



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

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Version Control

Date	Change
Sept 2023	No changes
Nov 2024	No changes
November 2025	1. Title Change to align with statutory changes for 09/20206 P1/ P2 2. At Raglan we teach RSHE as set out in this policy. We are aligned with the DfE's: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025. 3. P3 Key Changes for DfE Compliancy for September 2026 New curriculum content has been added for all schools, including that staff should actively challenge everyday sexism, misogyny, homophobia and stereotypes 4. P4 Primary schools should cover respectful relationships, boundaries, and the risks of sharing information and images online Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. 5. P9 Parents' Right to Withdraw Parents have the right to withdraw their

	children from sex education within RSE. 6. P8 Show awareness of some family arrangements which are different from theirs: including same-sex parents/carers when discussing families The school does not use materials that use cartoons or diagrams that oversimplify gender identity, or perpetuate stereotypes The Key Leaders The curriculum does not teach as fact that all people have a gender identity; and it recognises (LGBTQ+) content 7. P10 The schools commitment to the DfE statutory changes (September 2026) and the curriculum implementation for RSE contributes to your school's overall effectiveness and how it will be evaluated during its next Ofsted inspection. P10/11 Safeguarding and RSE The curriculum for relationships, sex and health education curriculum (and wider curriculum) specifically addresses and challenges sexual harassment, online abuse and sexual violence. This is done by: - Challenging misogyny, sexual stereotyping, bullying of any nature - Promoting and teaching Online Safety across the year through the Computing curriculum and Assemblies - The RSE and Personal Development curriculum addressing issues such as consent, and what constitutes a healthy relationship online and offline 8. P9-12 The Statutory Expectations
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Introduction

We are committed to providing high quality relationships and sex education that is tailored to the age and the physical and emotional maturity of the children. The purpose of this policy is to set out the ways in which our provision for relationships and sex education will support children through their spiritual, moral, social, emotional and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Aims

The aims of *Relationships Education, Relationships and Sex Education (RSE)* and *Health Education (RSHE)* at Raglan are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and stable loving relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a primary academy we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is at least as broad as the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

At Raglan we teach RSHE as set out in this policy. We are aligned with the DfE's: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers July 2025.

Key Changes for DfE Compliancy for September 2026

- New curriculum content has been added for all schools, including that staff should actively challenge everyday sexism, misogyny, homophobia and stereotypes
- Primary schools should cover respectful relationships, boundaries, and the risks of sharing information and images online

Policy Development

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

1. Review – a member of teaching staff 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 policy and make recommendations
3. Parent consultation – parents were invited to attend a meeting about the policy

Parents/carers have been made aware of what's being taught, and can view all RSHE curriculum materials on request.

- The Subject Leader for RHSE will document our consultation process with parents. (See Appendix 1 for Consultation Letter.)

Definition

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness,

and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

RSHE is also about the cultural development of pupils, learning about diversity, personal identity, on line safety and when and how to get help.

While recognising that different groups of people may have different opinions about issues, our emphasis is on providing factual information.

Children and young people are bombarded with advertising, TV, radio, magazines, newspapers, video games, music videos, the internet, and mobile phones all of which communicate messages that suggest what is 'acceptable', or 'desirable' for relationships and our bodies. Further, technology is evolving at a tremendous pace.

The need to protect children from online bullying and exploitation is a growing concern that we take seriously. Therefore, RSE at home and in school is very important to ensure that children and young people have access to reliable information and an opportunity to explore the messages they are receiving in a safe learning environment.

RSE involves learning about the emotional, social and physical aspects of growing up. It is not about the promotion of sexual activity.

Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. At Raglan, the topic is called Personal Development (PD). Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and P.E.

Since RSE incorporates the development of self-esteem and relationships, pupils learning does not just take place through the taught curriculum but through all aspects of school life including the playground.

Pupils also receive stand-alone sex education sessions delivered by the class teacher.

Children from the Speech and Language ARP receive age appropriate sex education sessions alongside their mainstream peers. They are always supported by a member of the provision staff.

We use the FPA's scheme, 'Yasmine and Tom' to teach SRE. Additionally, we use CORAM's SCARF scheme to teach all other aspects of Personal Development.

What will RSE cover?

We teach children about relationships and we encourage children to discuss the changes that happen as they grow up. 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
- Being safe

Sex education focuses on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The children are taught about parts of the body, including the private parts, inappropriate touching, why males and females are different, and what will happen to their bodies during puberty.

In the science curriculum in Key Stage 1, the children are taught that animals, including humans produce offspring, which grow into adults, and about the main parts of the body.

In Key Stage 2, the children are taught about life processes including reproduction and the main stages of the human life cycle, in greater depth.

