



## Kirkoswald Cof E School

### Relationships, Sex and Health Education Policy

Issue No	Author	Date approved	Review date	Name	Position	Authorised signature
1	Governing Board	January 2019	January 2021	M Bowman	Chair	<i>M. M. Bowman</i>
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## Kirkoswald CE School

### Relationships, Sex and Health Education (RSHE) Policy

#### Introduction

We have based our school's relationships, sex and health education (RSHE) policy on the DfE guidance documents Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 revised September 2021, and revised again December 2025) In this document, RSHE is defined as 'learning about physical, moral and emotional development. It is about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health'. Our RSHE curriculum is delivered in line with the DfE statutory guidance (2025), ensuring pupils develop the knowledge, skills and values needed to form healthy relationships, stay safe, and flourish as individuals within our Christian school community.

The DfE guidance document Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019 revised September 2021) states that, "To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support."

RSHE is part of the personal, social and health education curriculum in our school. While we use RSHE to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSHE as a means of promoting any form of sexual orientation.

#### Aims and objectives

We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term, and loving relationship
- the importance of family life
- moral questions
- relationship issues
- respect for the views of other people
- sex abuse and what they should do if they are worried about any sexual matters

#### Context

We teach RSHE in the context of the school's aims and values. While RSHE in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach RSHE in the belief that:

- RSHE should be taught in the context of marriage and family life
- RSHE is part of a wider social, personal, spiritual and moral education process
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect
- children need to learn the importance of self-control

#### Organisation

We teach RSHE through different aspects of the curriculum. While we carry out the main RSHE teaching in our personal, social and health education (PSHE) curriculum, we also teach some RSHE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach

about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. We encourage the children to ask for help if they need it.

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science.

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

Teachers will answer pupil questions appropriately and using their professional judgement, with sensitivity and in line with this policy. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. However, in this instance, pupils will be advised to talk to their parents, another member of staff, or advised as to where they may be able to access information eg helplines, websites, leaflets etc.

**PSHE Curriculum Content (Year group objectives taught on a two year cycle in line with class structure)**

Year	Coverage
EYFS	Making Relationships Self Confidence/Awareness Managing Feelings/Behaviour
1	Rules/Expectations Internet Safety Friendship Taking Turns Good Manners Happiness/Anger/Feelings Responses/Opinions Washing Hands Healthy Eating Physical Activity Comparisons Behaviour/kindness/unkindness/bullying Personal Safety Family Caring Lending Sharing Sun Safety Road Safety Money
2	Friendship Fair/Unfair Our School/Belonging Staying Safe Right and Wrong

	<p>Consequences          Aspirations          Cooperation          Keeping Clean          Skin          Dental Hygiene          Drug Safety – Magic Medicine          Similarities and Differences – Boys and Girls          The Human Body – Body Bits’          Growing Up          Changing Needs          Physical Activity          Exercise          Behaviour          Teasing          Local Citizenship          Responsibility          Emotions          Love          Sadness          Money          Choices          Enterprise</p>
3	<p>E-Safety          Online Privacy          Rules          Thinking Ahead          Taking the Lead          Friendship          Loss/Separation          Physical/Emotional/Mental          Sleep – Sweet Dreams          You’ve Grown/Visible Changes          How to Help          Emergency Calls          Lifestyle Choices          Working Together          Shared Goals</p>
4	<p>Online Privacy          Internet Use          Gender Stereotypes          Reactions          Self-Worth          Persistence/Resilience          Feelings          Balanced Diet          Working With Food          Responding to Others          Expressing Opinions          Loss/Separation          Family Changes          Identifying Strengths          Self Respect          Setting Goals          Connections          Family Links</p>



	Celebrating Diversity Money Choices/Managing Money
5	Online Relationships Drugs/Alcohol/Tobacco/Substances Death/Grief Managing Conflict Community Physical/Emotional/Mental Wellbeing Confidentiality Listening/Responding Food Choices Cooking Physical Contact Shared Goals Basic First Aid Talking about puberty Male and female changes Puberty and Hygiene
6	Strengths and Goal Setting Internet Safety Race and Ethnicity Gender Stereotypes Culture Physical Illness Immunisation Marriage Mental Wellbeing Support and Care Budgeting Consumer Sense Generating Income Puberty

**Relationships education** focuses on teaching the fundamental building blocks and characteristics of positive relationships, including: families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

Children will be taught about friendships, what a family is and who they can look to for support. Through our school vision and values, we will teach the children how to treat each other with kindness and respect. Areas of learning outlined above will be taught through the context of family allowing children to carefully and sensitively explore and understand that there are many different types of family, for example single/separated parent families, LBG T parents, adoptive parents, foster parents/carers. As children move into Key Stage Two, they will be taught that the term 'relationship' may refer to two people of the same or of different: ethnicity, religion, belief, gender, ability/disability. Teachers will not promote any type of relationship.

