

Relationships and Sex Education (RSE) and Health Education Policy

School: Nun Monkton Foundation Primary School

Policy status: Statutory / school policy

Policy owner: Headteacher / PSHE and RSE Lead

Approved by: Governing Body

Date approved: September 2026

Effective from: September 2026

Review date: Summer 2027

1. Introduction

At Nun Monkton School, we recognise that children need accurate knowledge, practical skills and positive values to help them develop healthy relationships, understand themselves and others, stay safe and make informed decisions as they grow.

Relationships Education is statutory for pupils in primary education. Health Education is statutory in state-funded primary schools. Sex Education is not compulsory in primary schools; however, this school chooses to provide age-appropriate Sex Education in Years 5 and 6, in addition to the statutory Science curriculum.

This policy sets out how Relationships Education, Sex Education and the relevant elements of Health Education are taught at Nun Monkton School. It should be read alongside the school's wider PSHE curriculum, Science curriculum and safeguarding arrangements.

This policy has been developed with regard to the Department for Education's **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from 1 September 2026**, together with the Equality Act 2010, the National Curriculum for Science, the SEND Code of Practice and current safeguarding guidance.

The school has regard to the statutory guidance and will keep its provision under review to ensure that teaching remains accurate, age- and stage-appropriate, accessible and responsive to pupils' needs.

2. Statutory framework and related guidance

This policy has regard to:

- Department for Education: **Relationships Education, Relationships and Sex Education (RSE) and Health Education – statutory guidance**, effective from 1 September 2026.
- **The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.**
- **Education Act 2002**, including the requirement to provide a broad and balanced curriculum.
- **Education Act 1996**, including statutory provisions relating to sex education.
- **Equality Act 2010**, including the Public Sector Equality Duty where applicable.
- **National Curriculum for England**, including statutory Science content concerning the human body, growth, puberty and reproduction.
- **SEND Code of Practice: 0 to 25 years.**
- **Keeping Children Safe in Education 2026.**
- **Working Together to Safeguard Children 2026.**
- Other relevant statutory safeguarding guidance and school policies.

The DfE describes Relationships Education, Relationships and Sex Education and Health Education collectively as **RSHE**. At primary level, this school teaches statutory Relationships Education and Health Education and also provides school-chosen Sex Education.

3. The school's values

The school's values underpin our approach to Relationships Education, Sex Education and Health Education.

Our values of **care, respect, empathy and understanding** support pupils to develop positive relationships with others. We believe in the individual and equal worth of each member of our school community.

The school encourages pupils to take responsibility for their actions and to treat others with kindness, dignity and respect. We promote a caring and supportive approach throughout school life.

Our curriculum aims to help children:

- understand themselves and others;
 - develop self-respect and respect for others;
 - communicate effectively;
 - develop resilience and confidence;
 - understand personal boundaries;
 - recognise safe and unsafe situations;
 - seek help when they need it;
 - develop healthy relationships;
 - understand that everyone deserves to be treated with dignity and respect; and
 - prepare appropriately for the opportunities, responsibilities and experiences of later life.
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4. Definitions

Relationships Education

Relationships Education teaches children the knowledge and skills needed to form and maintain positive, respectful and safe relationships with family members, friends, peers and other people.

It includes learning about:

- families and people who care for us;
- friendships;
- respectful and kind relationships;
- boundaries and personal space;
- online relationships;
- privacy;
- personal safety;
- recognising and reporting abuse;
- bullying and prejudice;
- seeking help and support; and
- respecting difference.

Relationships Education does not require children to be taught the detail of sexual activity.

Sex Education

Sex Education is education about human reproduction and related matters which goes beyond the statutory Science curriculum and the statutory Relationships and Health Education content.

At Nun Monkton School, Sex Education is provided in Years 5 and 6 and focuses on age-appropriate, factual information about human reproduction, conception, pregnancy and birth.

Parents have the right to request that their child is withdrawn from Sex Education that is provided by the school beyond the statutory Science curriculum.

Health Education

Health Education helps pupils understand and make informed decisions about their physical and mental health and wellbeing.

