents and carers can understand what their children will be taught and how RSHE contributes to their wider education and safeguarding.

32. Policy Review

This policy will be reviewed annually or sooner where:

- statutory guidance changes;
- legislation changes;
- safeguarding needs change;
- the curriculum is substantially amended;
- pupil needs change;
- feedback identifies a need for amendment.

The review will consider feedback from:

- pupils;
- parents and carers;
- staff;
- governors;
- relevant professional advisers.

The RSHE curriculum will also be reviewed to ensure that it continues to reflect the needs of the children and community of Easingwold Primary School while meeting statutory requirements.

33. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- Equality Policy
- Science Policy
- PSHE/Personal Development Policy
- Complaints Policy
- Staff Code of Conduct
- Health and Safety Policy

Appendix 1 – Curriculum Development Statement

Easingwold Primary School has chosen to develop and maintain its own RSHE curriculum.

The curriculum has been mapped carefully against the statutory requirements and has been designed using our professional knowledge of:

- our pupils;
- our school community;
- the developmental needs of our children;
- safeguarding priorities;
- local and contextual factors;
- issues that may affect our pupils.

This approach enables us to ensure that statutory objectives are fully met while allowing the curriculum to remain **relevant, responsive and appropriate for the children of Easingwold Primary School**.

The curriculum will continue to be reviewed and adapted in response to pupil need, emerging safeguarding issues, professional knowledge, parent feedback and changes to statutory guidance.

Signed: ____AParratt_____
Headteacher – Alison Parratt

Date: ____29/9/26_____

Signed: ____NRowbottom_____
Chair of Governors

Date: ____29/9/26_____