RSE Policy

Introduction

This document provides a template to help your school comply with its legal obligations to have a relationships education policy to support teaching the new compulsory relationships and health education curriculum introduced in September 2020.



Legal requirements

Curriculum requirements

As from September 2020, under The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019:

- Relationships education is compulsory for all pupils receiving primary education.
- Health education is compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Policy requirements

As from September 2020, under the Department for Education, Statutory Guidance for Relationships Education and Sex Edu- cation (RSE) and Health Education 2019, every primary school in England must have in place a written policy for relationships education that meets the needs of pupils, parents and carers and reflects the community that the school serves.

In preparing the policy, schools must consult with parents and carers on the school's proposed outline of its relationships education curriculum.

The draft relationships education policy must be approved by the school's governing body (or other appropriate body such as a trustee board).

The relationships education policy must be made available on a school's website and copies given free of charge on request to the school office.

The relationships education policy must be reviewed, the recommended review period being every three years.

The relationships education policy must:

- Define relationships education.
- Set out the relationships education subject content, how it is taught and who is responsible for teaching it.
- Describe how the relationships education subject is monitored and evaluated.
- Include information to clarify why parents/carers do not have a right to withdraw their child from what is compulsory in relationships education.
- Confirm the date by which the relationships education policy will be reviewed.
- Define any sex education the school chooses to teach other than that covered in the science curriculum.
- Include information about a parent's/carer's right to request that their child be excused from any sex education the school chooses to teach, other than that covered in the science curriculum.

Notes

1. The template provided also covers Health Education. There is no legal requirement to have a written policy for Health Education, but it is good practice to do so.
2. The information and text provided is a guide only. You must amend the template to suit your school.
3. Questions and guidance are provided.
4. [Any section of the template that is marked with an asterisk * are required by law.]

St Peter's CofE (VA) Primary School

Relationships, Sex and Health Education Policy

Date of approval by Governors 01.09.2026

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Introduction

This is the policy of St Peter's on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the Governing Body on September 2025.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017).*

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- 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.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

The following policies are also relevant to this Relationships and Health Education policy:

Add the names of your school's other relevant policies such as:

- Anti-bullying
- Safe-guarding
- Managing drug-related incidents
- Spiritual, moral, social and cultural development

Definition*

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Add information about your school's ethos, including your mission statement and aims.

Aims

The aims of our RSHE programme are:

Add the aims of your programme. For example, consider how your school will meet its legal obligation to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Trustees/governors

Define the specific role of the trustees and/or governors (strategic oversight).
You may want to name a particular trustee or governor who has responsibility for RSHE.

Headteacher/principal

Define the specific role of the headteacher or principal. This could include the following:

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

Define the specific role of the subject leader. This could include the following:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

All staff

Define the specific role of all staff. This could include the following:

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation*

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

Explain how your school RSHE curriculum is organised, to cover the following points:

- How RSHE is covered. The best practice approach is for RSHE to be covered as part of a wider programme of PSHE education.
- How regularly RSHE lessons are delivered. It is recommended that lessons are delivered weekly or fortnightly.
- Length of RSHE lessons. The guidance provides that lessons should be of sufficient length to allow children to explore topics and reflect on their learning, with the suggestion that:
    - for KS1 – lessons should be 40 - 45 minutes long;
    - for KS2 – lessons should be 50 - 60 minutes long.
- How focus days, visits and visitors will be used. Guidance provides that focus days, visits and visitors cannot replace a taught lesson but are a good way to enhance a programme.
- How cross-curricular learning will contribute. Links should be recognised in planning.
- Who will teach the lessons. Guidance provides that confident and skilled staff are most effective, particularly for sensitive and controversial topics and a school may want to use specialist staff for some topics.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

Select whichever of the following approaches apply to your school:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.
- Using a variety of groupings to enhance learning.

Curriculum content

Long term planning

The school has chosen to use the *Kapow Primary RSE scheme of work*, which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the *Kapow Primary RSE curriculum overview*.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

The school chooses resources based on the following criteria:

Add here any specific procedures you have for selecting additional resources.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

Outline how your school uses visitors. You should include the following:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education*

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

Outline what is included in your school.

This should be agreed in consultation with staff, parents and carers.

The suggested Kapow Primary lessons that are deemed to be sex education are:

- *Year 6: Safety and the changing body, Lesson 5: Conception*
- *Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth*

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

Outline the process in your school, covering the following:

- How parents/carers will be informed about sex education.
- How parents/carers should contact the school (for example, by letter or phone).
- Who parents/carers should contact (for example, the headteacher or subject leaders).
- Whether parents/carers will be invited in for a meeting. Meetings give an opportunity for the school and the parent/carer to discuss concerns and to outline the impact on the children of missing sex education lessons.
- How the decision on the withdrawal request will be recorded.
- What alternative arrangement will be made for the child during the sex education lesson that the child will not attend.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to

inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

Outline the support available for children.

In school:

- Class teacher.
- Specific staff members.

External:

- Local agencies.
- National agencies such as Childline.

Monitoring and evaluating*

The headteacher and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

Outline how monitoring and evaluating will take place. For example:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review*

This policy will be reviewed [every three years (recommended) from September 2025.