

Talbot Primary School – Relationship and Sex and Health (RSHE) Education Guidance policy - Operational Guidance document

This handbook should be read alongside our Trust RSHE Policy, which sets out in full the statutory requirements, curriculum design and safeguarding approach:

- <https://www.talbot.leeds.sch.uk/school-office/policies-information>
- <https://www.talbot.leeds.sch.uk/about-the-school/relationship-and-sex-education>)

At Talbot Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment in which pupils can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate fully in school life in a safe and enjoyable environment, free from harm. Safeguarding and promoting the welfare of all pupils is a responsibility shared by all adults working in or on behalf of the school, and we are committed to protecting children from physical, sexual and emotional abuse, neglect and bullying.

As part of this commitment, we take our responsibility to deliver relevant, effective and responsible Relationships Education (RSHE) seriously. We promote a culture of respect and inclusion, recognising that all relationships based on mutual love and consent are equal and valid, and that diversity in relationships, sexualities and gender is an integral part of our school and wider society. The school wants parents/carers and pupils to feel assured that RSHE will be delivered at a level appropriate to both the age and development of pupils, and feel able to share their views

Key Changes to the RSHE curriculum from September 2026 in primary schools

Key changes in the revised RSHE curriculum:

Online Safety & Digital Life	Personal Safety (NEW)	Body Knowledge & Health	Skills for Relationships & Wellbeing
Stronger focus on online harms and critical thinking	Now explicit statutory content not implicit within other units	Clearer expectations in health education	Greater emphasis on skills as well as knowledge
• Pupils learn about: ◦ Online scams, fraud and gaming risks ◦ Why age restrictions exist (e.g. social media, gambling) ◦ Privacy, consent and personal data • Greater emphasis on: ◦ Understanding digital risks ◦ Questioning what is seen online ◦ Managing settings such as location sharing	• Pupils learn about: ◦ Staying safe around roads, railways and water ◦ Recognising and reducing risk in everyday situations • New learning on: ◦ Change, loss and bereavement ◦ Understanding and managing different emotional responses related to this.	Pupils continue learning about: ◦ How bodies grow and change Now includes: ◦ Teaching correct names for all body parts (including genitalia) Supports: ◦ Safeguarding and reporting concerns ◦ Reducing stigma and confusion	• New/stronger focus on: ◦ Communication and expressing feelings ◦ Assertiveness and setting boundaries ◦ Managing difficult emotions (e.g. frustration, loneliness) • Skills also applied in: ◦ Online contexts ◦ Peer relationships
			

In primary schools, Relationships Education and Health Education are statutory, so all children must learn about friendships, families, safety (including online), feelings and healthy habits. Sex Education (beyond the science curriculum) is non-statutory, meaning schools choose how to teach it, and parents may withdraw their child from these specific lessons only. We only teach the statutory Science, Relationships and Health education topics within our curriculum. While the majority of our curriculum is unchanged, as we already cover the majority of the new content, the key updates can be found below:



Why has the guidance been updated?

Children are increasingly exposed to harmful content online, including misogynistic attitudes and unhealthy views about relationships. Alongside this, rapid changes in technology and growing safeguarding concerns mean children face new risks both online and in everyday life. The updated guidance helps schools respond to these challenges, support pupils' mental health and wellbeing, and equip them with the knowledge and skills they need to stay safe and develop positive, healthy relationships.

Why is RSHE needed?