It includes, amongst other things:

- mental wellbeing;
- physical health and fitness;
- healthy eating;
- online wellbeing;
- drugs, alcohol and tobacco;
- health protection and prevention;
- sleep;
- dental health;
- personal safety;
- basic first aid; and
- developing bodies, including puberty and menstruation.

Parents cannot withdraw pupils from statutory Health Education.

RSHE

RSHE is the collective term used by the DfE for Relationships Education, Relationships and Sex Education and Health Education.

5. Aims and objectives

Our RSE programme aims to help pupils:

- develop positive attitudes towards themselves and others;
- develop lively, enquiring minds and the ability to question and think critically;
- make sensible and informed choices;
- develop confidence and self-respect;
- understand and manage emotions;
- develop empathy and consideration for others;
- understand healthy and respectful relationships;
- understand personal boundaries and the importance of respecting the boundaries of others;
- recognise inappropriate, unsafe or abusive behaviour;
- know how and where to seek help;
- develop the knowledge and skills needed to stay safe online and offline;
- understand how bodies grow and change;
- prepare appropriately for puberty and adolescence;
- understand basic human reproduction and birth;
- understand that families can take many forms and that children should not be stigmatised because of their family circumstances;
- challenge bullying, prejudice and stereotypes;
- understand relevant laws and responsibilities in an age-appropriate way;
- develop resilience and strategies for managing difficulties;
- understand the importance of physical and mental wellbeing; and
- prepare pupils for the next stage of their education and later life.

6. Curriculum principles

The school will ensure that RSHE is:

Age and stage appropriate

Content will be carefully sequenced and matched to pupils' age, maturity, understanding and individual needs.

Accurate

Information will be factually and scientifically accurate. Where the law is taught, pupils will be given accurate information about relevant legal provisions.

Inclusive and respectful

The curriculum will reflect the diversity of pupils and families while ensuring that all teaching is appropriate to primary-aged children.

Evidence-informed

The school will use reliable, appropriate and high-quality curriculum materials.

Accessible

Teaching will be adapted where necessary to enable pupils with SEND and other additional needs to participate meaningfully.

Safeguarding-led

Teaching will support children to recognise risk, establish boundaries, seek help and understand that abuse is never the child's fault.

Participative

Pupils will have opportunities to ask questions, reflect, discuss and practise relevant skills in a safe and respectful environment.

Transparent

Parents will be informed about the school's provision and will be able to view the curriculum materials used to teach RSHE on request.

7. Statutory and non-statutory elements

The following distinction will be made clear to pupils and parents.

Area	Status in primary school	Parental withdrawal
Relationships Education	Statutory	No
Health Education	Statutory in state-funded schools	No
Science – statutory human development, puberty and reproduction content	Statutory where included in the National Curriculum	No
School-provided Sex Education beyond statutory Science	Non-statutory in primary	Yes
Wider PSHE education	School curriculum provision	Depends on the content and statutory basis

The detailed curriculum map maintained by the school will identify the statutory and non-statutory elements of the programme.

8. Relationships Education

Relationships Education is taught throughout the primary years and is carefully sequenced from Key Stage 1 through Key Stage 2.

The curriculum covers the following areas.

Families and people who care for me

Pupils learn:

- why families and caring relationships are important to children's safety and wellbeing;
- characteristics of safe and happy family life;
- the importance of love, care, protection and stability;
- that families may look different from one another;

- that families may include single parents, same-sex parents, grandparents, foster carers, adoptive parents, kinship carers and other caring arrangements;
- that other children's families should be treated with respect;
- about marriage and civil partnership as formal and legally recognised commitments;
- how to recognise when a family relationship makes them feel unhappy or unsafe; and
- how to seek help.

Caring friendships

Pupils learn:

- why friendships are important;
- how to develop kind and caring friendships;
- how to include others;
- how to recognise loneliness;
- characteristics of healthy friendships, including trust, honesty, loyalty, kindness and respect;
- that friendships can experience difficulties;
- how to manage disagreements and conflict;
- that violence is never an appropriate way to resolve conflict; and
- how to seek help when a friendship causes concern.

