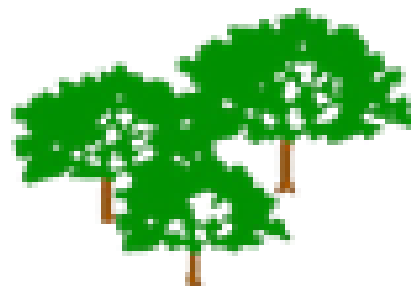


# Grove Street Primary and Nursery School

Grove Street  
Primary School



**MINDS | LEARNING | FUTURES**

*Every child deserves a Champion*

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

Date of Policy Implementation	May 2026		
Headteacher Signature	Lisa Walsh	Chair of Governors Signature	Nicky Cornford

## Introduction:

At Grove Street Primary School we will provide age-appropriate relationships, sex and health education (RSHE) to all pupils as part of the school's statutory curriculum. Our school aims to assure parents and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

Relationship and Health (RHE) is compulsory in all primary schools in England and parents are unable to withdraw their child from this; sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. The key topics applicable for all key stages have been carefully planned. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

This policy is set out to explain how and why relationship, sex and health education (RSHE) is taught at Grove Street Primary School. We teach RSHE through different aspects of the curriculum. While we carry out the main RSHE teaching in our personal, social, health and economic education (PSHE) curriculum, we also teach some health education 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. RSHE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative

relationships and staying safe both on and offline. As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. At Grove Street, RSHE provides our pupils with the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

### **Aims and Objectives:**

The aim of RSHE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families. We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- to raise pupils' self esteem and confidence
- respect for their own bodies
- what constitutes as a committed, long-term, and loving relationship
- the importance of family life;

- to help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- respect for the views of other people
- the importance of using correct vocabulary
- to be prepared for puberty and adulthood

### Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Section 80A and section 403 of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education 2025'

## Relationships Education Overview

### Families and people who care for me

By the end of primary school, pupils will know:

- That families are important for them 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 others' 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 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

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

## Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them (for example, physically, character, personality or background), or make different choices, or have different preferences or beliefs.

- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.

- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

## Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is 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 or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.

- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## Health Education Overview

The focus of health education at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling, and how they are behaving, is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- That bullying, including cyberbullying, has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support, including recognising the triggers for seeking support, extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.

- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

## Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.

- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

## Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

## Drugs, alcohol and tobacco

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

## Health and prevention

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

### **Relationship & Health Education per year group**

The school is free to determine, within the statutory curriculum content, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

### Curriculum organisation

Pupils will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RSHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies

### Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts. 'Using correct

vocabulary' is one of our 'Ground Rules' which are shown at the start of each PSHE / RSHE lesson.

### Dealing with difficult questions

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, where appropriate, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in responding to the question.

Teachers will stop full class discussions where pupils begin to reveal personal, confidential information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

### Curriculum links

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

### **Recording and Assessment:**

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

### **Inclusion:**

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sex, sexual orientation, transgender, language, special needs, disadvantaged and looked after children. It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development with differentiated provision if required.

## The Role of Parents:

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinion.

The school will permit parents access to curriculum materials upon request. 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 sex education policy and practice;
- answer any questions that parents may have about the sex education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Parents **will not** be able to withdraw their children from any aspect of the Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty). Parents **will** be able to withdraw their children from aspects of Sex Education **other than those which are part of the science curriculum.**

### The Right to Withdraw Letter to Parents:

# Grove Street Primary and Nursery School



Dear Families,

Re: Relationships and Sex Education and Health Education (RSHE) - The right to withdraw

The statutory requirements for the teaching of RSE and Health Education has changed and there are new statutory requirements that schools must adhere to. It is important to note that parents **do not** have the right to withdraw their children from the statutory Relationship and Health curriculum (this includes puberty and menstruation). Parents may, however, withdraw children from any aspects of Sex Education that are taught, this includes human reproduction.

At Grove Street Primary School, this applies to **one lesson**, 'How is a baby made?', taught in the Summer Term of Year 6. If you wish to withdraw your child from this lesson, please contact your child's class teacher so we can discuss the implications of withdrawing. We will then ensure that your child does not take part in this lesson.

The rest of our Relationship and Health Education curriculum is statutory. For more information please visit:

[https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_RSE\\_and\\_health\\_education\\_for\\_intro\\_1\\_September\\_2026.pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf)

What will my child be taught about puberty and human reproduction?

The table below only covers the lessons taught, across Key Stage One and Key Stage Two, that relate to life cycles, the human body, puberty and human reproduction. **The lessons that parents are able to withdraw their children from are highlighted in red font.** All other lessons are statutory.

Year Group	Learning Intention linked to the human body, puberty and human reproduction	Which subject is it taught?
Year 1	Pupils learn about growing from young to old and that they are growing and changing	PSHE
Year 1	To understand there are parts of the body which are private (The PANTS Rule - NSPCC lesson)	PSHE
Year 2	To notice that animals, including humans, have offspring which grow into adults	Science
Year 4	To understand the physical differences in males and females	PSHE
Year 4	To know and understand physical changes in puberty	PSHE

Year 4	Learn how puberty affects emotions and behaviour and strategies	PSHE
Year 4	To understand which body parts or areas need to be kept clean during puberty	PSHE
Year 5	To explore similarities and differences between male and female puberty	PSHE
Year 5	To understand biological changes during puberty, including menstruation	PSHE
Year 6	To understand how a baby is made	PSHE

For more information on what will be taught in PSHE, please visit our website and click on your child's class page to see what topic is taught each half term.

Thank you for your continued support,

Yours sincerely,

Mrs K Huey (PSHE Lead)

### **Confidentiality & Safeguarding:**

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned. 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 safeguarding lead or the Head teacher.

**Monitoring and Review:**

The Headteacher, PSHE subject leader and Safeguarding and Wellbeing Leader monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.