Relationships Education (RSHE) is **compulsory in all primary schools in England** under the Department for Education (DfE) statutory guidance (2019, updated 2025–26) and is essential for:

- **Supporting safeguarding** by supporting pupils to recognise risks, inappropriate behaviour and abuse, as well as giving them the tools to seek help.
- **Responding to the realities of modern life** by helping children to understand and navigate increasing exposure to relationships and sexual content through media, social media and wider culture.
- **Develops pupils' understanding of healthy relationships** through teaching respect, kindness, boundaries and the characteristics of positive relationships.
- **Promoting personal development and wellbeing** by developing pupils' confidence, resilience and mental health.
- **Addressing gaps identified by Ofsted and research** by ensuring learning is timely, relevant and extends beyond purely biological content.
- **Ensuring pupils receive a factual, balanced view of RSHE** that is delivered in a familiar, safe and supportive setting.
- **Fostering equality, inclusion and respect as it promotes an understanding of diversity.**
- **Preparing pupils for the next stage of education and life** by providing knowledge and skills for making informed choices in their future relationships and real-life experiences.

What are the aims of RSHE?

- At Talbot Primary School, Relationships Education aims to support pupils' personal development, in line with the Ofsted framework, by equipping them with the knowledge, skills and values needed to build positive, respectful and healthy relationships and to thrive in modern society.
- It enables pupils to understand and respect their bodies, manage the physical and emotional changes of growing up with confidence, and develop positive self-esteem, while recognising the influences and pressures they may encounter.
- The curriculum empowers pupils to keep themselves safe by understanding consent, boundaries, and risks both online and offline, and by developing the confidence to seek support when needed.
- Our provision is inclusive, age-appropriate and carefully sequenced, beginning early and building progressively to reflect pupils' development and maturity.
- It is a partnership between home and school, values pupil voice in shaping learning, and is delivered by trained, confident staff using accurate, evidence-based information.
- Through well-planned, engaging learning, pupils acquire essential life skills such as communication, empathy and critical thinking, while developing respectful attitudes, an understanding of diversity and equality, and the ability to consider a range of views and beliefs.

How and when is RSHE taught at Talbot Primary School?

We teach all of the statutory RSHE objectives across our PSHE, Mindmate, Foundations for Wellbeing, Pol-Ed and Online Safety lessons, as well as our whole school assembly schedule. Pupils receive their entitlement for RSHE through a **spiral curriculum, in timetabled slots**, which demonstrates progression. The objectives have been mapped with the Leeds Healthy schools team to ensure comprehensive coverage. A sample of this document can be found in Appendix A and the complete

document can be found on our school website ([click here](#)). Year 2, 5 and 6 have 'You, Me, PSHE' units that are directly linked to growing and changing, including puberty. An overview of these lessons can be found below. We communicate with parents/carers ahead of these sessions through **parent letters** to inform of when the lessons will take place and what the content will be. Year 5 parents are invited to an in-person presentation, to receive a comprehensive overview of the puberty-related content that will be delivered and ask any questions or share any concerns they may have. Parents of Year 2 and 6 children are able to view the content on request through contact with their child's class teacher. Sample lesson plans are also available on the school website to view: [click here for access](#).

The RSHE programme is delivered through a variety of opportunities including:

- Blocked sequences of lessons
- Designated RSHE time in gender-based groups in Year 5 and Year 6
- Computing lessons
- Assemblies (consent/family structure /relationships with others/protected characteristics)
- Use of external agencies/services, only where appropriate and thoroughly researched/evaluated.
- Small-group pre-teaching sessions where appropriate (e.g. children with SEND or EAL)

Here is an overview of the key units **explicitly linked** to Relationship Education (RSHE)/Developing Bodies:

