

The Federation of Priddy and St. Lawrence's

Relationship, Health and Sex Education Policy (RHSE)



Ratification

Role	Name	Signature	Date
Chair of Governors	Phil Purdy	<i>Phil Purdy</i>	March 2026
Head Teacher	Sharon Foxall	<i>S. Foxall</i>	March 2026
RSE Lead	Elissa Lodge	<i>E. Lodge</i>	March 2026

Details of Policy Updates

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annually	February 2025	Elissa Lodge	March 2026

How this Policy was developed

This policy has been developed in consultation with governors, staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – Relationships, Sex and Health Education (RSHE) Lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the Draft RSHE policy and make recommendations during a designated staff meeting.
3. Governor's consultation – all governors were sent a copy of the Draft RSHE policy and respond during the next meeting
4. RSHE Lead shared DRAFT RHSE Policy to Wellbeing Action Group
5. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
6. Pupil consultation – children given the opportunity to share their views on the content of RSHE to be taught in schools
7. Ratification – once amendments were made, the policy was shared with governors and ratified

Requirements on schools in law

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Our RHSE and PSHE programme is interwoven with several different statutory duties: Citizenship, Prevent, British Values and Community Cohesions, Safeguarding and Child Protection.

The RHSE curriculum complements and is supported by the school's wider policies on Safeguarding, Relationships for Learning, Inclusion, Respect for Equality and Diversity, Spiritual, Moral, Social & Cultural (SMSC), Online safety and Anti-bullying.

What is Relationships Health & Sex Education? - Definition

This policy covers our school's approach to effective teaching and learning in Relationships, Health and Sex Education (RHSE).

At The Federation of Priddy & St. Lawrence's, we define Relationships Education as teaching and nurturing the skills and knowledge children need to build and foster healthy, safe, positive and supportive relationships with friends, family, other children and adults. This includes including online relationships.

At The Federation of Priddy & St. Lawrence's we interpret sex education to mean puberty, conception, contraception, reproduction and birth. All these themes, except for conception and contraception, are included within either statutory Health Education or National Curriculum Science.

At The Federation of Priddy & St. Lawrence's we define health education as teaching children about the benefits and importance of physical activity, good nutrition and sufficient sleep. Health education is about children being able to recognise and name their emotions, understand the importance of the relationship between physical health (including time spent outdoors) and mental wellbeing. Health education complements our school's wider education on healthy lifestyles through physical education, food technology, science, sport and extra-curricular activity. It is also supported by the school's pastoral care system.

Aims

At The Federation of Priddy & St. Lawrence's, our aims are mirrored and reflected in our whole school vision and Christian values. Our core values of compassion, courage and perseverance are embedded across the curriculum and extra-curricular provision. Working as a team, we provide a safe, nurturing and inclusive environment for every child to reach their full potential and 'working together to be the best that we can be'. Our Christian values of compassion, perseverance and courage are theologically rooted in *The Parable of the Lost Sheep* – Luke 15: 3-7. All children are cared for and valued through strong, kind and caring relationships. RHSE also complements our Relationships for Learning Policy, which prioritises being respectful and safe to others.

The RHSE Policy aims to:

- Enable children to understand how to keep themselves and others safe
- Develop the personal skills to establish and maintain relationships
- Recognise what a healthy relationship looks like – ensuring respect and dignity for others

- Explore how to live well together – including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable pupils to make responsible and informed decisions about their health and wellbeing.

By its very nature, RHSE consists of a variety of complex topics and involves a combination of sharing information and exploring issues and values. We view the partnership of home and school as vital in ensuring a high quality and effective RHSE.

Curriculum

[The DfE curriculum expectations](#) for school aged pupils are listed below (see appendix 1):

Relationships Education:

- Families and people who care for me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

Sex Education:

Taken from - Relationships Education, Relationships and Sex Education and Health Education Statutory guidance July 2025

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Health Education:

- General Wellbeing
- Wellbeing online
- Physical Health and Fitness
- Healthy Eating

- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing Bodies
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RSHE is taught within the PSHE education curriculum and is offered to all year groups with age-appropriate content. A margin of fluidity is maintained to allow teachers to react to ongoing global events and developments. For example: Anti-Bullying Week or Children's Mental Health Week.

