



Relationships, Sex and Health Education (RSHE) Policy

Version	Date	Action
1	July 2025	
	July 2026	Parent consultation about sex education
2	September 2026	Updated policy reflects parent consultation
Review	September 2027	

Statement of Intent

At Ravenbank Primary School, we are committed to supporting our children to grow into healthy, confident and resilient individuals who are ready to thrive in an ever-changing world.

Relationships and Health Education is a key part of our Personal, Social, Health and Economic (PSHE) curriculum and is taught to all pupils throughout their primary education. It provides children with the knowledge, understanding and skills they need to develop positive relationships, look after their physical and mental health, recognise and manage risks, and know when and how to seek help.

We want every child to flourish emotionally, physically and socially. Our Relationships and Health Education curriculum therefore supports children to:

- understand themselves and their emotions;
- develop positive, respectful and caring relationships;
- recognise and respect healthy boundaries;
- understand how to keep themselves and others safe;
- develop confidence and resilience;
- understand how physical and mental health are connected;
- make informed and healthy choices;
- recognise when something is wrong and know how to seek help;
- understand and respect differences between people and families;
- develop safe and responsible behaviours online and offline; and
- prepare appropriately for the opportunities, responsibilities and experiences of later life.

Relationships and Health Education forms part of our wider Personal Development provision. It is supported by our whole-school approach to wellbeing, including myHappyMind Plus, No Outsiders, safeguarding education, online safety, pastoral support and opportunities for pupil voice and leadership.

The curriculum is carefully sequenced so that children develop knowledge and skills progressively and encounter sensitive content at an age- and developmentally appropriate stage.

Aims

Through Relationships and Health Education, we aim to help pupils:

- develop positive attitudes towards their own health and wellbeing;
- understand and express a range of emotions;
- develop strategies for self-regulation and resilience;
- build and maintain healthy friendships and relationships;
- understand the importance of kindness, respect, trust and honesty;
- recognise healthy and unhealthy behaviours in relationships;
- understand personal boundaries, privacy and the right to feel safe;
- recognise and report bullying, abuse and other harmful behaviour;
- understand how to stay safe online;
- develop confidence in seeking help from trusted adults;
- understand how their bodies grow and change;
- learn about puberty and menstruation in an age-appropriate way;
- develop healthy attitudes towards food, exercise and sleep;
- understand the risks associated with harmful substances, including smoking, vaping, alcohol and drugs;
- develop practical safety and first-aid knowledge;

- understand and respect different family structures and individual differences; and
- develop the knowledge and skills needed to make safe, healthy and respectful choices.

Statutory Framework and Legal Requirements

This policy has due regard to relevant legislation and statutory guidance, including:

- Education Act 2002;
- Children and Social Work Act 2017;
- Equality Act 2010;
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance, revised guidance in force from 1 September 2026;
- DfE National Curriculum programmes of study, including Science, Computing and Physical Education;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- SEND Code of Practice: 0 to 25 years;
- Behaviour in Schools;
- relevant online safety guidance; and
- other relevant safeguarding and equality legislation and guidance.

Relationships Education and Health Education

Relationships Education is statutory for all pupils in primary education.

Primary schools are not required to teach sex education beyond the content included within the statutory Science curriculum. However, primary schools may choose to provide additional age-appropriate sex education. Ravenbank Primary School provides additional sex education in Year 6 as outlined in this policy.

Parents do not have the right to withdraw their child from statutory Relationships Education or Health Education, or from relevant Science lessons. Parents do have the right to request that their child is withdrawn from additional sex education provided by the school. This must be done in writing to the head teacher.

Organisation of the Curriculum

Relationships and Health Education is taught primarily through PSHE and Personal Development lessons.

The curriculum is supported and reinforced through:

- myHappymind Plus;
- No Outsiders;
- Science;
- Computing and online safety;
- PE and physical activity;
- safeguarding and preventative education;
- assemblies and whole-school activities;
- pastoral support;

- behaviour and anti-bullying provision;
- school trips and residential experiences;
- pupil leadership and pupil voice;
- class discussions and circle time;
- wider school experiences and enrichment.

The curriculum is informed by the needs of our pupils and the school community. Pupil and parent views are considered when reviewing the curriculum and policy. The curriculum is sequenced carefully so that pupils encounter knowledge and skills before they are likely to need them. Teaching will be age-appropriate, developmentally appropriate, accessible and sensitive to pupils' individual circumstances.

Relationships Education

By the end of primary school, pupils will have developed knowledge and skills across the following areas.

Families and people who care for me

Pupils will learn:

- that families are important because they can provide love, care, security and stability;
- about the characteristics of safe and happy family life;
- about commitment, protection and care;
- that families can look different from one another;
- that different family structures should be respected;
- that stable, caring relationships are important for children's wellbeing and security;
- that marriage and civil partnerships are formal and legally recognised commitments between two people;
- how to recognise when family relationships may be making them feel unhappy or unsafe; and
- where to seek help and advice if they are worried.