Year 2	Year 5	Year 6
Girls and Boys/Females and Males, Humans and Animals <i>Children learn about:</i> • Understanding and respecting the similarities and differences between people (family and beyond) • The key stages in the human life-cycle and that they are growing and changing (science statutory curriculum) • Biological differences between males and females (science statutory curriculum) • Gender stereotypes • Different types of family and how their home-life is special. • Ways in which they are cared for and can care for others. Implicit through this is the importance of equality and respect for all relationships.	Growing and Changing, Puberty <i>Children learn about:</i> • How we grow and change through the human life-cycle • The physical changes associated with puberty - Menstruation and wet dreams. • The effect puberty can have on our emotions and behaviour and how to deal with this • Personal hygiene and strategies for managing this • Strategies to deal with feelings in the context of relationships. • Prejudice and discrimination • To feel able to ask and answer questions and know how to seek support or advice when it is needed • Developing healthy, respectful relationships/friendships, including conflict resolution	Relationship Education/ healthy relationships <i>Children will learn about:</i> • (Recap) Puberty and physical/emotional changes, including scientific names for genitals • Human reproduction (science statutory curriculum). • Healthy, respectful relationships • Different family structures and the roles and responsibilities of parents and carers. • Recognising and challenging stereotyping, including protected characteristics. • To know where to get help or advice when it is needed. • Difference between rules and laws • Rules/laws for 'body safety' (consent) and the right to say no • Peer pressure and how/ where to seek support if they are worried about their own or a friend's wellbeing.



We recognise that an interactive approach to RSHE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the development and evaluation of their RSHE in ways appropriate to their age, stage and development through:

- discussions with small groups of pupils
- questionnaires/surveys (a school-based survey adapted from My Health, My School)
- pre and post assessment activities for RSHE

Consultation and Parent Communications:

A parent questionnaire is conducted each year, in which parents are invited to express their views. This, alongside staff and pupil views, informs our provision and any adaptations made to the content/practice.

Right to withdraw

Parents and carers have the right to request that their child is withdrawn from the sex education element of the curriculum in Year 6, which is delivered in a single lesson. However, please note that:

- Relationships Education is statutory and all pupils must take part
- Health Education is statutory and all pupils must take part
- Elements taught as part of the National Curriculum for Science cannot be withdrawn from

If you are considering withdrawing your child from this lesson, please contact the school so we can arrange a discussion to talk through the content and support your decision.

How do we maintain our commitment to safeguarding and preventative curriculum?

Talbot Primary School adopts a whole-school safeguarding approach underpinned by a **strong preventative and “hidden” curriculum**, where safe relationships, respect and pupil wellbeing are consistently modelled and reinforced through daily practice, PSHE/RSHE and assemblies.

All staff are vigilant and follow clear, established reporting procedures, recording any concerns promptly using the school’s safeguarding systems and passing these directly to the Designated Safeguarding Lead (DSL) (Parm Gill), or Deputy DSL (Jude Rivers). The DSL oversees all safeguarding actions, liaises with external agencies and ensures timely, appropriate responses. Staff are regularly reminded through training and updates that they **must never promise confidentiality** to pupils and must always pass on concerns to protect children effectively. This culture of openness, early intervention and shared responsibility ensures **safeguarding remains central to all aspects of school life**.

Named lead/staff:

Safeguarding is a collective responsibility so we expect all staff at Talbot Primary School to follow this guidance.

Specific responsibilities:

The headteacher and PSHE Lead are responsible for ensuring that RSHE is taught consistently across the school. The headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSHE.

Specific responsibilities:	Who is responsible:
Co-ordinating the RSHE provision, ensuring a spiral curriculum	PSHE Lead – Katie Marsden
Accessing and co-ordinating training and support for staff	HT and PSHE Lead – Parm Gill and Katie Marsden
Establishing and maintaining links with external agencies/other health professionals	CP designated teachers – Parm Gill, Jude Rivers, Catherine Price, Adele Mitchell

Operational guidance development and review, including consultation and dissemination	HT and PSHE Lead - Parm Gill and Katie Marsden
Implementation of the policy/operational guidance; monitoring and assessing its effectiveness in practice	HT and PSHE Lead - Parm Gill and Katie Marsden
Link governor for RSHE	Sascha Lee
Managing child protection/safe guarding issues	HT and Designated Safeguarding Lead/Governor – Parm Gill / Sascha Lee

Vocabulary progression:

We teach an agreed list of vocabulary as the children progress through the school. The terms used and referred to in school are listed below:

<u>Early Years:</u> my body, my family, care, washing, brushing teeth, getting dressed, clean, boy, girl, same, different, (penis/vagina referred to if a child uses an alternative non-Scientific name for these body parts)
<u>KS1 (Years 1-2): As EYFS plus...</u> caring, respect, families, differences, similarities, lifecycle, growing, changing, adult, teenager, adolescence, toddler, children, babies, elderly, gender, boys, girls, male, female, secrets, privacy, permission, safety, underwear (PANTS rule), private body parts <u>Year 2 specific:</u> stereotypes, gender roles, biological differences, nipples, vulva/vagina, penis
<u>KS2 (Years 3-6): As KS1 plus...</u> emotions, growing/growth, changes, reproduction (Science context – as a characteristic of all living things) friendships, relationships, love, equality, marriage, stereotypes – age/gender/religion/culture/identity, attitudes, values, advice, support, anxiety, safety, health, wellbeing, parents, skills, qualities, influences, responsibilities, roles, human rights, protection, consent, grooming <u>Year 5 specific:</u> puberty, physical changes, emotional changes, behavioural changes, maturity, hygiene, spots, sweat/perspiration, body odour, pubic hair, facial hair, underarm hair, breasts, mood, mood swings, menstruation, periods, sanitary products <u>Year 6 specific:</u> intimate relationship (in comparison to friendship or family member), conception (scientific context), pregnancy, birth, ovary, egg (ovum), cells, fertilisation, womb, uterus, foetus, embryo, umbilical cord, placenta, amniotic sac, fallopian tube, genitals, vagina, vulva, labia, cervix, erection, penis, foreskin, testicles, scrotum, anus, sperm, semen, wet dreams, ejaculation, hormones, oestrogen, testosterone, LGBTQ+ (Heterosexual, Homosexual, Transgender, Lesbian, Bisexual, Homophobia, Transphobia, Biphobia)

Agreed Ground Rules for RSHE lessons and discussions:

1. No one will be expected to answer a personal question.
2. No one will be forced to take part in a discussion; everyone has the right to opt out.
3. Only the correct names for body parts will be used.
4. The meanings of words will be explained in a sensible and factual way.
5. Everyone will listen and respect each other.
6. Other people's secrets are not ours to share.

As a Parent or Carer, how and when should I talk to my child about relationships, growing-up and sex?

Families shape children's understanding of relationships, their bodies and themselves from an early age. By talking openly and supporting them as they grow, parents and carers can help them develop healthy attitudes, build strong relationships and stay safe. If your child doesn't want to talk, don't force conversations.

Let them know you're available whenever they're ready, and guide them towards trusted adults and reliable resources in the meantime. If you're not sure where or when to start, begin with relaxed, simple conversations about feelings, relationships and physical changes. When talking, be open, honest and age-appropriate. Use correct terminology, keep explanations simple and answer questions



calmly. Reassure them they can come to you and talk about safety, including body boundaries and secrets at any time. Keep communication ongoing, listen without judgement and avoid making topics feel taboo. It's okay not to have all the answers—learn together if needed. Everyday examples (like books or TV) can help start conversations. Working together with school also ensures children get consistent, accurate guidance to help them stay safe, make informed choices and build healthy relationships.

External agencies/visitors and resources

The following agencies are accessible for teachers, parents and pupils for additional support relating to RSHE and wellbeing:

- Childline: <https://www.childline.org.uk/>
- Mindmate: <https://mindmate.org.uk/?scrlybrkr=e6174266>
- NSPCC: <https://www.nspcc.org.uk/>
- HENRY healthy lifestyles programme: <https://www.schoolwellbeing.co.uk/henry-parent-programme>
- School nursing team: <https://wyhealthiertogether.nhs.uk/resources/information-on-local-healthcare-services/leeds-school-nursing-0-19-service>

Year 5 children participate in the 'Dove Self Esteem workshop' each year.