**Health education** focuses on the importance of making good health and wellbeing choices, to recognise issues with themselves and with others and to understand how to find support. Throughout KS2, children will explore: mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first-aid and changing adolescent body.

**Sex education** draws on the knowledge pupils are developing about the human life cycle, as set out in the National Curriculum. In Year 5 this links to science objectives and will cover life processes and reproduction in some plants and animals, and human changes from birth to old age, including changes

experienced in puberty. The DfE recommend that schools should have a sex-education programme tailored to the age and physical/emotional maturity of the children, that ensures both boys and girls are prepared for the changes that adolescence brings. As such, at Kirkoswald CE Primary School, we aim to use a professional health education team to help deliver the sessions (Year 5 sessions outlined above). In Year 6, content includes a brief description of the mechanics of human reproduction in the context of healthy adult relationships, the development of a foetus in the womb and how a baby is born. Sessions will be explored through the lens of loving relationships and children will view age appropriate, visual resources. See <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> for information on statutory content from the Department for Education. The Year 5 content is compulsory, statutory content. Teachers and professional partners will deliver all sessions with sensitivity and in an age-appropriate way. Dialogue with school is encouraged for any parents with questions or concerns and resources will be available for parents prior to sessions taking place. Parents will be informed of the sessions in advance and will have opportunity to discuss with members of staff. The Year 6, session is non-statutory and parents do have the right to withdraw children from this specific session.

The RSHE teaching and learning at Kirkoswald School supports safeguarding by helping pupils recognise unsafe situations or relationships, understand consent and boundaries (age appropriate) and to know how and where to seek help.

### **The role of parents**

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- inform parents about the school's RSHE policy and practice
- answer any questions that parents may have about the education of their child
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary
- inform parents about the best practice known with regard to RSHE, so that the teaching in school supports the key messages that parents and carers give to children at home.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. If a parent wishes their child to be withdrawn from the non-statutory aspects of RSHE lessons, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard.

### **The role of other members of the community**

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our RSHE programme. Other people that we call on include local clergy, social workers and youth workers.

### **Confidentiality**

Teachers conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy.)

### **The role of the Headteacher**

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher liaises with external agencies regarding the school

RSHE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

### **Monitoring and review**

The Curriculum Committee of the governing board monitors our RSHE policy on an annual basis. This committee reports its findings and recommendations to the full governing board, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the RSHE programme and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the RSHE programme that we teach in our school.

The Department for Education updated statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education in 2025, which becomes statutory from 1 September 2026. At our school, this guidance is implemented in a way that reflects our Christian vision:

“Explore, Dream, Discover: be the best that you can be.”

Rooted in our values of friendship, forgiveness and trust, the following key changes shape our approach:

### **Strengthened safeguarding focus**

RSHE is more explicitly recognised as a safeguarding subject. We support pupils to explore how to stay safe, recognise risks, and respond to situations where they may feel unsafe. This reflects our commitment to nurturing every child as a valued individual.

### **Expanded online safety education**

There is increased emphasis on understanding the digital world. Pupils are encouraged to discover how to use technology safely and responsibly, including recognising inappropriate content, managing online relationships, and knowing how to seek help.

### **Greater emphasis on healthy relationships**

The guidance strengthens teaching about respectful, healthy relationships. Through our Christian values, pupils are supported to explore what it means to show friendship, kindness and trust, and to understand boundaries in an age-appropriate way.

### **Increased focus on mental health and wellbeing**

There is a stronger emphasis on emotional wellbeing, resilience and self-worth. Pupils are encouraged to dream and grow in confidence, recognising their unique value and developing strategies to manage feelings and challenges.

### **Greater flexibility for schools**

Schools are given increased flexibility to adapt content to the needs of their pupils. This enables us to design a curriculum that reflects our rural context and supports all children to discover their potential and “be the best that they can be.”

### **Enhanced parental transparency**

We are committed to working in partnership with parents and carers. In line with guidance, we ensure openness about RSHE content and provide opportunities for parents to view materials and engage with the curriculum.

### **Continued emphasis on inclusion and respect**

Teaching reflects a range of relationships and families in a sensitive and age-appropriate way. As a Church of England school, we promote dignity, respect and compassion for all, encouraging pupils to live well together in a diverse world.

### **Whole-school approach**

RSHE is embedded within our whole-school ethos. Through worship, curriculum and daily interactions, pupils are supported to explore, dream and discover what it means to live well with others, guided by our Christian values.