Teaching will positively reflect a range of family structures, including single-parent families, same-sex parents, grandparents, kinship carers, adoptive families and foster families.

No Outsiders supports this aspect of the curriculum by providing opportunities to explore difference, inclusion, belonging and respect through high-quality children's literature.

Caring friendships

Pupils will learn:

- why friendships are important;
- how people make and develop friendships;
- the characteristics of positive and caring friendships;
- the importance of kindness, trust, honesty, loyalty and respect;
- how to welcome others and avoid excluding people;
- that friendships can change and have difficulties;
- that people may experience loneliness and that there is no shame in talking about feeling lonely;
- how to manage disagreement and conflict;
- that violence is never an appropriate response to conflict;
- how to recognise when a friendship is making them feel unhappy or uncomfortable; and
- how and when to seek help.

Respectful and kind relationships

Pupils will learn:

- how to listen to and consider the needs and preferences of others;
- the importance of healthy boundaries;
- how to communicate respectfully;
- how to manage conflict;
- how to express their needs and boundaries assertively;
- how to manage feelings such as disappointment and frustration;
- the difference between being assertive and being controlling;
- that kindness to others should not mean neglecting their own needs;
- the importance of self-respect and self-esteem;
- how to challenge stereotypes;
- about different types of bullying, including online bullying;
- the responsibilities of bystanders and the importance of reporting bullying;
- how to recognise when someone may be at risk of harm; and
- where to seek help.

The school will promote a culture of kindness, respect and inclusion and will challenge discriminatory, prejudicial or harmful language and behaviour.

Online safety and awareness

Pupils will learn:

- that the same principles of respect apply online and offline;
- how to communicate respectfully online;
- how to respond to pressure to share information or images;
- strategies for resisting peer pressure;
- how people may behave differently online;
- that people may pretend to be someone they are not;
- about the risks associated with communicating with people they have never met;
- how to recognise harmful content and contact;
- how and where to report concerns;
- why privacy and location settings are important;
- why personal information should be protected;
- that information shared online may be copied or circulated beyond their control;
- that inappropriate or upsetting content exists online and where to seek support;
- the minimum age requirements for social media;
- how to make responsible decisions about online content; and
- how online behaviour can affect themselves and others.

Online safety will be reinforced through Computing, safeguarding education and the school's online safety provision.

Being Safe

Pupils will learn:

- about appropriate boundaries in friendships and relationships;
- about privacy;
- that it is not always appropriate to keep secrets, particularly where safety is involved;
- that their body belongs to them;
- the difference between appropriate and inappropriate or unsafe physical contact;
- how to respond safely to adults they know and do not know;

- how to recognise when a relationship may be harmful or unsafe;
- how to recognise who they can trust;
- how to recognise and report abuse or concerns;
- how to describe feelings of being unsafe or uncomfortable;
- how to ask for help for themselves or others; and
- the importance of continuing to seek help until they are heard.

Children will be taught clearly that abuse or harmful behaviour is never the fault of the child experiencing it.

Health Education

By the end of primary school, pupils will have developed knowledge and skills across the following areas.

General wellbeing

Pupils will learn:

- the benefits of physical activity and time outdoors;
- the benefits of helping others and participating in the community;
- the importance of rest, sleep, friendships, family time, hobbies and interests;
- about a range of emotions;
- how to recognise and describe feelings;
- how to judge whether feelings and behaviours are appropriate and proportionate;
- that worrying and feeling down are normal experiences that can happen to everyone;
- how loneliness and isolation can affect wellbeing;
- the impact of bullying and cyberbullying on mental wellbeing;
- that change and loss, including bereavement, can cause a range of feelings;
- that grief is a natural response to bereavement and that people grieve differently;
- how to recognise when they or someone else may need support; and
- where and how to seek help.

The school will promote positive mental wellbeing and reduce stigma around mental health.

myHappymind Plus supports this work through explicit teaching about emotions, self-awareness, relationships, resilience and wellbeing.

Wellbeing online

Pupils will learn:

- about the positive and negative aspects of using the internet;
- how online and face-to-face relationships can complement one another;
- why online relationships should not replace meaningful relationships with people in real life;
- the benefits of limiting screen time;
- the risks associated with excessive use of electronic devices;
- how online content can affect physical and mental wellbeing;
- how to behave respectfully online;
- why some social media, apps and games are age restricted;
- about risks associated with online gaming, monetisation, scams and fraud;
- that gaming can become addictive;
- how to think critically about online information;
- how information is selected and targeted online;
- about personal data, privacy and consent; and

- where to report concerns and seek support.