By the end of Key Stage 2 the children know why children's bodies change during puberty, how to manage puberty when it happens, and how babies are made and born in the context of an adult sexual relationship. They also know that it is their right to be safe and be in control of their bodies.

The objectives that are covered in each Key Stage are listed below Key Stage 1.

- Recognise names for the main external parts of the body
- Name the sexual parts of the body
- Describe what their bodies can do and understand how amazing the body is

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- Show some understanding that their body belongs to them
- Describe some basic personal hygiene routines and understand how these can prevent the spread of disease
- Recognise babies, children and adults of different ages and put them into age order
- Understand that human babies grow inside their mothers
- Describe the main physical developments which take place in early childhood
- Describe some of the changes in responsibilities and expectations during early childhood
- Understand the basic needs of babies
- Understand how dependent a baby is on its parents to provide its basic needs

Key Stage 2

- Describe familiar hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things
- Explain how common illnesses such as colds or tummy bugs are spread and be able to describe how to prevent the spread of such illnesses
- Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy
- Explain ideas about being grown up and show they have a relatively realistic view of adulthood
- Explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself
- Know the scientific names for the external and internal sexual parts of the body, and be able to explain the basic functions.
- Understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently
- Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others
- Understand the importance of washing regularly and maintaining other hygiene routines during puberty
- Understand the ways to prevent the spread of common diseases
- Describe the main stages of how a baby is made, using some scientific vocabulary

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- Describe some emotions associated with the onset of puberty and have strategies to deal with these positively
- Understand that puberty affects people in different ways both physically and emotionally
- Understand that the way they behave affects others and that they have some responsibility to make sure that what they do does not hurt other people
- Describe some characteristics of a loving, trusting relationship
- Show awareness of some family arrangements which are different from theirs: including same-sex parents/carers when discussing families
- The school does not use materials that use cartoons or diagrams that oversimplify gender identity, or perpetuate stereotypes The Key Leaders
- The curriculum does not teach as fact that all people have a gender identity; and it recognises (LGBTQ+) content
- Learn about the right to be safe and in control of their body

The Statutory RSE Expectations: Primary Phase

Here's what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

New elements from 1st September 2026 in **bold**.

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

- **That marriage and civil partnerships represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong**
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- **That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships**
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it
- The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
- **How to manage conflict, and that resorting to violence is never right**
- **How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed**

Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults
- How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and

boundaries; how to manage feelings, including disappointment and frustration

- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (e.g. physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs
- The importance of respecting others, even when they're very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests
- **The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help**
- **What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype**
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

Online safety and awareness

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure
- **How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead**

to dangerous situations. How to recognise harmful content or harmful contact, and how to report this

- That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online
- **Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up**
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being safe

- **What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.**
- **About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)**
- **That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact**
- **How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know**
- **How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust**
- **How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so**

- **How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources**

Roles and responsibilities

The governing body

The local governing body will approve the RSE policy, and hold the head teacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE. The headteacher also ensures that members of staff are given sufficient training, so that they feel confident to teach the RSE curriculum effectively and handle any difficult issues with sensitivity

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Class teachers are responsible for teaching RSE at Raglan. Teachers who have concerns about teaching RSE are encouraged to discuss this with the Headteacher

Pupils

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

Parents

The primary role in children's RSE lies with parents and carers. We aim to build a positive and supportive relationship with the parents of children in

our school through mutual understanding, trust and cooperation. In promoting this aim we:

- Inform parents before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child, this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any concerns that parents raise about this policy or the arrangements for RSE in the school

Parents' Right to Withdraw

Parents have the right to withdraw their children from sex education within RSE.

All children are expected to learn the content of the Science Curriculum and the Relationships curriculum.

If a parent wishes their child to be withdrawn from any part of the sex education curriculum they should discuss this with the Headteacher, making it clear which aspects they do not wish their child to participate in and confirm their request in writing. Requests will be placed on a child's record

Training

The delivery of RSE is included in our continuing professional development calendar.

The Headteacher may also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

Safeguarding and RSE

The curriculum for relationships, sex and health education curriculum (and wider curriculum) specifically addresses and challenges sexual harassment, online abuse and sexual violence.

This is done by:

- Challenging misogyny, sexual stereotyping, bullying of any nature
- Promoting and teaching Online Safety across the year through the Computing curriculum and Assemblies
- The RSE and Personal Development curriculum addressing issues such as consent, and what constitutes a healthy relationship online and offline

Monitoring, Evaluation and Review

The policy and curriculum will be reviewed annually. The RSE Lead monitors the delivery of the curriculum through for example, reviewing planning and learning walks.

The schools commitment to the DfE statutory changes (September 2026) and the curriculum implementation for RSE contributes to your school's overall effectiveness and how it will be evaluated during its next Ofsted inspection.