PSHE/RHSE is taught once a week by their class teacher. However, the lessons on RHSE are interwoven and embedded into wider curriculum and are not always taught as discrete lessons (other than the non-statutory elements of Sex Education). This will ensure subject content can be embedded in a variety of different contexts and is meaningful to children.

Science Curriculum:

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Year 2 pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans to exercise, eat the right amounts of different types of food, and hygiene

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

Year 6 pupils should be taught to:

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Our program will ensure that both boys and girls know about puberty and how a baby is born – as set out in the KS1 & KS2 science national curriculum. All children, including those who develop earlier than the average need to know about puberty before they experience the onset of physical changes.

Relationships Education:

In the early primary school years, education about relationships focuses on friendships, bullying and the building of self-esteem.

Physical Health and Mental Well Being Education:

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. School promotes pupils' self-control and ability to self-regulate, and strategies for doing so. Effective teaching aims to reduce stigma attached to health issues, particularly those to do with mental wellbeing.

Sex Education:

The DfE recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the pupils. At The Federation of Priddy & St. Lawrence's, we teach an age-appropriate, developmental curriculum which meets the needs of young people. We believe this curriculum is critical to answering some of the questions that pupils are asking, particularly as they come to the transition period between Primary and Secondary school. **It is emphasised the topics are taught from a child appropriate level.** The pupils will have lessons focusing on consent in intimate adult relationships and how a baby is conceived and born. The statutory RSHE guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse and IVF as well as information about condoms in our Year 6 *Making Babies* lesson.

Flexibility is important as it allows us to respond to local public health and community issues, meet the needs of our school community and adapt materials and programmes to meet the needs of our pupils.

Parental permission is always sought before these lessons are taught (and the right to withdraw a pupil from this is respected) and parents are offered support in talking to their children about sex education and how to link this with what is being taught in school.

Online Safety/Staying Safe Online:

Online safety is a whole school issue. At The Federation of Priddy & St. Lawrence's School, we believe that all children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage.

As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online. In order to do this, teachers use the United Kingdom Council for Internet Safety's Education for a Connected World Framework. We utilise the resources from Project Evolve

This framework aims to support the development of the curriculum and is of particular relevance to PSHE education, Relationships and Sex Education, Health Education and Computing. It is designed, however, to be usable across the curriculum and to be central to a whole school approach to safeguarding and online safety.

The framework focuses specifically on eight different aspects of online education:

1. Self-image and Identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, wellbeing and lifestyle
7. Privacy and security
8. Copyright and ownership.

Online bullying/image sharing/computer safety/making friends online are all the modules which are also delivered through SCARF

Delivery of RHSE

At Priddy & St. Lawrence's Primary School, effective teaching and learning within PSHE education are shared with other curriculum areas. Science lessons encompass a large part of pupils' learning in relation to RHSE. In addition, computing and online safety lessons ensure pupils receive a clear understanding of what healthy, safe relationships should look like online and address the potential dangers of social media and the digital, modern world. Collective worship also provides opportunities for the school to support key areas of learning, promoting British values and diversity.

PSHE and RHSE lessons are planned and structured according to our Coram Life Education, SCARF overview. The curriculum is a spiral curriculum to ensure knowledge, skills and vocabulary are appropriate and progressive from Preschool to Year 6. Please see Appendix 2 for long term overview; Appendix 3 for Medium Term overview; and Appendix 4 for vocabulary progression.

PSHE/RHSE is taught in six termly units:

- Me and My Relationships
- Valuing Difference
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

Children are taught in their mixed aged and mixed ability classes by their class teacher or skilled Teaching Assistant

Growing and Changing will always be taught in the last term of the academic year (summer 2) to all age groups. Parents will be informed before this unit is taught and offered the opportunity to discuss content with the class teacher/RHSE Lead or Headteacher.

Delivery of RHSE is underpinned by the following:

Planning lessons with clear intended learning objectives and outcomes that relate specifically to the PSHE education curriculum. Teachers are clear about what learning they hope to achieve within a lesson and they share this intention with the whole class.

