

RELATIONSHIP, SEX AND HEALTH EDUCATION POLICY (RSHE)

INTRODUCTION

We have written our school's policy in accordance with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the Department for Education (DfE), updated in July 2025 for mandatory introduction from 1 September 2026. Schools must have regard to this guidance under Section 80A of the Education Act 2002 and Section 403 of the Education Act 1996.

DfE guidance (2025) states: 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.'

RSHE in our school is part of the Personal, Social and Health education (PSHE) curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school.

AIMS FOR RELATIONSHIPS AND SEX EDUCATION

- To develop respect, knowledge, skills and positive attitudes to build healthy, respectful relationships. Pupils learn how to treat others with courtesy, recognise healthy friendships, and understand the importance of caring family relationships.
- To promote physical health and healthy habits. Pupils learn about exercise, sleep, hygiene, healthy eating, and the importance of looking after their bodies.
- To equip children for modern life, especially in navigating online environments so that they make sense of the real-life issues they are experiencing in the world around them.
- To prepare pupils for the physical and emotional changes of growing up.
- In planning and presenting our RSHE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.
- Our policy and practice is based upon national guidance and good practice. This policy has been reviewed and updated in consultation with our school community, including parents, and approved by Governors.

CONTENT

We are committed to ensuring our programme is age appropriate. We take advice and are updated on a regular basis by our Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data.

We follow good practice recommendations and use additional resources from reliable and authoritative experts such as the PSHE Association, Public Health England and CEOP.

SECTION 1 RELATIONSHIPS EDUCATION

DfE Guidance (2025) states:

‘The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

Building children’s understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

Schools should be sensitive to pupils’ circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.

Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children’s rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn’t feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.

Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.’

DELIVERY OF RELATIONSHIPS EDUCATION AT OXON CE PRIMARY SCHOOL

Relationships Education is primarily taught within the school’s wider curriculum for personal, social and health education. This work is supported by internet safety work in computing. Children from Reception to Year 6 have a weekly lesson of PSHE. The content for these lessons is set out in the PSHE scheme of work. The scheme of work sets out which areas are to be covered by each year group. The content and delivery are carefully matched to the age of the children. PSHE is taught by the class teacher or higher-level teaching assistant in the normal class groups.

We use elements of The Shropshire Respect Yourself: Eat Better, Move More, RSE programme is a spiral curriculum from year 1 to year 11. This resource contains age appropriate lessons and resources for each year group and key stage.

	Summary of the PSHE scheme of work – Relationships
Year R	Similarities and differences between themselves, including families.

Year 1	What makes a good friend? Who can help me?
Year 2	How to make others feel good? How to be fair? What is bullying?
Year 3	Why do friendships end? How can we make new friends?
Year 4	Why do families fall out? Challenge stereotypes and making judgements on appearance.
Year 5	What is forgiveness? What groups do I belong to? How to ask for help or advice.
Year 6	How to forgive. What makes a good team? Why get angry? How to report concerns. The importance of permission-seeking and giving in relationships with friends, peers and adults.

See Appendix 1 (RSHE policy folder) for DfE Learning Outcomes for Relationship Education by the end of primary school.

SECTION 2 HEALTH AND WELL-BEING

Health and wellbeing

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. We understand the relationship between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

See Appendix 2 (in RSHE policy folder). Primary health and wellbeing: content to be covered by the end of primary.

All the health elements are taught through a number of other curriculum areas at Oxon

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DfE Health Education areas	School Policy and/or scheme of work
Mental Wellbeing	Mental Health and Emotional Wellbeing policy PSHE policy and scheme of work
Internet safety and harms	Internet (E) Safety policy Cybersecurity Policy PSHE policy and scheme of work Safeguarding and Child Protection Policy
Physical health and fitness	PE policy and scheme of work Science policy and scheme of work
Healthy Eating	PSHE policy and scheme of work Science policy and scheme of work
Drugs alcohol and tobacco	PSHE policy and scheme of work Science policy and scheme of work
Health and prevention	PSHE policy and scheme of work Science policy and scheme of work
Basic First Aid	PSHE policy and scheme of work

SECTION 2 SEX EDUCATION

DEFINITION OF SEX EDUCATION (DfE 2019/2025)

The following paragraph is taken from the DfE 2019/2025 guidance.

