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	Name of School	Scotts Primary School
	Policy review Date	September 2025
	Date of next Review	July 2026
	Who reviewed this policy?	Lauren Batchelor
	Date approved by Governing body	October 2024
	Headteacher	Ryan Kinnear
	Chair of Governors	Tracey Walker

Relationships, Health and Sex Education policy (RHSE)

1. Aims

The aims of relationships and sex education (RHSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- To teach pupils to recognise situations (both on and offline) which may be unsafe, and learn about strategies to seek support and guidance.
- 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.
- To help pupils become responsible, respectful and discerning users of technology.
- Create a positive culture around issues of sexuality and relationships.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, 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 RHSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Scotts Primary School we teach RHSE as set out in this policy.

3. Definition

Relationship, Health and Sex education (RHSE) is learning about the emotional, social and physical aspects of growing up and involves learning about relationships, sex education including

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reproduction and our bodies (including puberty), staying safe, healthy relationships, sexuality, healthy lifestyles, diversity and personal identity.

It is about the understanding of the importance of family life, stable, loving and healthy relationships, respect, love and care.

RHSE is about developing children's emotional literacy and the social and cultural development of pupils. RHSE involves a combination of sharing information, and exploring issues and values.

RHSE is not about the promotion of sexual activity.

4. Where in the curriculum?

RHSE is not delivered in isolation. It is firmly rooted within the school's framework for Personal Social and Health Education (PSHE). It is essential in:

- Developing confidence and responsibility;
- Preparing pupils to play an active role as citizens;
- Developing a healthier, safer lifestyle;
- Developing good relationships and respecting themselves and others.

RHSE is addressed progressively in each year group, in a manner that is appropriate to the development of pupils at particular ages. It is integrated into the school curriculum, so that it forms part of children's normal learning. This includes, but is not exclusive to, the PSHE, RE, Science and Computing curriculum.

5. Delivery of RHSE

The RHSE teaching programme is tailored to the age and physical and emotional maturity of children. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. These lessons and conversations will always be dealt with in a sensitive manner. In the early primary school years, education about relationships will focus on friendship, bullying and the building of self-esteem. In the later primary school years, children will learn about puberty and how a baby is born. All children, including those who develop earlier than average, need to know about puberty, before they experience the onset of physical changes. This is a statutory element of Health education.

Sensitivity about how issues are addressed is paramount. Children, who are easily embarrassed, will be identified and plans put in place to support them in overcoming their embarrassment in the future. Children who are known to have been subjected to sexual abuse, will also be dealt with sensitively and individual plans put in place, where needed. The Headteacher will inform teachers of any potential issues relating to individual children, on a case by case basis, while still maintaining utmost confidentiality.

In the EYFS, RHSE is taught mainly within Personal, Social and Emotional Development, Physical Development and Understanding the World.

In KS1 and KS2, RHSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in Religious Education (RE), Computing education and Physical Education (PE). Cross-curricular themes are often used in all subjects to embed learning.

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In KS1 the science curriculum objectives which give opportunities to deliver the RHSE programme are as follows:

- To identify what makes us special, as people;
- To describe some of the ways children change as they grow from being babies;
- To describe why we sometimes look like older people in our families;
- To show that we all grow and change, as do all living things;
- To show that some changes are social, that we become more independent and able to think about others as well as ourselves;
- To describe the life cycle of humans and other animals.

In KS2, the science curriculum objectives which give opportunities to deliver the RHSE programme are as follows:

- To describe the stages of growth and development in humans;
- To explain the changes experienced in puberty;
- To talk with knowledge about birth and reproduction.

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

See Appendix 1 for the RSE framework.

Year 5 and 6

In years 5 and 6, the children will be taught about the statutory element of health education: changing adolescent body. These sessions will be supported by (where appropriate), a trained health professional.

Girls and boys will be taught these lessons in both their usual classroom groups and additionally in single sex groupings. They will be taught about both male and female changes. We feel that children will be more comfortable to ask questions and discuss the objectives of these lessons in single sex groupings, however we think that it is essential that pupils understand both male and female changes. Following these sessions, the children will have time to reflect as a whole class, to enable the teacher to assess their understanding, share key questions and summarise teaching from the lesson. They will be given the opportunity to ask questions anonymously and privately (if they wish to), to ensure they feel comfortable in their surroundings and understand the facts of these lessons. A question/curiosity box will be available in the classroom, to give children every opportunity to ask questions, even if they feel uncomfortable or lack confidence in a whole class setting.

