



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

Reviewed	Fiona Reid-Smith	November 2022
Reviewed	Fiona Reid-Smith	November 2023
Reviewed	Matt De Freitas	November 2024
Reviewed	Matt De Freitas	November 2025
Reviewed	Matt De Freitas	July 2026

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Version Control

Date	Change
Sept 2023	No changes
Nov 2024	No changes
November 2025	<ol style="list-style-type: none"> 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 <p>New curriculum content has been added for all schools, including that staff should actively challenge everyday sexism, misogyny, homophobia and stereotypes</p> <ol style="list-style-type: none"> 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. <p>P10/11 Safeguarding and RSE</p> <p>The curriculum for relationships, sex and health education curriculum (and wider curriculum) specifically addresses and challenges sexual harassment, online abuse and sexual violence.</p> <p>This is done by:</p> <ul style="list-style-type: none"> - 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 <ol style="list-style-type: none"> 8. P9-12 The Statutory Expectations
July 2026	<p>Aims Section: See below additions</p> <ul style="list-style-type: none"> • Promote positive physical and mental health and wellbeing • Develop pupils' understanding of personal safety and risk management • Equip pupils with the knowledge and skills to manage online risks safely and responsibly • Foster respect for diversity and the protected characteristics within the Equality Act 2010 • Support pupils in developing resilience, independence, confidence and aspirations for their future lives and careers • Ensure pupils know when and how to seek help if they have concerns about

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	<p>their own or another person's safety or wellbeing</p> <p>Added new section on Health Education and Inclusion (for compliancy)</p> <p>Refined version added to delivery of RSE : We use the FPA's scheme, 'Yasmin and Tom' to teach Sex and Relationships Education. Additionally, we use CORAM's SCARF scheme to teach Relationships Education, Health Education and Personal Development.</p> <ul style="list-style-type: none"> • Added to Online Safety Section: To understand that not all information online is accurate and to develop skills to critically evaluate digital content • To understand the risks associated with scams, phishing and online fraud • To understand that artificial intelligence (AI) generated content and manipulated images may not reflect reality • To understand how personal information and digital data may be stored, shared and used online • To understand the risks associated with harmful online influencers, social media pressure and harmful online communities • To understand the importance of exercising caution when interacting with people online and reporting concerns to trusted adult <p>Added New Section on Personal Safety</p> <p>Added Section on Assessment</p> <p>Strengthened Safeguarding Section</p> <p>Replaced Role of Governors with new narrative</p> <p>Added Future Aspirations Section</p> <p>Added Appendices</p> <p>Check for DFE Compliancy – completed July 2026</p> <p>Consultation to parents for Policy and Provision conducted in July 2026 and September 2026.</p>
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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 sexual development.
- Promote positive physical and mental health and wellbeing.
- Develop pupils' understanding of personal safety and risk management.
- Equip pupils with the knowledge and skills to manage online risks safely and responsibly.
- Foster respect for diversity and the protected characteristics within the Equality Act 2010.
- Support pupils in developing resilience, independence, confidence and aspirations.
- Ensure pupils know when and how to seek help if they have concerns about safety or wellbeing.

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 Compliance 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.

Health Education

Health Education forms an integral part of the school's RSHE curriculum. Through Personal Development, Science, Physical Education, assemblies and enrichment opportunities, pupils are taught age-appropriate knowledge and skills relating to:

- Physical health and fitness
- Healthy eating and nutrition
- Personal hygiene and dental health
- Sleep and healthy routines
- Mental wellbeing and emotional literacy
- Building resilience and self-esteem
- Managing feelings, anxiety and worry
- Change, loss and bereavement
- Internet safety and online harms
- Prevention of illness and infection
- Basic first aid
- How and when to seek support for physical or mental health concerns

Pupils are encouraged to develop positive habits and make informed decisions that support lifelong health and wellbeing.

Inclusion

RSHE is accessible to all pupils regardless of ability, background, faith, gender or need.

Teaching is adapted where necessary to ensure that pupils with Special Educational Needs and Disabilities (SEND) are able to access the curriculum and achieve the intended learning outcomes. Staff take account of pupils' developmental stage alongside their chronological age when planning and delivering learning.

Where appropriate, additional support, visual resources and targeted interventions are provided to ensure that all pupils can participate fully.