‘The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.’

The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The Science National Curriculum contains elements related to Sex Education:

- Year 2: notice that animals, including humans, have offspring which grow into adults
- Year 5: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Year 5: describe the life process of reproduction in some plants and animals
- Year 5: describe the changes as humans develop to old age

Year 5 Relationships and Health Education Programme

The Year 5 Unit is planned for the summer term. The Shropshire Council ‘Eat Better, Move More, Relationships and Sex Education’ resource will be used. This unit of work uses the ‘Sense’ DVD resource.

	Puberty and Menstruation (Health Education)
Objectives	• To know that during puberty a body changes from a child to an adult; it is part of the life cycle • To establish pupils’ knowledge and understanding of menstruation, and clarify any myths or misconceptions, reassure and help prepare both girls and boys. (Based on Year 4 Lesson 2)

SUMMARY

The ‘sex education element’ is the element of study remaining that is not included in the relationships, science or health elements of study. In our school this work is only contained in some of the Year 6 lessons. The school has delivered sex education lessons in Year 6 for many years.

DELIVERY OF SEX EDUCATION AT OXON CE PRIMARY SCHOOL (YEAR 6)

We use the Shropshire Respect Yourself: Eat Better, Move More, RSE programme. This is an award-winning programme with the quality kite mark from the PSHE Association. It is based upon national good practice criteria and Shropshire young people’s priorities. We also refer to resources recommended by the PSHE Association.

In Year 6, RSHE sessions will be delivered by the class teachers to the year group as whole with both boys and girls together. One session in each year will be delivered to boys and girls separately to give time to learning about the practical management of menstruation for girls.

Interactive and distancing techniques are used in conjunction with establishing ground rules.

Guidance is provided to staff on responding to pupils' questions (see following section).

CONTENT OF SEX EDUCATION AT OXON CE PRIMARY FOR YEAR 6

Year 6 Relationships and Health Education and Sex Education Lessons

The **Year 6** Unit is planned for the summer term. The Shropshire Council 'Respect Yourself Transition Programme – Year 6' will be used. This unit of work uses the 'Sense' DVD resource.

Note: These lessons contain:

- Relationships Education
- Health Education
- Sex Education

The right-hand column in brackets identifies which elements are included in the lesson.

Lesson 1	Valuing Ourselves (Relationships Education)
Objectives	• Consider why honesty, loyalty, understanding and respect are important in relationships
Lesson 2	Changes (Health and Relationships Education)
Objectives	• Managing change effectively: e.g. learn about the changing nature of and pressure on relationships with friends and family • Appreciate that similarities and differences between people are a result of many factors
Lesson 3	Reproduction (Science and Sex Education)
Objectives	• Discuss and ask questions about changing bodily needs • That puberty can be a positive and exciting time • Know how changes at puberty affect bodily hygiene
Lesson 4	Conception and Birth (Some Sex Education elements)
Objectives	• Discuss and ask questions about changing bodily needs • Know that body changes are a preparation for sexual maturity and understand the process of conception and birth
Lesson 5	Unit Review (Relationships, Health and Sex Education)
Objectives	• Discuss and ask questions about changing bodily needs • Recognise the need to ask for support sometimes and who to ask • That puberty can be a positive and exciting time • Know that body changes are a preparation for sexual maturity and understand the processes of conception and birth • Know how changes at Puberty affect body hygiene

DEALING WITH QUESTIONS

Some of the Year 5 (Health and Relationships) and Year 6 (Health, Relationships and Sex) lessons will include opportunity for children to ask questions relating to the issues that have been raised within a particular session. Teachers will make use of a question box for children to write anonymous questions. Questions will be answered within the whole year group sessions or separate single -sex sessions if appropriate. If a question addresses an area that is not appropriate for a particular year group, then it will not be answered.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in our Relationships Education curriculum. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

Pupils may ask questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. Teachers will support the pupil accordingly, such as asking a pupil to speak to their parents, a trusted adult or signposting to support services where needed.