Strategies to promote experiential learning which challenge pupils' thinking and encourage them to reflect on their learning and on their behaviours. In order to meet the different needs of pupils and also to embrace their preferred learning styles, we use a variety of teaching and learning styles which capture the interest and imagination of learners. These include role play, use of video and discussion, drama, creative projects, and independent research using ICT amongst many other strategies.

Using a variety of questioning techniques. The use of questions by both teachers and pupils is paramount for effective teaching and learning. Questions may be: - closed - open ended - asking for higher level thinking skills such as reflection, analysis, evaluation - asking for creative responses such as 'what if?' The ways in which questions are managed within PSHE education can either open up and enhance or alternatively, close down and diminish educational dialogue.

Using a range of groupings. Groupings may focus on individual work, paired work, small group, whole class or preferably a combination of these within a lesson. Groups may also be organised as single sex or mixed.

Analysis and effective deployment of resources. When selecting a resource, teachers consider:

- the age or stage for which it is appropriate
- how it should it be adapted to meet the needs of different ability levels within the group
- how the resource enhances learning as stated within the intended learning outcomes
- whether it is up to date and factually correct
- whether it challenges stereotypes or perpetuates them.

To ensure our curriculum is relevant to the needs of our children, we will carry out bi-annual in-house surveys and The Somerset Pupil Wellbeing Survey. We will also ensure that children are given the opportunity to express their views/ask questions via appointed Year 6 school ambassadors, class circle time and anonymous questions boxes.

Visiting speakers from the community, e.g. health promotion specialists, school/family planning nurses, community police, fire officers and The Life Education Bus make a valuable contribution to the RHSE curriculum. Teachers are always present during sessions delivered by visiting speakers and teachers remain responsible for the delivery of the RHSE curriculum. Visitors will be given a copy of this policy and will be expected to work within the values framework described within.

A pre-assessment will be completed at the beginning of each unit, to ascertain children's prior knowledge. Teachers will carry out ongoing formative assessments

throughout the unit to ensure pupils are progressing appropriately. Assessment may be via observation, group discussions, practical activities or work recorded in a child's learning journey. At the end of each unit a summative assessment will be completed to ascertain next steps and inform the child's next class teacher.

Safe and Effective Practice

RHSE education, by its very nature, deals with issues which are both personal and sensitive.

For this reason, the following are firmly established:

Effective ground rules: rules are developed in consultation with the group and owned by the whole class in order that pupils and adults feel comfortable, safe and able to learn effectively. These might include: - only one person to talk at a time - no 'put downs' - the right to pass - confidentiality within the group (unless there are safeguarding issues) - no inappropriate personal comments or questions - be careful about personal disclosures, 'think before you tell' It is essential that the teacher models positive behaviours, both with pupils and with their colleagues.

Safeguarding and confidentiality: teachers have a clear understanding of the protocol to follow in their school if a child or young person makes a disclosure during a lesson.

Dealing with spontaneous issues: teachers use a range of strategies to deal with unexpected questions as they arise. They are able to discern whether it is an appropriate question for the whole group or an issue to be dealt with on an individual basis. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information if teachers do not answer them appropriately.

Managing sensitive and controversial issues: teachers consider and anticipate possible responses from pupils when dealing with controversial or sensitive issues. As part of transition within The Federation of Priddy & St. Lawrence's, staff pass on relevant information with regards to pupils and families which ensures teachers are aware of any potential areas of sensitivity. Our school SENDCo and school PFSA (Parental Family Support Assistant) are available to support pupils who may benefit from 1:1 intervention to discuss sensitive areas. Within each class, staff provide opportunities for pupils to share any worries or concerns they may have.

This can be implemented through:

- use of an anonymous 'worry box' or 'question box' which can help to make it safe for pupils to raise issues that concern them
- use distancing strategies to depersonalise these issues such as the use of puppets, drama, role play and storytelling
- ensure their own or the pupils' personal boundaries are not breached through the use of previously agreed ground rules.