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, 'Yasmin and Tom' to teach Sex and Relationships Education. Additionally, we use CORAM's SCARF and My Happy Mind schemes to teach Relationships Education, Health Education and Personal Development.

The school remains responsible for the quality, accuracy and appropriateness of any RSHE delivered by external agencies.

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:

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- 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
- 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

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- 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
- 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

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- 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 oversimplify gender identity or perpetuate stereotypes.
- Teaching will be factual, age appropriate and consistent with statutory guidance and the Equality Act 2010.
- Learn about the right to be safe and in control of their body

Equality, Diversity and Inclusion

In line with the Equality Act 2010, pupils will learn about the protected characteristics in an age-appropriate manner and develop respect for diversity and difference.

Teaching reflects the understanding that families may be formed in different ways, including single parent families, adoptive families, foster families, kinship care arrangements, families headed by grandparents and families with same-sex parents.

The school actively promotes respect, inclusion and equality and challenges discrimination, prejudice, stereotypes and bullying of any form.

The school will ensure that pupils with SEND receive relationships and sex education that is accessible, developmentally appropriate and supports preparation for adulthood.

Teaching is factual, balanced and age appropriate and reflects statutory guidance.

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
- To understand that not all information online is accurate and to develop skills to critically evaluate digital content
- To understand the risks associated with scams, phishing and online fraud
- To understand that artificial intelligence (AI) generated content and manipulated images may not reflect reality
- To understand how personal information and digital data may be stored, shared and used online
- To understand the risks associated with harmful online influencers, social media pressure and harmful online communities

- To understand the importance of exercising caution when interacting with people online and reporting concerns to trusted adult

Personal Safety

Pupils will learn how to assess and manage risks appropriately and develop an understanding of personal safety including:

- Road safety
- Rail safety
- Water safety
- Fire safety
- Safety in public places
- Emergency situations
- Seeking help from trusted adults and emergency services where appropriate

Teaching will support pupils in making informed decisions that keep themselves and others safe.

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 Local Governing Body will:

- Approve the RSHE Policy
- Monitor the implementation and effectiveness of RSHE through curriculum reports and policy reviews
- Hold the Headteacher to account for the delivery and impact of the curriculum
- Ensure statutory requirements are met
- Support regular consultation with parents and carers

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.

Assessment

Assessment of RSHE is formative and age appropriate.

Teachers assess pupils' understanding through:

- Discussion
- Questioning
- Observation
- Pupil voice
- Learning activities

Assessment information is used to identify misconceptions, inform planning and ensure that pupils develop the intended knowledge and understanding over time.

Safeguarding and RSE

RSHE contributes significantly to the safeguarding of pupils.

The curriculum for relationships, sex and health education specifically addresses and challenges:

- Sexual harassment
- Sexual violence
- Online abuse
- Harmful stereotypes
- Misogyny
- Homophobia
- Bullying and discriminatory behaviour
- Grooming
- Exploitation
- Coercive behaviour
- Peer-on-peer abuse
- Harmful sexual behaviour

- Unsafe secrets
- Online manipulation and exploitation

Pupils are taught how to identify concerns, how to recognise unhealthy or unsafe relationships and how to seek support from trusted adults.

This is delivered through:

- The Personal Development curriculum
- Computing curriculum
- Assemblies
- Visitor programmes
- Safeguarding workshops
- Internet Safety activities
- Whole-school safeguarding education

RSHE contributes to safeguarding by helping pupils recognise abuse, exploitation, coercion, grooming, unsafe secrets and unhealthy relationships and by ensuring that they know how and where to seek help.

Future Aspirations

Through RSHE, pupils are encouraged to develop aspirations for their future and understand how positive choices, healthy relationships, resilience, confidence and personal responsibility contribute to future success.

The curriculum supports pupils in developing the personal qualities and character needed to flourish in secondary education, employment and wider life

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.

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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.

Appendix 1 – Parent Consultation Letter

Raglan Primary School

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

Dear Parents and Carers,

At Raglan Primary School, we are committed to preparing our children for life in modern Britain by providing a high-quality, age-appropriate Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) curriculum.

The Department for Education requires all primary schools to teach Relationships Education and Health Education, with schools reviewing their policies and provision to ensure they meet statutory requirements. As part of our commitment to working in partnership with families, we are consulting with parents and carers regarding our RSHE Policy and curriculum content.

Why do we teach RSHE?