Physical health and fitness

Pupils will learn:

- the characteristics and benefits of an active lifestyle;
- the physical and mental benefits of exercise;
- the importance of regular physical activity;
- ways of incorporating activity into daily routines;
- the risks associated with an inactive lifestyle; and
- when and how to seek help if they are worried about their health.

The school promotes physical activity through PE, active play, OPAL, outdoor learning, enrichment and wider school opportunities.

Healthy eating

Pupils will learn:

- what constitutes a healthy and balanced diet;
- about calories and nutritional content in an age-appropriate way;
- the importance of having a healthy relationship with food;
- how to plan and prepare healthy meals;
- about the characteristics and risks of an unhealthy diet;
- about the importance of oral health; and
- how food choices can affect physical health and wellbeing.

Teaching will use positive, age-appropriate language.

Drugs, alcohol, tobacco and vaping

Pupils will learn age-appropriate factual information about:

- legal and illegal harmful substances;
- smoking;
- vaping;
- alcohol;
- drug-taking;
- the risks associated with harmful substances;
- nicotine addiction; and
- the risks associated with nicotine products, including nicotine pouches.

Teaching will focus on health, safety, informed decision-making and seeking help.

Health protection and prevention

Pupils will learn:

- how to recognise signs of physical illness;
- how to stay safe in the sun;
- how to reduce the risk of sun damage and skin cancer;
- the importance of sufficient good-quality sleep;

- practical strategies for improving sleep;
- the importance of dental health and regular dental checks;
- the importance of brushing teeth twice daily and cleaning between teeth;
- about personal hygiene;
- how germs, bacteria and viruses can spread;
- the importance of handwashing;
- the facts and science relating to vaccination and immunisation.

Personal safety

Pupils will learn:

- how to recognise hazards and reduce risks;
- how to stay safe around roads;
- how to stay safe around railways and level crossings;
- how to stay safe around water;
- about the water safety code;
- how to recognise unsafe situations;
- how to seek help when necessary; and
- how to make safe choices in increasingly independent situations.

This learning will be reinforced through school trips, residential experiences, outdoor learning and safeguarding education.

Basic first aid

Pupils will learn:

- how to make a clear and efficient call to emergency services;
- the importance of reporting incidents rather than filming them;
- basic first-aid principles;
- how to respond to common injuries and ailments; and
- how to seek appropriate adult help.

Developing bodies

Pupils will learn:

- about growth and changes that happen throughout the human life cycle;
- that puberty is a normal stage of development;
- about physical and emotional changes during puberty;
- the correct names for relevant body parts, including the penis, vulva, vagina, testicles, scrotum and nipples;
- that these parts of the body are private;
- how to understand and express personal boundaries;
- about the menstrual cycle;
- about physical and emotional changes associated with menstruation; and
- where to seek support.

Additional Sex Education

Sex education is not compulsory in primary schools. Ravenbank Primary School chooses to provide a limited programme of additional, age-appropriate sex education in Year 6 following a parental consultation.

This is taught separately from statutory Relationships Education, Health Education and Science content so that parents are clear about which aspects of the curriculum are statutory and which are additional.

Year 6 pupils will learn age-appropriately about:

- how human life begins through reproduction;
- the roles of eggs and sperm;
- fertilisation;
- how a baby develops during pregnancy;
- that adults may choose whether or when to have a baby;
- the importance of respect, consent and personal choice in relationships;
- that everyone has the right to feel safe and have their body respected;
- the importance of caring relationships;
- the responsibilities involved in caring for a baby; and
- contraception in an age-appropriate and factual context.

This content will be taught sensitively and in accordance with the school's curriculum, safeguarding procedures and the revised DfE guidance. The school will consult parents about the content of additional sex education and will provide information about the content and teaching materials in advance.

Science and Relationships and Health Education

Some aspects of human development and reproduction are statutory elements of the National Curriculum for Science.

These include relevant content about:

- the human body;
- growth and development;
- puberty;
- reproduction; and
- the human life cycle.

Parents cannot withdraw their child from statutory Science lessons.

Equality and Inclusion

Relationships and Health Education will be inclusive and accessible to all pupils.

The school recognises its responsibilities under the Equality Act 2010 and will not unlawfully discriminate against pupils on the basis of protected characteristics.

Teaching will:

- recognise and respect different family circumstances;
- promote respect for difference;
- challenge stereotypes and prejudice;
- promote kindness and inclusion;
- provide appropriate support for pupils with SEND;
- consider the needs of pupils with SEMH needs;
- use accessible language and resources;
- make reasonable adjustments where necessary; and
- take account of pupils' individual circumstances and vulnerabilities.

No Outsiders forms an important part of our approach to equality and inclusion and provides opportunities for children to explore difference, respect and belonging through age-appropriate children's literature.

Pupils with SEND

The school recognises that some pupils with SEND may be particularly vulnerable to bullying, abuse, exploitation or harmful behaviour.