Respectful and kind relationships

Pupils learn:

- how to listen to and consider other people's needs and preferences;
- the importance of healthy boundaries;
- how to communicate effectively;
- how to express needs and boundaries assertively;
- how to manage disappointment, frustration and other difficult feelings;
- the difference between being assertive and being controlling;
- that they should be treated respectfully and should treat others respectfully;
- the importance of self-respect;
- what bullying is, including online bullying;
- the responsibilities of bystanders;
- how stereotypes can be harmful;
- how to challenge prejudice and bullying; and
- how to seek help when concerned about harm or violence.

Online relationships and safety

Pupils learn:

- that the same principles of respect apply online and offline;
- how to communicate respectfully online;
- the risks of communicating with people they do not know;
- that people may misrepresent themselves online;
- how to recognise harmful contact and content;
- why personal information should be protected;
- the importance of privacy and location settings;
- the risks associated with sharing photographs, information and other material;
- that material shared online may be copied or circulated;
- age restrictions on social media, apps and games;
- how to respond to online bullying, abuse and harassment;
- how to report concerns and seek help; and
- how online behaviour can affect their own and others' wellbeing.

Being safe

Pupils learn:

- about personal boundaries and privacy;
 - that their body belongs to them;
 - the difference between appropriate and inappropriate contact;
 - that it is not always appropriate to keep a secret, particularly where safety is concerned;
 - how to respond to adults and other people safely;
 - how to recognise harmful or dangerous relationships;
 - how to identify trusted adults;
 - how to report abuse and other concerns;
 - how to ask for help for themselves or others; and
 - that being abused or harmed is never the child's fault.
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9. Health Education

Health Education is integrated into the school's PSHE and wider curriculum and is taught progressively throughout primary education.

The curriculum includes the following areas.

Mental wellbeing and emotional health

Pupils learn:

- to recognise and name a range of emotions;
- that people experience different emotions in different circumstances;
- that worry and feeling down can happen to everyone;
- how to talk about feelings;
- strategies for managing emotions;
- the importance of friendships, family, interests, hobbies and positive activities;
- that loneliness and isolation can affect children;
- about bereavement, change and loss;
- how bullying can affect mental wellbeing;
- how to recognise when they or someone else may need support; and
- who they can speak to when they need help.

Wellbeing online

Pupils learn:

- positive and negative aspects of internet use;
- how online relationships can support, but not replace, meaningful relationships;
- the benefits of limiting screen time;
- how online activity can affect physical and mental wellbeing;
- respectful online behaviour;
- why some social media, apps and games are age restricted;
- risks associated with online gaming and in-game purchases;
- scams, fraud and other financial harms;
- how to assess whether online content is appropriate;
- how information is selected and targeted online;
- personal data, privacy and consent; and
- how to report concerns and seek help.

Physical health and fitness

Pupils learn about:

- the benefits of physical activity;

- active lifestyles;
- physical and mental benefits of exercise;
- maintaining a healthy lifestyle;
- safe participation in physical activity;
- the importance of time outdoors; and
- the relationship between physical health and mental wellbeing.

Healthy eating

Pupils learn:

- what constitutes a healthy and balanced diet;
- the importance of nutritious food;
- the importance of hydration;
- the relationship between diet and health;
- dental health;
- the risks associated with excessive consumption of sugar and other unhealthy foods; and
- how to make healthy choices.

Drugs, alcohol, tobacco and vaping

Primary teaching is age appropriate and focuses on:

- medicines and their safe use;
- the difference between medicines and harmful substances;
- the risks associated with alcohol, tobacco, vaping and other drugs;
- the importance of not taking substances that have not been prescribed or given to them appropriately;
- how to respond to peer pressure; and
- how and where to seek help.

Health protection and prevention

Pupils learn about:

- personal hygiene;
- germs and how illness can spread;
- infection prevention;
- dental health;
- vaccination and immunisation, where appropriate;
- sun safety;
- sleep;
- healthy routines;
- when to seek medical help; and
- how to access appropriate sources of healthcare.