RSHE helps children to develop the knowledge, understanding and skills they need to:

- Build positive and respectful relationships.
- Understand how to stay physically and mentally healthy.
- Stay safe, including online.
- Recognise and manage their emotions.
- Develop confidence, resilience and independence.
- Understand personal boundaries and consent.
- Respect diversity and difference.
- Prepare for the changes associated with growing up and puberty.
- Know where to seek support if they have concerns about their safety or wellbeing.

At Raglan, our RSHE curriculum is carefully planned and delivered in an age-appropriate way through our Personal Development curriculum, assemblies, Science, Computing, Religious Education and wider school experiences.

What will children learn?

Children learn about:

Relationships Education

- Families and people who care for us.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Keeping safe.

Health Education

- Physical health and fitness.
- Healthy eating.
- Mental wellbeing.
- Personal hygiene.
- Internet safety and online harms.
- Emotional wellbeing.
- Personal safety.

Sex Education

In addition to the statutory Science curriculum, children in Upper Key Stage 2 will learn about:

- Physical and emotional changes during puberty.
- Human reproduction.
- How a baby is conceived and born within the context of a loving adult relationship.

All learning is age appropriate and taught sensitively by trained staff.

Parents' Right to Withdraw

Parents have the right to request that their child is withdrawn from the non-statutory sex education elements taught as part of RSHE.

Parents may not withdraw their child from:

- Relationships Education.
- Health Education.
- The statutory Science curriculum.

If you wish to discuss withdrawal from any non-statutory sex education lessons, please contact the Headteacher.

Consultation Process

We greatly value the views of our families and would welcome your feedback on the RSHE Policy.

You can:

- Read the draft RSHE Policy on the school website.
- Request a paper copy from the school office.
- View curriculum resources used in lessons.
- Attend the Parent Consultation Meeting detailed below.
- Submit comments, questions or suggestions.

Parent Consultation Meeting

Date: _____

Time: _____

Venue: Raglan Primary School

The meeting will provide an opportunity to:

- Understand the statutory requirements.
- Review curriculum content.
- View teaching resources.
- Ask questions.
- Share feedback before the policy is finalised.

How to Provide Feedback

Please submit any comments or questions by:

Email: _____

Or return written comments to the School Office by:

We are proud of our Personal Development curriculum and believe that strong partnerships between home and school are essential in helping children develop into kind, confident, resilient and responsible young people.

Thank you for taking the time to engage with this consultation process. Your views are important to us and will help shape the future development of our RSHE provision.

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Yours faithfully,

Matt De Freitas
Headteacher

Fiona Reid-Smith
RSHE Lead

Raglan Primary School

Response Slip

Child's Name: _____

Class: _____

☐ I have read the consultation letter and have no comments.

☐ I would like to attend the Parent Consultation Meeting.

☐ I would like to discuss the RSHE curriculum further.

Comments or Questions:

Parent/Carer Name: _____

Signature: _____

Date: _____

Appendix 2 – Parent Withdrawal Request Form

Raglan Primary School

Request to Withdraw a Child from Non-Statutory Sex Education Lessons

The Department for Education requires all primary schools to teach Relationships Education and Health Education. Parents do not have the right to withdraw their child from these elements of the curriculum or from the statutory Science curriculum.

Parents do have the right to request that their child be withdrawn from the non-statutory sex education elements taught as part of the Relationships, Sex and Health Education (RSHE) curriculum.

Before making a decision, parents are encouraged to discuss any concerns with the Headteacher to ensure they have a clear understanding of the curriculum content, learning objectives and resources used.

Pupil Details

Child's Full Name: _____

Class: _____

Date of Birth: _____

Parent/Carer Details

Parent/Carer Name: _____

Relationship to Child: _____

Contact Number: _____

Email Address: _____

Request for Withdrawal

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I wish to withdraw my child from the following non-statutory sex education lessons delivered as part of Raglan Primary School's RSHE curriculum.

Please indicate the lesson(s) or content from which you wish your child to be withdrawn:

- ☐ Human reproduction
- ☐ Conception
- ☐ Pregnancy and birth
- ☐ Puberty lessons that fall outside the National Curriculum for Science
- ☐ Other (please specify)

Reason for Request

Please provide details of your reasons for requesting withdrawal (optional):

Meeting with Headteacher

The school encourages all parents/carers considering withdrawal to discuss their request with the Headteacher before a final decision is made.

