



Relationships, Sex and Health Education (RSHE) Policy

This policy is currently undergoing consultation.

This policy will be reviewed annually by the local governing body.

Date of last review: Autumn 2026

Date of next review: Autumn 2027

Draft Relationships, Sex and Health Education (RSHE) Policy

1. Policy Intent

At Netherfield Primary School, we are committed to providing a comprehensive programme of Relationships, Sex and Health Education (RSHE) which reflects statutory requirements and meets the needs of our pupils, parents and the wider community. RSHE forms an important part of our broader PSHE curriculum and supports children in developing the knowledge, skills and understanding they need to lead healthy, safe and fulfilling lives.

Through RSHE we aim to promote respect, inclusivity and equality, while preparing pupils for the physical and emotional changes of growing up. We want our children to feel confident in themselves, to form positive and respectful relationships, and to know how to keep themselves safe in an ever-changing world. RSHE also contributes to our safeguarding duties by helping pupils to recognise risks, make informed choices and know how to seek help if they need it.

2. Policy Scope

This policy applies to all staff, pupils and governors. It encompasses three key areas:

- **Relationships Education** – which is statutory in all primary schools;
- **Health Education** – which is also statutory in all primary schools;
- **Sex Education** – which is optional in primary schools, beyond the statutory requirements of the science curriculum.

3. Definitions

Relationships Education focuses on friendships, families, respect for others, staying safe (both online and offline) and caring relationships. Parents cannot withdraw their child from Relationships Education.

Health Education includes learning about physical health, mental well-being, healthy lifestyles, puberty and the changing adolescent body, basic first aid and understanding the risks of the online world. Parents cannot withdraw their child from Health Education.

Sex Education refers to the Year 6 teaching about sexual intercourse and conception that goes beyond Relationships Education, Health Education and the statutory science curriculum.

At Netherfield, this is taught in Year 6 as two discrete lessons. Parents may request that their child is withdrawn from Sex Education.

The **Science curriculum** also covers elements of reproduction and puberty, particularly in Years 5 and 6. Parents cannot withdraw their child from the science curriculum.

4. Curriculum Content and Delivery

Our RSHE curriculum is taught as part of our wider PSHE programme. We follow a spiral curriculum using resources from the PSHE Association and EC Publishing, which ensures that children revisit and deepen their understanding of key concepts as they move through the school. Lessons are age-appropriate, inclusive and sensitive to the needs of all pupils.

Relationships Education introduces children to the importance of families, friendships and respectful relationships, both in person and online. Health Education develops pupils' understanding of physical health, emotional well-being, healthy choices, puberty, and how to stay safe. In Year 6, pupils are offered a lesson on sexual intercourse and conception, which builds on their prior knowledge of reproduction from the science curriculum.

RSHE is delivered mainly through PSHE lessons, but is also supported by teaching in science, RE, assemblies and our wider school values. Discussions are always framed within a safe and respectful environment, and teachers are encouraged to respond to pupils' questions in an age-appropriate way.

The school's curriculum overview sets out what is taught in each year group and how pupils' knowledge and skills develop over time. Curriculum content is carefully sequenced so that pupils receive relevant protective knowledge before they are likely to encounter particular situations or risks.

The school may adapt its published programme to respond to an emerging safeguarding concern or an identified need within a particular cohort. Where this represents a significant departure from the published programme, parents will be informed in advance and will be able to view the relevant teaching materials on request.

Managing pupils' questions

Pupils are encouraged to ask questions within a safe and respectful environment. Teachers will answer questions honestly, factually and in a way that is appropriate to pupils' age, maturity and stage of development.

If a question goes beyond the planned primary curriculum, relates to sex education from which a pupil has been withdrawn or would be more appropriately answered individually, the teacher may explain that it will not be answered during the lesson. The teacher may seek advice from the PSHE and RSHE lead or the designated safeguarding lead and may encourage the pupil to speak to a parent, carer or trusted adult.

Teachers will remain alert to questions that may indicate a safeguarding concern and will follow the school's safeguarding procedures where necessary. Pupils whose questions cannot be answered in class will still be treated sensitively and supported to access safe and appropriate information.