Basic first aid and personal safety

Pupils learn:

- how to recognise hazards;
- how to reduce risks;
- road, rail and water safety;
- how to make an appropriate call to emergency services;
- why incidents should be reported rather than filmed;
- basic first-aid principles; and
- how to respond safely to common injuries and emergencies.

Developing bodies

Pupils learn:

- about human growth and development;

- that puberty is a normal stage of development;
- physical and emotional changes associated with puberty;
- correct terminology for relevant body parts;
- that private body parts should be treated with privacy and respect;
- how to establish and communicate personal boundaries;
- about the menstrual cycle;
- that menstruation is a normal part of development; and
- where pupils can obtain support and menstrual products.

10. Sex Education in Years 5 and 6

Sex Education is not compulsory in primary schools. Nun Monkton School nevertheless considers age-appropriate Sex Education to be an important part of preparing pupils for adolescence and later life.

The school therefore provides Sex Education in Years 5 and 6.

The school will consult parents about the content of this provision and will make clear which content constitutes Sex Education and which content forms part of statutory Science, Relationships Education or Health Education.

The Sex Education programme will focus on factual, age-appropriate information about human reproduction, conception, pregnancy and birth.

Pupils will learn:

- that human beings reproduce;
- that a baby begins to develop following the joining of a sperm and an egg;
- the basic process of conception;
- that conception usually occurs as a result of sexual intercourse;
- an age-appropriate factual explanation of sexual intercourse;
- how a baby develops during pregnancy;
- the stages of pregnancy at an age-appropriate level;
- how babies are born; and
- where to obtain reliable information and support.

Teaching will not encourage or normalise sexual experimentation.

The school will ensure that Sex Education is delivered sensitively and appropriately, taking account of pupils' age, maturity, SEND and individual circumstances.

The school will not use Sex Education lessons to provide detailed instruction about sexual activity beyond what is necessary to explain the agreed curriculum content.

11. Science and reproduction

The National Curriculum for Science contains statutory content relating to human development, growth, puberty and reproduction.

Where content is taught as part of the statutory Science curriculum, it is not subject to parental withdrawal.

The school will clearly distinguish statutory Science content from the school's additional Sex Education provision.

Pupils will be taught appropriate scientific terminology for the human body and reproductive organs.

Science teaching will be factually accurate and will follow the National Curriculum.

12. Parental engagement and consultation

The school recognises parents as children's first educators and seeks to work in partnership with families.

Parents will be:

- informed about the school's RSE provision;
- consulted when the RSE policy is developed or reviewed;
- informed in advance about Sex Education content;

- given information about when relevant teaching will take place;
- given opportunities to raise questions or concerns;
- able to view curriculum materials used in RSHE on request; and
- provided with appropriate information to support conversations at home.

Parents do not have a veto over curriculum content, but the school will listen carefully to parents' views and take them into account when developing and reviewing provision.

Where significant changes are made to planned provision, the school will consider whether parents need to be informed in advance.

13. Parental right to request withdrawal from Sex Education

Parents have the right to request that their child is withdrawn from some or all Sex Education provided by the school.

This right does **not** extend to:

- Relationships Education;
- Health Education; or
- statutory Science content, including relevant teaching about puberty or sexual reproduction.

Where a parent requests withdrawal from Sex Education, the Headteacher will discuss the request with the parent and, where appropriate, the pupil.

This discussion may include:

- the purpose and content of the Sex Education programme;
- the educational benefits of participation;
- any potential disadvantages of withdrawal;
- the importance of receiving accurate information from trusted adults; and
- how the school will support the pupil if withdrawal takes place.

The school will record the request and the outcome of the discussion.

In a primary school, a Headteacher must grant a request to withdraw a pupil from Sex Education, except where the content forms part of the Science curriculum.

Where a pupil is withdrawn, the school will provide appropriate and purposeful education during the relevant lesson or lessons.