These lessons will focus on:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.
- Menstrual wellbeing including key facts about the menstrual cycle.
- Preparing boys and girls for the changes that adolescence brings (*health*).

Pupils in year 6 also receive stand-alone sex education sessions.

Primary sex education will focus on:

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- To understand how a baby is conceived (*sex education*)
- To understand how a baby grows and develops in pregnancy (*science*)
- To understand how babies are born (*sex education*)

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).

6. Roles and responsibilities

The governing board

The governing board will approve the RHSE policy, and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHSE (see section 8).

PSHE subject leader/team

The PSHE subject leader/team is responsible for monitoring the coverage of RHSE, through the PSHE scheme of work and other key areas of the curriculum. They are responsible for monitoring progress and keeping staff informed of new information and resources that will help them to deliver an outstanding PSHE curriculum.

Teachers

Teachers are responsible for:

- Delivering RHSE in a sensitive way
- Modelling positive attitudes to RHSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHSE
- Adapting the curriculum for children with Special Educational Needs and Disabilities (SEND). Teachers will work closely with parents to ensure teaching is appropriate for the individual child's stage of development.

Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to RHSE, treat others with respect and sensitivity.



7. Parents/carers

Copies of our PSHE medium term plans are available for all parents/carers to view on the PSHE page of our school website. This clearly shows the units and objectives that will be taught in each year group, each term, from the RHSE framework.

Additionally, parents will be informed of the units being taught on a half term basis on the year group overviews that are shared on the website class pages and on Google Classroom.

Parents can arrange to speak to a member of staff about the content of any of these lessons, within the term that they are being taught.

In the lessons, children will be encouraged to make a note of any issues they would like to discuss. Anonymity is respected and a box for questions is available for children to use as necessary. Questions raised by the children will be answered in simple, age appropriate terms.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

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

8. Sexuality

Government guidance states that:

'In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.'

'To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex situations. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.'

'Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.'

'In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.'

(DfE, Relationships education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance, 2019)



It is important to build tolerance and understanding and not allow prejudice against people whose sexuality is different to their own. Primary aged children may already be aware of and have ideas about sexuality, sometimes based on inaccurate information and stereotypes. RSE will include discussion of sexuality in a sensitive manner and will include positive representations of homosexual, bisexual, transgender and non-binary people.

Discussion of relationships will not be solely about heterosexual relationships. The word 'partner' will be used to describe relationships.

9. Sexism, homophobia and transphobia

Challenging sexism, homophobia and transphobia is part of Scotts school approach to equal opportunities and combating bullying. Bullying in whatever form is unacceptable and children will be taught about the emotional stress and harm caused by this.

At Scotts, sexist, homophobic or transphobic comments made by children are handled in a sensitive way, especially as some children may not fully understand what they are saying or appreciate the consequences. Guidance will be sought from the Headteacher about how to approach and deal with such sensitive issues. Parents/carers will be informed of any such comments and further meetings held if necessary.

10. Religious and Cultural beliefs

The school is aware of cultural and religious differences, in relation to RHSE and this will be taken into account in planning and delivery. It will not be assumed, however, that all members of particular religious or cultural groups necessarily hold the same beliefs about RHSE issues.

11. Training

Staff are trained on the delivery of RHSE as part of their CPD programme, where training needs are identified. The PSHE subject leader will complete a wider range of training, to be kept up to date with legislation and resources. Where appropriate, the PSHE lead will deliver in school training based on CPD that they have received.

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 RHSE.

12. Safeguarding, Confidentiality and disclosure

Scotts Primary school has clear procedures for safeguarding children (specified in the schools Safeguarding and Child Protection Policy).

School procedures will be followed in terms of confidentiality and disclosure of information. All disclosures will be referred to the Headteacher, who is the Designated Safeguarding Lead (DSL). In the absence of the DSL, this will be referred to the deputy DSLs or another member of the DSL team.



Appendix 1

Relationships education

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
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



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	• 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

Health education

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Mental well-being	• That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

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	• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	• How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle.



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Appendix 2: Parent form: request for withdrawal from sex education within RSE

TO BE COMPLETED BY PARENT/CARER			
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	

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