Being impartial in the provision of information, advice and guidance: teachers give general advice and guidance on issues when necessary and appropriate, understanding the difference between having a conversation, giving advice, counselling, and recognising when they need to refer on. Teachers need to be aware of the impact their comments may have on the expressed choices and decisions of young people.

These points are essential in creating an ethos of trust and open dialogue with pupils. Effective learning in PSHE education (or any curriculum area) will only take place if all involved feel safe within their environment.

Inclusion

SEND

We ensure RHSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by having the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils. It is differentiated and personalised in regard to the starting point to ensure accessibility.

The Federation of Priddy & St. Lawrence's is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RHSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

The Federation of Priddy & St. Lawrence's utilises a fully trained SENDCo who supports pupils with their social and emotional needs through directed 1:1 work targeting specific areas of need, such as anxiety/low-self-esteem, behavioural challenges, positive mindset.

EQUALITY

We ensure that we comply with the relevant provisions of the Equality Act 2010, (please see the school's Equality Policy), under which sexual orientation and gender reassignment are amongst the protected characteristics.

The areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, donor conceived children, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The Federation of Priddy & St. Lawrence's considers what it can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach. An understanding for all pupils of healthy relationships, acceptable behaviour and the right of everyone to equal treatment will help ensure that pupils treat each other well and go on to be respectful and kind adults. All schools are expected to teach LGBTQ+ content at a timely point as part of the RHSE curriculum.

Monitoring and assessment arrangements

The Governing Body

The Governing Body has delegated the approval of this policy to FGB. The Governing Body will monitor hold the Headteacher to account for their implementation of the RHSE policy through monitoring:

Governors will consider the following when monitoring the implementation of the RHSE policy –

- All pupils make progress in achieving the expected educational outcomes
- Subjects are well led, effectively managed and well planned
- Quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn

The Headteacher

The Headteacher is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RHSE.

Staff

Staff are responsible for delivering an effective RHSE in a sensitive way, for around 30 minutes to an hour per week. It can be cross curricular at times – if a teacher believe this to be appropriate. Staff are required to model positive, unbiased attitudes towards RHSE. They are responsible for monitoring progress and responding to the needs of individual pupils. Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the headteacher.

Pupils

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

Parents

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. As a school, we feel the Relationships and Sex Education is a partnership between parents and school and therefore engaging with parents about the content of our curriculum is an important part of providing a high-quality programme. Resources are available for parents to view during our consultation process and on request to the class teacher at any point throughout the school year. Parents will also be signposted to support via our school website and through our designated page on our termly newsletter. SCARF provide useful information to support their children at each age and stage of their development and linked to each unit of work being covered in class. This will be emailed to parents at the beginning of each term.

Safeguarding

At the heart of these subjects there is a focus on keeping children safe, and a role in preventative education. Good practice allows pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding

reports. Pupils will be made aware of how to raise their concern, or that of a friend and how any concern will be handled.

All staff have a clear understanding of the protocol to follow in school if anyone makes a disclosure of being abused, neglected or if they are witnessing abuse; and they will involve the Designated Safeguarding Lead (or deputy) and Children's Social Care if there is anything that is safeguarding related in the context of these subjects. All safeguarding concerns are reported using CPOMS (our school safeguarding system) and are dealt with by the designated safeguarding lead.

Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in the continuing professional development calendar. The RHSE co-ordinator will attend CPD courses and will disseminate up-to-date information to staff.

Teachers and the Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RHSE.

All staff participate in annual safeguarding and Prevent training to ensure recent and relevant pedagogy

Parent Engagement and the right to withdraw

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RHSE. There is no right to withdraw from Relationships Education or Health Education or the National Science Curriculum.

The Federation of Priddy & St. Lawrence's will inform all parents when they are undertaking non-statutory elements (Sex education) of the curriculum via letter/email. They will be given the opportunity to withdraw their child should they wish: requests for withdrawal should be put in writing using the form found in Appendix 5 of this policy and addressed to the Headteacher. The headteacher will discuss this with the parents/carers to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher is likely to discuss with parents the benefits of receiving this important, age-appropriate education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Permission, if still requested, will automatically be granted to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

Documentation of this process will be made. Alternative work will be given to pupils who are withdrawn from sex education.