If a child asks a question outside the designated Sex Education programme, staff will respond appropriately and sensitively. Staff will not deliberately provide detailed Sex Education content that the school has chosen not to teach, but will ensure that safeguarding concerns and legitimate questions are dealt with appropriately.

14. Equality, diversity and inclusion

The school is committed to equality and to ensuring that all pupils are treated with dignity and respect.

The school will comply with the Equality Act 2010 and relevant equality duties.

The protected characteristics under the Equality Act 2010 include:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex; and
- sexual orientation.

Not all protected characteristics apply in exactly the same way in relation to school pupils, but the school will ensure that its teaching and wider practice do not discriminate against pupils or amount to harassment.

The curriculum will:

- promote equality and respect;
- challenge bullying and discriminatory language;
- challenge harmful stereotypes;
- recognise different family structures;
- include same-sex parents alongside other family arrangements when teaching about families;
- respect pupils' different religious and cultural backgrounds; and
- support pupils to treat others with dignity.

Teaching will be age and stage appropriate and will not introduce concepts which are not appropriate for primary-aged pupils.

15. Teaching about biological sex and gender reassignment

Where relevant to the curriculum, the school will teach factual and age-appropriate information about biological sex and the protected characteristic of gender reassignment.

Teaching will reflect the current DfE statutory guidance and the Equality Act 2010.

The school will:

- teach relevant facts and applicable law accurately;
- make clear that people with the protected characteristic of gender reassignment are protected from discrimination;
- promote respectful and dignified treatment of all pupils;
- avoid presenting contested views as established fact;
- avoid reinforcing gender stereotypes;
- avoid language which stigmatises pupils; and
- challenge bullying, harassment or disrespectful behaviour.

Where pupils encounter different views about sex, gender or related matters, staff will distinguish between factual information, legal requirements and matters on which there may be differing opinions.

Any external resources addressing these matters will be reviewed carefully by the school before use and will be made available to parents on request.

16. Religion, belief and family values

The school recognises that pupils and families come from a range of religious, cultural and philosophical backgrounds. RSHE will be taught sensitively and respectfully.

Where relevant, pupils may learn about how different religious or belief traditions understand relationships, family life, marriage and other related matters.

Where a faith or belief perspective is presented, staff will make clear that it represents a particular religious or belief perspective.

The school will ensure that teaching remains consistent with its statutory duties and the requirements of the Equality Act 2010.

17. Pupils with SEND and additional needs

All pupils are entitled to participate in Relationships Education, Health Education and, where appropriate, Sex Education.

The school recognises that some pupils with SEND may:

- require additional explanation;
- need information presented in a different format;
- need additional opportunities to revisit key messages;
- have increased vulnerability to abuse, exploitation or harmful sexual behaviour;

- require more explicit teaching about boundaries and personal safety; or
- benefit from additional support from trusted adults.

Teachers will adapt resources, language, activities and teaching approaches where necessary.

Teaching will be accessible to pupils with SEND while maintaining the integrity of the curriculum.

Individual needs will be considered carefully and, where appropriate, in consultation with parents, the SENCO and relevant professionals.

18. Safeguarding

RSE has an important role in safeguarding children.

Teaching will help pupils:

- understand boundaries;
- understand privacy;
- recognise inappropriate behaviour;
- recognise abuse;
- understand that abuse is never their fault;
- identify trusted adults;
- report concerns;
- seek help; and
- understand how to stay safer online and offline.

Staff must remain alert to the possibility that RSHE discussions may lead to a pupil making a disclosure or revealing a safeguarding concern.

All safeguarding concerns will be dealt with in accordance with the school's **Child Protection and Safeguarding Policy** and **Keeping Children Safe in Education 2026**.

Staff will not investigate safeguarding disclosures during lessons.

Where an external provider delivers an RSHE session, safeguarding procedures and responsibilities will be agreed with the provider in advance.

19. Confidentiality

RSE may involve sensitive discussions.

Teachers will establish appropriate ground rules at the beginning of lessons and will explain to pupils that staff cannot promise absolute confidentiality.

Pupils will be encouraged to ask questions respectfully and will be given appropriate opportunities to raise questions anonymously, for example through a question box.