When external agencies or visitors are invited into school, we have a robust evaluation system to ensure safeguarding requirements are met, they align with our school values and ethos, and the class teachers remain present throughout the session.

Assessment

We assess understanding in PHSE in the following ways by completing baseline activities and knowledge harvests conducted at the start of a topic and revisited at the end. Lesson sequences are adapted according to the baseline or scenarios that may be too sensitive for a particular child/cohort. Learning throughout each unit is recorded in a whole class book of PSHE. This includes summaries of discussions, quotes from the children, photos of activities or ideas and a sample of children's activities. Termly judgements are recorded on Sonar in-line with all other foundation subject assessments. This is based on teacher judgements from contributions, quotes and activities throughout the unit.

Staff Training

All staff familiarise themselves with policies at the start of each academic year.

The PSHE lead has termly meetings with a consultant from the School Wellbeing team to review and adapt our provision accordingly; keeping up with changes and best practice. The PSHE subject leader also leads CPD for teachers when updates are required.

All staff participate in (annual/three-yearly) child protection refresher training.

Appendix A – Objective Mapping Sample

You, Me PSHE topics	MindMate lesson topics	Pol-Ed
RSE – Relationships and Sex Education KSMR – Keeping safe and managing risk ISE – Identify society and equality MHW – Mental health and wellbeing PHW – Physical Health and wellbeing DATE – Drugs, alcohol and tobacco	FGBM – Feeling good and being me FF – Friends and family SE – Strong emotions LC – Life changes BSBD – Being the same being different SP – Solving problems	R – Relationships KS – Keeping safe UTL – Understanding the law W – Wellbeing Only lessons that support to fill gaps have been added to this document. Visit the Pol-Ed website for their full coverage document

Coverage of Relationships Education						
	Y1	Y2	Y3	Y4	Y5	Y6
That families are important for children growing up safe and happy because they can provide love, security and stability.	LC	RSE MHW LC SE				RSE
The characteristics of safe and happy family life, such as 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.		RSE LC				
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 for them.	BSBD	RSE	ISE			
That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.		RSE MHW				
That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.						RSE* UTL What does the law say about marriage?
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	KSMR				KSMR	KSMR



Appendix B – Parent Letter Sample

Dear Parents and Carers,

I am writing to inform you about the **Relationships Education** topic that will be taught in **Year 5** during the summer term. These lessons form part of the statutory Relationships and Health Education curriculum and help children develop the knowledge and skills they need to form positive, respectful and safe relationships with others, as well as preparing them for the physical and emotional changes they will experience as they grow.

In year 5, this topic will cover:

- Understanding the **emotional changes** that can happen during puberty, such as mood changes and developing self-awareness
- How bodies change during puberty, including **physical changes** for boys and girls
- The importance of **personal hygiene and self-care**
- Developing **positive relationships**, including friendships, and showing respect for others
- Knowing where and how to **seek support** when they have questions or worries

The learning will be delivered at an age appropriate level, in a sensitive, factual and respectful way, using correct biological vocabulary (please see the Relationship Education Policy for the Key-Stage specific vocabulary that will be used). Some of these sessions will be completed in their normal classes and some sessions will be separated by gender, as we find that this makes many children more comfortable to ask questions. When the classes are split, the girls will be taught by Mrs Kerridge /Miss Sayers and the boys will be taught by Mr Rivers.

We encourage you to talk with your child about what they are learning and reinforce the messages of kindness, respect and communication at home. If your child asks questions, answering them honestly and simply is often most helpful.

We will be holding a **parent/carers briefing** on **Wednesday 29th April at 6.00pm**, to outline the content that will be covered in more detail and to answer any questions that you have. The meeting will take place in the **Key Stage 1 Hall**. Please note that the meeting is for **parents only** and children should not attend.

Yours sincerely,

Miss Katie Marsden
PSHE Coordinator