- ☐ I would like to arrange a meeting with the Headteacher.
- ☐ I have already discussed this matter with the Headteacher.

Date of discussion (if applicable): _____

Parent/Carer Declaration

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I understand that:

- Relationships Education and Health Education are statutory and my child cannot be withdrawn from these lessons.
- My child cannot be withdrawn from the statutory Science curriculum.
- My request applies only to the non-statutory sex education elements of the RSHE curriculum.
- The school will provide appropriate supervision for my child during any lessons from which they are withdrawn.

Parent/Carer Signature: _____

Print Name: _____

Date: _____

School Use Only

Date Request Received: _____

Meeting Held: Yes ☐ No ☐

Date of Meeting: _____

Request Approved: Yes ☐ No ☐

Details of Agreed Withdrawal:

Alternative Arrangements for Child:

Headteacher Signature: _____

Date: _____

Review Date (if applicable): _____

Notes

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This form will be retained on the pupil's school record in accordance with the school's Data Protection and Records Management procedures.

Parents may withdraw or amend this request at any time by contacting the Headteacher in writing.

Appendix 3 – RSHE Parent Information Guide

Raglan Primary School

Relationships, Sex and Health Education (RSHE) Parent Information Guide

Working Together to Prepare Children for Life

At Raglan Primary School, we believe that children should be equipped with the knowledge, understanding and skills they need to be safe, healthy, happy and successful both now and in the future.

Our Relationships, Sex and Health Education (RSHE) curriculum supports children to develop positive relationships, understand how to look after their physical and mental health, recognise risks, celebrate diversity and make informed decisions as they grow.

We value the important role parents and carers play as their child's first educator and are committed to working in partnership with families.

What is RSHE?

RSHE stands for:

Relationships Education

Helping children understand:

- Families and caring relationships
- Friendships
- Respect and kindness
- Personal boundaries
- Online relationships
- Staying safe

Sex Education

Helping children understand:

- Changes that occur during puberty
- Human reproduction
- How babies are conceived and born

Health Education

Helping children understand:

- Physical health and wellbeing
 - Mental health and emotional wellbeing
 - Healthy lifestyles
 - Personal hygiene
 - Healthy eating
 - Internet safety
 - Personal safety
-

Why Do We Teach RSHE?

Our RSHE curriculum helps children:

- Build confidence and self-esteem.
- Understand healthy relationships.
- Stay physically and mentally healthy.
- Keep themselves safe.
- Develop resilience and independence.
- Respect diversity and difference.
- Prepare for their next stage of education.
- Become responsible citizens in modern Britain.

Our school values of:

Kind, Ready, Safe, Confident, Resilient and Independent

are reflected throughout the curriculum.

How Is RSHE Taught at Raglan?

RSHE is taught through our:

- Personal Development (PD) curriculum
- SCARF programme
- Yasmin and Tom programme
- Science curriculum
- Computing curriculum
- Religious Education curriculum
- Assemblies
- Educational visits

- Visitors and workshops
- Wider enrichment opportunities

Learning is carefully planned, age appropriate and delivered in a safe, supportive environment where children are encouraged to ask questions and express their views respectfully.

What Will My Child Learn?

Early Years Foundation Stage (EYFS)

Children learn about:

- Friendships
 - Sharing and kindness
 - Feelings and emotions
 - Keeping safe
 - Similarities and differences
 - Basic hygiene
 - Healthy choices
-

Key Stage 1 (Years 1 and 2)

Children learn about:

- Different families
 - Friendships
 - Respect
 - Personal safety
 - Naming body parts correctly
 - Keeping healthy
 - Online safety basics
 - Growing and changing
-

Lower Key Stage 2 (Years 3 and 4)

Children learn about:

- Positive relationships
- Managing emotions
- Healthy lifestyles

- Personal boundaries
 - Diversity and inclusion
 - Online behaviour
 - Staying safe in different situations
 - Changes that happen as they grow
-

Upper Key Stage 2 (Years 5 and 6)

Children learn about:

- Puberty
 - Human reproduction
 - Healthy relationships
 - Consent and personal boundaries
 - Online safety risks
 - Managing peer pressure
 - Mental wellbeing
 - Preparing for secondary school
-

Online Safety

Online safety is taught throughout the school.