Where a pupil discloses information which indicates that they or another person may be at risk of harm, the member of staff must follow the school's safeguarding procedures.

Staff will not promise to keep safeguarding information secret.

Personal information will be handled sensitively and in accordance with the school's safeguarding, data protection and information-sharing procedures.

20. Managing difficult or unexpected questions

Pupils may ask questions which are outside the planned curriculum.

Teachers will respond calmly and sensitively.

Where a question is outside the content the school intends to teach, the teacher may use an appropriate holding response and seek advice before providing an answer.

For example:

"That is an important question. I want to make sure I give you an accurate and appropriate answer, so I will come back to you."

Teachers will consider:

- the age and maturity of the pupil;
- the context in which the question was asked;
- whether the question relates to the planned curriculum;
- whether there is a safeguarding concern; and
- whether consultation with another member of staff or the pupil's parents is appropriate.

Questions must never be used to embarrass or shame pupils.

21. Teaching methods

Teachers will use a range of age-appropriate approaches, including:

- discussion;
- paired and group activities;
- scenarios;
- stories and case studies;
- role play where appropriate;
- reflection activities;
- visual resources;
- question boxes;
- distancing techniques; and
- opportunities for pupils to practise communication and help-seeking skills.

Teachers will avoid requiring pupils to disclose personal experiences.

Distancing techniques will be used where sensitive material is being discussed so that pupils can consider an issue without being expected to relate it to their own circumstances.

22. External providers and curriculum resources

The school may use appropriately qualified external providers to support RSHE where this adds value to the planned curriculum.

The school retains responsibility for:

- the content delivered;
- the suitability of resources;
- safeguarding;
- equality and accessibility;
- the accuracy of information;
- the appropriateness of the teaching;
- ensuring consistency with this policy; and
- monitoring the quality of provision.

External providers will be expected to:

- follow the school's safeguarding procedures;
- provide appropriate and age-appropriate content;
- use accurate and suitable resources;
- work within the school's agreed curriculum;
- respond appropriately to pupil questions and disclosures; and
- agree safeguarding arrangements with the school in advance.

The school will not use external providers where contractual terms prevent the school from allowing parents to view the curriculum materials used.

All RSHE materials will be available for parents to view on request, subject to appropriate copyright arrangements.

The school will maintain a separate **RSHE Resources Register** rather than relying on this policy as a permanent list of individual external resources.

Resources currently considered for use may include materials from the BBC, PSHE Association, local authority sources and other reputable organisations. All resources will be reviewed by the school before use to ensure that they remain appropriate under the September 2026 statutory guidance.

23. Online safety and emerging issues

The school will monitor emerging issues which may affect pupils' safety and wellbeing.

This may include, where appropriate:

- harmful online content;
- online bullying;
- inappropriate contact;
- pressure to share images or personal information;
- online sexual content;
- grooming;
- harmful sexual behaviour;
- image-based abuse;
- AI-generated content and deepfakes;
- online scams and fraud;
- gaming and in-game purchases; and
- other online harms affecting the school's pupils.

The school will respond proportionately to local or emerging issues and will ensure that any additions to the curriculum are age appropriate.

Where planned provision needs to change in response to an emerging safeguarding issue, the school will consider the need to inform parents and share relevant materials.

24. Pupil voice

Pupils will be given appropriate opportunities to contribute to the development and review of RSHE provision.

Pupil feedback may be gathered through:

- discussions;
- pupil voice activities;
- questionnaires;
- class discussions;
- school councils; and
- other appropriate mechanisms.

Pupil feedback will be considered alongside professional judgement, safeguarding information, parental feedback and relevant local or national information.

25. Roles and responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school has an up-to-date RSE policy and that the policy is made available to parents.

The Governing Body will:

- approve the policy;
- ensure the policy is reviewed appropriately;
- ensure the school has regard to the statutory DfE guidance;
- ensure that provision is accessible to pupils with SEND;

- ensure that curriculum content and teaching materials are appropriate;
- receive appropriate information about provision and monitoring;
- ensure that parents are provided with clear information;
- ensure that the school fulfils its equality and safeguarding duties; and
- monitor the effectiveness of the policy.

