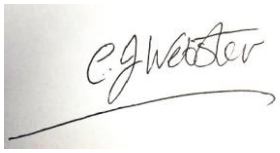
RSHE Policy

This policy was agreed in November 2026 and will be reviewed in November 2028

Chair of Governors  Date: Nov 2026

Headteacher  Date: Nov 2026

INTRODUCTION

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education (RSHE), and the Department for Education (DfE) recommends primary schools to deliver Sex Education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

RSHE focuses on the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, sexual health, sexuality and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. It should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

Statutory Relationships and Health Education provides a framework though which key skills, attributes and knowledge can be developed and applied. This promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, making sense of media messages, challenging extreme views and having the skills and attributes to negotiate and assert themselves now and in the future.

INTENT

The objectives of Relationships, Sex and Health Education at The Peak Federation are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.
- To provide a supportive learning environment in which pupils can develop their feelings of self-worth and confidence, and to develop their understanding of personal boundaries, especially in relationship to others.

RSHE is not about the promotion of sexual activity.

RSHE does not encourage early sexual experimentation, but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready. Parents and carers are the key people for their child's learning about relationships and sex, and schools should always work in partnership with home. Parents and carers need to know that the school's RSHE programme will complement their role and support them in the education of their child regarding relationships and sex. The Peak Federation will ensure that parents' and carers' views are heard and that taught RSHE is culturally appropriate and inclusive of all our children.

IMPLEMENTATION

RSHE is taught within the Personal, Social and Health Education curriculum and the biological aspects are also taught within the Science curriculum. We use CorumLife, a comprehensive scheme of work for PSHE and Wellbeing education. An overview of CorumLife can be found in our appendices. It covers all of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education.

Legal requirements

The statutory guidance states that Sex Education should ensure children know how a baby is conceived, however, this is not compulsory for primary aged children. When we cover this in Year 6, parents will have the right to withdraw their child from this element of the sessions.

Our PSHE curriculum is underpinned by 5 core themes which run throughout the programme, delivered in every year group which are:

S- Safety
C- Caring
A- Achievements
R- Resilience
F- Friendships

The 5 core themes thread through every half termly unit. The 6 units ensure a comprehensive set of age-appropriate lessons are delivered. (Please see our PSHE Policy for more information on the 6 units covered).

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

Specific sex education lessons that are in addition to the Science Curriculum are delivered in Year 6 and covers the following themes:

- 'Human reproduction' – How babies are made and how babies are born. These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born.

These areas of learning are taught within the context of family life taking care to ensure 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, 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).

RSHE is taught by the class teacher. A range of teaching methods are which include: use of video clips, discussions, looking at anatomical diagrams and case studies. RSHE is delivered in mixed gender groups, although some small group discussions consisting of pupils of the same gender, may take place within the same room to ensure the clear delivery of objectives. Resources to teach RSHE include fiction (dilemmas), reference books, leaflets and extracts from videos.

Consulting Parents
Materials which will be used in the Federation's RSHE Programme can be seen by parents in school on request to the Headteacher.

The schools will inform parents when the puberty aspects of the Sex Education programme are to be taught and will provide opportunities for parents to discuss the content of the lessons and to view the videos and resources being used if requested.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education we cover but not Relationships or Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science (such as the anatomy of a human body and the scientific names for body parts) and Health Education. Parents are invited to view our resources and discuss any concerns with our staff. In these instances, alternative work will be set. Requests for withdrawal should be made in writing using the template provided (see Appendix 2) and addressed to the Headteacher.

Policy and Practice

- a designated teacher will have overall responsibility for the provision of the programme, for monitoring developments within Relationships, Sex and Health Education and for recommending to governors any amendments that may be necessary and appropriate.
- Class teachers are responsible for communication with parents who will receive prior notification of the RSHE Programme to enable them to discuss issues with staff or their own children.
- Materials used in the RSHE Programme will be available to parents on request.
- Parents may withdraw their children from part of the school's RSHE programme if it is not compulsory and if they so wish.
- The RSHE programme will cover aspects of personal hygiene, puberty, menstruation, conception, pregnancy and birth.
- Children will be taught in both single and mixed gender groups as appropriate.

- If questions are asked by children outside the RSHE programme of study, the designated teacher will use their discretion in answering them in an appropriate manner and at an appropriate and suitable time.
- Every child – including those with protected characteristics (see Equality Policy) is entitled to receive RSHE.
- It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.

Dealing with difficult questions
Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. We use an anonymous question box as a distancing technique.

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom or one which is beyond the Key Stage 2 objectives, provision will be made to meet the individual child's needs in consultation with the parents.

Children with special needs
Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships, Sex and Health Education.

Child Protection / Confidentiality
Teachers need to be aware that effective Relationships, Sex and Health Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.
The staff member will inform the Headteacher /Designated Safeguarding Lead in line with procedures for child protection.
A member of staff cannot promise confidentiality if concerns exist.

IMPACT

The effective implementation of our RSHE curriculum will:
- Lead to children developing the skills needed to become confident, tolerant, respectful, well-balanced adults.
- Children will be able to approach a range of real-life situations and apply their skills and attributes to help navigate them through modern life.
- Children will be able to set personal boundaries and seek help if things go wrong in relationships with others.

Monitoring and Evaluation
The delivery of RSE is monitored by Rachel Slack through learning walks, planning scrutinies, book scrutinies and pupil voice. Pupil's development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy document will be available to parents via our website or via requesting a paper copy from the school office.

This policy will be reviewed in Oct 2028

Jen Chapman/Rachel Slack Oct 2026

Appendix 1: 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 2: Parent form: withdrawal from Sex Education within RSHE

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