5. Roles and Responsibilities

The governing body is responsible for approving this policy and monitoring its implementation. The headteacher ensures that RSHE is taught consistently across the school, with support from the PSHE/RSHE lead. Staff are responsible for delivering the agreed curriculum and creating a safe environment for discussion. Pupils are expected to engage positively with lessons and to show respect for others when discussing sensitive issues.

6. Parental Consultation and Right to Withdraw

We recognise the vital role parents play in shaping their children's understanding of relationships, health and growing up. This policy has been developed in consultation with staff, pupils, parents and governors. Parents are consulted on the RSHE policy during reviews, in line with statutory requirements. Consultation provides an opportunity for parents to understand the school's approach and to share their views.

Parents will be shown a representative sample of the resources used to teach RSHE. All curriculum materials used to teach RSHE will also be available for parents to view on request. Requests should be made to the headteacher or PSHE and RSHE lead.

Where resources are protected by copyright, the school may arrange for them to be viewed through a meeting, presentation or controlled electronic access. Parents may be asked not to copy or share copyrighted materials. Copyright restrictions will not be used as a reason to prevent parents from viewing materials.

Parents cannot withdraw their child from Relationships Education, Health Education, or the statutory elements of the science curriculum.

Parents may request to withdraw their child from the Year 6 lesson on sexual intercourse and conception. Such requests should be made in writing to the headteacher. We encourage parents to discuss their decision with the school beforehand so that they are fully aware of the aims and content of the lesson and can make an informed choice. The school will respect the right of withdrawal, confirm the arrangements with parents and will provide the pupil with appropriate and purposeful alternative education during the lesson.

7. Inclusivity and SEND

RSHE is for all pupils. Lessons are adapted to meet the needs of children with Special Educational Needs and Disabilities.

Adaptations may include pre-teaching important vocabulary, visual and symbol-supported resources, concrete examples, simplified language, repetition, structured scenarios, opportunities to rehearse responses, careful grouping and alternative ways for pupils to communicate or demonstrate their understanding.

Where the whole-class learning objective is not developmentally appropriate, the class teacher will work with the inclusion team to identify suitable next steps. These will prioritise relevant protective knowledge, including body boundaries, trusted adults, recognising unsafe situations and asking for help.

Teaching will take account of pupils' individual circumstances and cultural and religious backgrounds. A range of family arrangements, including single-parent families, same-sex parents, adoptive families, foster families, kinship carers and families headed by grandparents, will be represented positively and sensitively.

Teaching will promote equality and respect, avoid reinforcing gender stereotypes and ensure that no pupil is discriminated against or subjected to harassment.

8. Monitoring and Assessment

The delivery of RSHE is monitored by the PSHE/RSHE lead and senior leaders through planning scrutiny, lesson observations and pupil voice. Teachers assess pupils' development through discussion, reflection and other formative approaches. The governing body approves this policy and ensures the school meets statutory requirements for RSHE.

9. Staff Training

Staff receive training on the delivery of RSHE during their induction to school and through ongoing professional development. External professionals, such as school nurses, may also be invited to support specific elements of the programme.

External professionals, such as school nurses, may be invited to support specific elements of the programme. The school remains responsible for the content and quality of teaching delivered by an external professional.

Before a visit, the school will check the professional's suitability and credentials and review their lesson plans and teaching materials. Resources must be accurate, balanced, age-appropriate, accessible and consistent with this policy and the school's planned curriculum.

The school will agree in advance how questions and safeguarding concerns will be managed. Materials used by external professionals will be available for parents to view on request.

10. Safeguarding and Confidentiality

RSHE supports the school's safeguarding responsibilities by helping pupils recognise unsafe situations, understand boundaries, identify trusted adults and seek help.

Teachers will establish appropriate ground rules for sensitive discussions. Pupils will be reminded that teachers cannot promise to keep information secret where there is a concern about a child's safety or welfare.

If a pupil makes a disclosure or a member of staff becomes concerned about a pupil, the member of staff will follow the school's safeguarding and child-protection procedures and report the concern to the designated safeguarding lead.

Personal information will be handled sensitively and shared only with those who need it in order to safeguard and support the pupil.

11. Policy Review

This policy will be reviewed annually in consultation with parents, staff, pupils and governors, and updated in line with statutory guidance and the needs of our school community.