Headteacher

The Headteacher has overall responsibility for implementation of this policy.

The Headteacher will:

- ensure that the policy is implemented;
- ensure that staff are appropriately supported and trained;
- oversee parental consultation;
- manage parental requests for withdrawal;
- ensure that safeguarding concerns are dealt with appropriately;
- ensure that external providers meet the school's requirements;
- ensure that curriculum materials are available to parents on request;
- monitor the quality of provision; and
- report appropriately to the Governing Body.

PSHE / RSE Lead

The PSHE/RSE Lead will:

- coordinate the RSE curriculum;
- maintain the curriculum progression and mapping documents;
- ensure statutory content is covered;
- identify the school's additional Sex Education content;
- ensure that the distinction between statutory and non-statutory content is clear;
- support teachers with planning and resources;
- ensure resources are reviewed;
- maintain the RSHE Resources Register;
- coordinate pupil and parent feedback;
- monitor teaching and learning;
- arrange appropriate staff training;
- liaise with external providers;
- support the Headteacher with parental queries; and
- report on the effectiveness of the programme.

Teachers

Teachers are responsible for:

- delivering planned RSHE content appropriately;
- ensuring teaching is age and stage appropriate;
- adapting teaching for pupils with SEND;
- establishing safe and respectful classroom environments;
- responding appropriately to questions;
- maintaining professional boundaries;
- recognising possible safeguarding disclosures;
- following safeguarding procedures; and
- attending relevant training.

Teachers of Science are responsible for delivering the relevant statutory Science content concerning human development, puberty and reproduction.

26. Assessment

Assessment in RSE and Health Education will focus primarily on pupils' knowledge, understanding, skills and ability to apply learning.

Assessment may include:

- questioning;
- discussion;
- retrieval activities;
- scenarios;
- written work;
- reflection;
- quizzes;
- pupil self-assessment; and
- teacher assessment.

Assessment will not require pupils to disclose personal experiences.

Teachers will use assessment information to identify gaps in knowledge, misconceptions and areas requiring further teaching.

27. Monitoring and evaluation

The RSE programme will be monitored through the school's normal teaching and learning processes.

Monitoring may include:

- curriculum reviews;
- lesson observations;
- work scrutiny;
- pupil voice;
- teacher feedback;
- parent feedback;
- assessment information;
- resource reviews;
- safeguarding information;
- monitoring of external providers; and
- review of curriculum coverage.

The school will consider whether pupils are making appropriate progress in knowledge, understanding and skills.

The policy will be formally reviewed at least annually while the September 2026 framework is embedded, and subsequently at appropriate intervals determined by the Governing Body.

28. Openness with parents and access to materials

The school is committed to transparency.

Parents may request to see:

- the school's RSE policy;
- the curriculum overview;
- the content of Sex Education;
- curriculum materials used in RSHE;
- information about external providers; and
- relevant information about when specific teaching will take place.

The school will make curriculum materials available to parents on request.

Where copyright applies, materials will be shared in a way that respects the copyright owner's rights. Parents may be asked not to copy or redistribute copyrighted materials except where permitted by law.

The school will not use copyright as a reason to refuse a legitimate parental request to view RSHE teaching materials.

29. Links with other policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
 - Behaviour Policy;
 - Anti-Bullying Policy;
 - Equality Policy / Equality Information and Objectives;
 - SEND Policy;
 - Online Safety Policy;
 - PSHE Curriculum;
 - Science Curriculum;
 - Accessibility Plan;
 - Attendance Policy; and
 - Staff Code of Conduct.
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30. Review of the policy

This policy will be reviewed by the Headteacher and Governing Body in accordance with the school's policy-review cycle and sooner where changes in legislation, statutory guidance, safeguarding requirements or the needs of pupils require this.

Parents and pupils will be given appropriate opportunities to contribute to the review.

Any substantial change to the policy will be approved by the Governing Body.