Children learn:

- How to stay safe online
- What information should remain private
- How to report concerns
- How to recognise scams and misleading information
- How to respond to online bullying
- The risks of sharing images online
- Responsible use of social media and technology

Parents are regularly supported through our online safety communications and information updates.

Equality, Diversity and Inclusion

At Raglan Primary School, we promote respect for all people.

Children learn:

Raglan Primary School and Nursery
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- That everyone should be treated fairly.
- About the protected characteristics within the Equality Act 2010.
- To celebrate differences.
- To challenge prejudice and discrimination.
- That families may look different but are built on love, care and support.

Our curriculum reflects the diverse society in which we live and helps children develop understanding, empathy and respect.

Mental Health and Wellbeing

Supporting mental health is a key priority.

Children learn:

- How to recognise emotions.
- How to manage worries and anxiety.
- Where to seek help.
- How to build resilience.
- The importance of self-care.
- Positive coping strategies.

Support systems within school include:

- Listening Ear
 - Learning Mentor
 - Zones of Regulation
 - Worry Boxes
 - Pastoral support
 - Mental Health Week activities
-

Personal Safety

Children are taught how to keep themselves safe through learning about:

- Personal boundaries
- Appropriate and inappropriate behaviour
- Road safety
- Water safety
- Fire safety
- Rail safety
- Stranger awareness

- Seeking help from trusted adults

Safeguarding forms an important part of all RSHE teaching.

Who Teaches RSHE?

RSHE is taught by:

- Class teachers
- Trained school staff
- Specialist visitors where appropriate

All staff receive relevant training and support to ensure lessons are delivered professionally, sensitively and accurately.

Can Parents View Resources?

Yes.

We welcome parental involvement and encourage parents and carers to:

- View our RSHE policy.
- Review teaching resources.
- Attend information events.
- Discuss any concerns or questions with school staff.

Resources can be viewed by appointment through the school office.

Can I Withdraw My Child?

Parents have the right to request withdrawal from the non-statutory sex education elements of RSHE.

Parents cannot withdraw children from:

- Relationships Education
- Health Education
- The statutory Science curriculum

Any parent wishing to discuss withdrawal should contact the Headteacher.

Working Together

We believe that children achieve the best outcomes when school and home work together.

By providing high-quality Relationships, Sex and Health Education, alongside the support and guidance provided by families, we aim to ensure that every child leaves Raglan as a:

Kind, Ready, Safe, Confident, Resilient and Independent learner who is well prepared for the next stage of life.

Further Information

If you have any questions about our RSHE curriculum, please contact:

Matt De Freitas
Headteacher

Fiona Reid-Smith
RSHE Lead

Appendix 4

Raglan Primary School and Nursery
Part of Mosaic Schools Learning Trust

Local Governing Body Approval of the Relationships, Sex and Health Education (RSHE) Policy

Date: _____

Dear Parents, Carers, Staff and Members of the School Community,

On behalf of the Local Governing Body, I am pleased to confirm that the **Relationships, Sex and Health Education (RSHE) Policy** has been reviewed and formally approved.

The Local Governing Body recognises the important role that Relationships Education, Sex Education and Health Education play in supporting pupils' personal development, wellbeing, safety and preparation for life in modern Britain. Following careful consideration of statutory requirements, consultation processes and the needs of our pupils, governors are satisfied that this policy reflects current Department for Education expectations and the values of our school.

Governors have considered how the curriculum promotes respectful relationships, positive mental and physical health, personal safety, online safety, safeguarding awareness and respect for diversity. We are confident that the curriculum is age appropriate, inclusive and designed to help pupils develop the knowledge, understanding and skills needed to remain safe, healthy and successful.

The Local Governing Body will continue to monitor the implementation and effectiveness of the RSHE curriculum through regular reports from school leaders, policy reviews and discussions with key stakeholders. Governors are committed to ensuring that the school's provision remains compliant with statutory guidance and responsive to the needs of pupils and families.

We would like to thank staff, parents and carers for their contribution to the development and review of this policy and for their continued support in helping our children become kind, respectful, confident and responsible members of society.

Yours faithfully,

Chair of the Local Governing Body

Raglan Primary School and Nursery
Part of Mosaic Schools Learning Trust

Date: _____

Approval Record

Policy Approved by Local Governing Body: _____

Date of Approval: _____

Review Date: July 2027

Signed:

Chair of Governors: _____

Headteacher: **Matt De Freitas**

Headteacher Signature: _____