RIGHT TO BE EXCUSED FROM SEX EDUCATION (COMMONLY REFERRED TO AS THE RIGHT TO WITHDRAW)

The following paragraphs are taken from the DfE RSE (2019/2025) guidance:

16. 'Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.'

17. 'Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.'

18. 'Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum'

20. 'If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'

A letter is sent to Year 6 parents prior to the unit of work (containing elements of sex education) being taught. The letter gives information about the planned lessons and when they will take place. The letter contains details about the areas covered in each lesson. Parents are also informed of their right to withdraw their child from sex education.

Parents have **no right to withdraw children from relationships education, science or health education**. If a parent wishes to withdraw their child from the sex education lessons, they should inform the headteacher in writing before the lessons commence.

ENHANCED MEDIUM TERM PLANNING

PSHE (Including the teaching of aspects of RSHE) follows the Oxon school format for enhanced medium term planning which provides the area of study for a unit, prior learning, end points for the unit, key vocabulary and resources. The planning identifies what the children will have learnt by the end point of the unit.

Enhanced medium term planning then gives the key questions, progression of objectives, activities, resources and cross curricular links for each session.

Enhanced medium term planning also indicates when knowledge is re-visited to ensure retention and when assessment tasks are used to judge progress

SAFEGUARDING

Teachers are aware that effective RSHE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of child protection issues.

Safeguarding procedures, as specified by Keeping Children Safe in Education and the school's Safeguarding and Child Protection Policy are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

WORKING WITH EXTERNAL AGENCIES

DfE (2025) Guidance:

‘Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people, but schools always remain responsible for the content and the way in which children are taught. Schools should check that external resources are accurate, age and stage appropriate and unbiased. Schools should be particularly cautious about using resources from organisations that have a broader interest in promoting harmful products (e.g. cigarettes and alcohol) or that have a strong partisan view on a contested topic. Schools are responsible for checking the credentials of any visitor or visiting organisation. Schools should ask to see materials and a lesson plan in advance, and should seek the views of parents, making sure that all materials can be viewed by parents.’

The school does not use any external agencies.

CONFIDENTIALITY

All staff working in this area are aware of the school's Safeguarding & Child Protection Policy and will work within it at all times. Teachers cannot offer or guarantee pupils unconditional confidentiality.

SEND

It is recognised that SEND pupils may require additional support with the RSHE curriculum and can be at increased risk of exploitation. Individual support may be considered where appropriate. Parents and pupils will be involved and consulted.

HOME/SCHOOL PARTNERSHIP

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme as part of our home/school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to equality and safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by family, friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

ROLES AND RESPONSIBILITIES

This policy is the responsibility of the headteacher who works closely with the PSHE subject leader.

STAFF TRAINING AND DEVELOPMENT

The subject leader will continue to receive external CPD, mainly through PSHE Association courses and, where appropriate, consultants visiting schools. The development of the wider staff is often led by the subject leader with the support of the senior leadership team.

CONSULTATION

This policy underwent a process of consultation with parents and staff prior to final approval by the governing body in June 2020. Minor changes were made to the policy in May 2026 to incorporate the 2025 guidance.

MONITORING AND EVALUATING THE POLICY

This area will be monitored and reviewed over time. A key source of evidence will be the biennial parent survey, feedback from staff and informal feedback from children and parents. Any additional feedback from parents and children will be used in ongoing reviews of this area.

EQUAL OPPORTUNITIES

All children are entitled to a stimulating and meaningful RSHE curriculum regardless of race, disability, sex, religion or belief, sexual orientation, or gender reassignment. All staff plan to develop the understanding and skills of all pupils in their class.

Our RSHE programme and delivery fosters gender and LGBT+ equality and challenges all forms of discrimination and bullying and complies with relevant requirements of the Equality Act 2010, including the Public sector equality duty (PSED) (s.149).

POLICY DATE : MAY 2026