The current policy will be made available on the school website and provided free of charge to anyone who requests a copy.

Appendix 1 – Summary of curriculum coverage

The school's detailed curriculum progression document will map teaching across Years 1–6.

Relationships Education

Families and people who care for me

- family life;
- caring relationships;
- different family structures;
- marriage and civil partnership;
- recognising unsafe relationships;
- seeking help.

Caring friendships

- friendship;
- kindness;
- inclusion;
- loneliness;
- trust;
- conflict resolution;
- seeking support.

Respectful and kind relationships

- respect;
- boundaries;
- communication;

- emotions;
- self-respect;
- bullying;
- stereotypes;
- prejudice;
- seeking help.

Online relationships and safety

- respectful online communication;
- online identity and risks;
- privacy;
- personal information;
- age restrictions;
- harmful content/contact;
- image and information sharing;
- reporting concerns.

Being safe

- privacy;
- personal boundaries;
- body ownership;
- appropriate and inappropriate contact;
- trusted adults;
- abuse;
- reporting concerns;
- seeking help.

Health Education

General wellbeing

- emotions;
- mental wellbeing;
- friendships;
- loneliness;
- bereavement;
- resilience;
- seeking support.

Online wellbeing

- healthy use of technology;
- screen time;
- online relationships;
- gaming;
- age restrictions;
- scams and fraud;
- online behaviour;
- privacy;
- reporting concerns.

Physical health and fitness

- physical activity;
- healthy lifestyles;
- physical and mental wellbeing;

- time outdoors.

Healthy eating

- balanced diet;
- hydration;
- healthy choices;
- dental health.

Drugs, alcohol, tobacco and vaping

- medicines;
- harmful substances;
- alcohol;
- tobacco;
- vaping;
- drugs;
- peer pressure;
- seeking help.

Health protection and prevention

- hygiene;
- germs;
- infection;
- dental health;
- sun safety;
- sleep;
- vaccination;
- healthcare.

Personal safety and first aid

- hazards;
- roads;
- railways;
- water safety;
- emergency services;
- basic first aid.

Developing bodies

- growth;
- puberty;
- body-part terminology;
- personal boundaries;
- menstruation;
- emotional and physical changes.

Sex Education

Years 5 and 6

- human reproduction;
- conception;
- sperm and egg;
- sexual intercourse as part of an age-appropriate explanation of conception;
- pregnancy;
- development of a baby;
- birth.

The detailed curriculum map will identify which lessons and resources constitute Sex Education and which form part of statutory Science, Relationships Education or Health Education.

Appendix 2 – Parental withdrawal: at a glance

Parents **cannot withdraw** their child from:

- Relationships Education;
- Health Education; or
- statutory Science, including relevant content on puberty and reproduction.

Parents **can request withdrawal** from:

- some or all Sex Education provided by the school beyond statutory Science.

Where withdrawal is requested:

1. The parent should contact the Headteacher.
 2. The Headteacher will discuss the request with the parent and, where appropriate, the pupil.
 3. The school will explain the content and purpose of the programme.
 4. The school will record the request and outcome.
 5. In primary school, the request will be granted except where the content forms part of statutory Science.
 6. The school will provide purposeful alternative education during the relevant lessons.
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Appendix 3 – School aims supported by this policy

This policy supports the school's aims to:

- enable children to become independent and confident learners and well-rounded characters who are self-aware, reflective and resilient;
- care for and about each other and be courteous and empathetic, showing respect and understanding towards everyone;
- create a safe and stimulating place where children are happy and enthusiastic learners;
- help children learn how to keep themselves safe and healthy;
- develop communication, teamwork, confidence and life skills;
- encourage everyone to have high expectations of themselves and others;
- support and challenge everyone to achieve their best;
- develop a strong work ethic, self-motivation and pride in achievement;
- enable children to develop an understanding of the wider world through exposure to a variety of cultures, ideas and beliefs;
- respect and recognise individuality and diversity; and
- provide interesting and exciting learning opportunities which prepare pupils for wherever their journey takes them as adults.