



Relationships, Sex and Health Education (RSHE) Policy

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Relationship, Sex and Health Education Policy

This document details the **Owston Park Primary Academy** policy for provision of Relationship, Sex and Health Education (RSHE).

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1. Aims

The aims of relationships, sex and health education (RSHE) at our school 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Provide pupils with the understanding and skills to keep themselves safe

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Owston Park Primary Academy, we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a member of 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/stakeholder consultation – parents/carers and any interested parties were given the opportunity to look at the policy and make recommendations.

4. Pupil consultation – we investigated what exactly pupils want from their RSHE and made sure they understood the purpose of the policy.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

Sex education (SE) will:

- Provide a safe environment for children to have a factual, age-appropriate introduction to human reproduction and to ask questions related to this topic.
- Be taught in Years 4, 5 and 6 alongside the National Curriculum for Science.
- Be age-appropriate and tailored to the physical and emotional maturity of pupils.
- Recognise that the National Curriculum for Science includes content relating to human body parts, growth and puberty, as well as reproduction in some plants and animals.
- Ensure that parents/carers understand that they do not have the right to withdraw their child from statutory Science content.
- Enable parents/carers to request the withdrawal of their child from additional, non-statutory sex education taught as part of the school's RSE programme.

Special note: Within our school, we use the correct scientific terminology for genitalia from the outset. It is usual that boys have a penis and girls have a vagina. Children will be taught that, whilst they may use different words for these body parts at home, at school we use the correct scientific terminology.

For further information about the content taught, please refer to **Section 6, Section 9 and Appendix 1**.

5. Curriculum

Our RSHE curriculum is set out in Appendices 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- “Over blocking” by the school’s filtering and monitoring system doesn’t lead to unreasonable restrictions as to what children can be taught
- Teaching is delivered by class teachers, with some elements of RSHE delivered by trained professionals, and staff involved in delivering RSHE receive appropriate training

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Positive emotional and mental wellbeing, including how healthy friendships and relationships can support mental wellbeing

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

At Owston Park Primary Academy, pupils receive age-appropriate teaching about relationships, puberty, reproduction and growing and changing as part of the school's RSHE curriculum. The statutory National Curriculum for Science content relating to human body parts, growth, puberty and reproduction is taught as part of this curriculum.

Primary sex education taught in 4, 5 and year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will ensure that both boys and girls are appropriately included and supported. In Years 5 and 6, pupils are taught separately by gender for some aspects of RSE, where appropriate to the content being delivered.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Where appropriate, teaching and resources are adapted to meet individual needs. This may include the use of visual resources, simplified or differentiated language, repetition and opportunities to revisit key vocabulary and concepts where necessary.

The school uses a range of appropriate resources to support the delivery of RSHE. This includes resources provided by BigTalk Education as part of the Growing Up Safe programme. Big Talk Education's Growing Up Safe programme is designed to meet the DfE statutory guidance.

Resources are reviewed by the school before use to ensure that they are age-appropriate, suitable for the intended learning, factually accurate and consistent with the school's curriculum, safeguarding requirements and statutory guidance.

Parents and carers will be informed about the RSHE curriculum and will be given opportunities to provide feedback on the school's provision. The school will value parents' and carers' views and will provide information about what is taught and the resources used. Information about the school's RSHE curriculum, including the RSE policy and relevant resources, will be available on the school website.

Parents and carers will also have access to age-specific BigTalk Education resources using a password provided by the school. Parents and carers will be offered the opportunity to attend a face-to-face parent session delivered by BigTalk Education. This will provide an overview of new and emerging dangers facing children in an increasingly technological world and an opportunity for parents and carers to view the resources used as part of the programme.

Teachers use a range of assessment strategies to track pupils' progress towards the intended learning outcomes. This includes the 'draw and write' technique as a pre- and post-learning task, alongside pupil voice across year groups. Assessment information is used to identify pupils' understanding and inform future teaching.

For more information about our RSHE curriculum, see **Appendices 1**.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:

- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

The school currently works with BigTalk Education and the School Nursing Service to support the delivery of aspects of the RSHE curriculum.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Are accessible for all pupils, including those with SEND
 - Are sensitive to pupils' needs

- Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
- Make sure the visitor understands and agrees in advance:
 - How confidentiality will work in any lesson
 - How safeguarding reports should be dealt with, in line with our school policies
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all relevant resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from non-statutory/non-science components of sex education, in accordance with the school's withdrawal procedures
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Miss A Turker is responsible for leading RSHE across school.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory/non-science parts of sex education.

Parents and carers will have the opportunity to review the resources used to teach children about reproduction during the parents' session.

Having viewed the resources made available by the school, parents and carers may request a meeting with the Headteacher to discuss this further.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

School will keep a record of individual provision of RSHE by ensuring that children withdrawn from these lessons still receive their statutory entitlement to the full national curriculum. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as BigTalk Education and school nurses, to provide support and training to staff teaching RSHE where appropriate.

11. Monitoring arrangements

The delivery of RSHE is monitored by Miss A Turker (PSHE and RSHE Lead) through:

- Planning and work scrutinies
- Learning walks
- Collection of pupil voice and staff voice

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss A Turker annually. At every review, the policy will be approved by the governing board.

Appendix 1: Links to National Curriculum for Science, RSE Guidance and Full Curriculum Map.

Link to National Curriculum for Science: [National curriculum in England: science programmes of study - GOV.UK](#)

Link to RSE Guidance: [Relationships Education, Relationships and Sex Education and Health Education guidance](#)

Link to our Full Curriculum Map: [Owston Park Primary Academy: PSHE/RSE](#)

Appendix 2: Parent/carers form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	