Relationships and Health Education will therefore be adapted where appropriate to meet individual needs.

This may include:

- differentiated language;
- visual resources;
- repetition and overlearning;
- social stories;
- explicit teaching of vocabulary;
- additional adult support;
- smaller-group teaching;
- appropriate sensory and communication support; and
- individualised approaches agreed with the SENCO.

Staff will consider the individual needs, developmental stage and understanding of pupils when planning sensitive content.

Safeguarding and Preventative Education

Relationships and Health Education forms an important part of the school's safeguarding and preventative education.

Teaching will help pupils:

- recognise unsafe situations;
- understand personal boundaries;
- understand privacy;
- recognise harmful behaviour;
- recognise bullying and abuse;
- understand that abuse is never their fault;
- identify trusted adults;
- report concerns;
- seek help for themselves and others; and
- continue to seek help if their concerns are not initially heard.
- structured opportunities for pupil voice; and
- links to pupils' real-life experiences.

Teachers will establish clear expectations for respectful discussion before sensitive lessons.

Confidentiality and Safeguarding Disclosures

Pupils will be told that classroom discussions are respectful and that personal information should not be shared publicly.

However, staff will **never promise a pupil absolute confidentiality**.

If a pupil discloses information that indicates they or another child may be at risk of harm, the member of staff must follow the school's Child Protection and Safeguarding Policy and report the concern to the Designated Safeguarding Lead or deputy.

15. Parents and Carers

The school recognises the important role parents and carers play in supporting children's personal development, health and relationships.

The school will:

- consult parents when developing and reviewing this policy;
- provide clear information about what is taught;
- explain the distinction between statutory Relationships and Health Education, Science and additional sex education;
- provide information about the timing and content of sensitive lessons;
- provide opportunities for parents to ask questions;
- provide representative examples of teaching resources where appropriate;
- allow parents to view curriculum materials used in Relationships, Health and Sex Education on request;
- support parents in continuing conversations at home; and
- clearly explain parents' rights to request withdrawal from additional primary sex education.

Withdrawal from Sex Education

Parents have the right to request that their child be withdrawn from additional sex education taught by the school.

Parents do not have the right to withdraw their child from:

- Relationships Education;
- Health Education; or
- Science lessons, including statutory content relating to puberty, human development and reproduction.

Where a parent requests withdrawal from additional sex education, the Headteacher will discuss the request with the parent to clarify the nature and purpose of the curriculum.

Where withdrawal is agreed, the pupil will receive appropriate and purposeful education during the period of withdrawal.

Curriculum Links

Relationships and Health Education is linked across the wider curriculum, including:

Science

- human body;
- growth and development;
- puberty;
- reproduction;
- healthy lifestyles.

Computing

- online safety;
- responsible use of technology;
- privacy;
- personal information;
- online relationships;
- reporting concerns.

PE

- physical activity;
- healthy lifestyles;
- teamwork;
- resilience;
- physical wellbeing.

English

- discussion;
- vocabulary development;
- stories exploring relationships, emotions and difference.

Citizenship and Personal Development

- respect;
- equality;
- responsibilities;
- rules and laws;
- community;
- participation;
- rights and responsibilities.

Wider Personal Development

- pupil voice;
- leadership;
- volunteering;
- kindness;
- belonging;
- responsibility;
- resilience.

Roles and Responsibilities

Governing Board

The Governing Board will:

- approve this policy;
- ensure the school meets its statutory responsibilities;
- monitor the effectiveness of Relationships and Health Education;
- ensure that teaching is accessible to pupils with SEND;
- ensure appropriate resources and staffing are available;
- ensure parents receive clear information about curriculum content and withdrawal rights; and
- review the policy as required.

Headteacher

The Headteacher will:

- ensure implementation of this policy;
- ensure appropriate curriculum time is allocated;
- support staff in delivering sensitive content;
- ensure appropriate safeguarding arrangements are in place;
- oversee parental requests for withdrawal from sex education;
- ensure appropriate alternative provision is made where necessary;
- ensure parents are informed about the curriculum and resources; and
- report to governors on the effectiveness of provision.

Personal Development Lead

The Personal Development Lead will:

- oversee the Relationships and Health Education curriculum;
- ensure statutory content is covered;
- ensure curriculum progression across year groups;
- ensure teaching is age- and stage-appropriate;
- support staff with planning and resources;
- ensure appropriate vocabulary is used consistently;
- coordinate consultation with parents;
- liaise with the SENCO and DSL where appropriate;
- monitor and evaluate provision;
- identify areas for development; and
- report to the Headteacher and governors as appropriate.

Teachers

Teachers will:

- deliver Relationships and Health Education in accordance with this policy;
- create a safe and respectful learning environment;
- use accurate and age-appropriate language;
- respond sensitively to pupils' questions;
- recognise and report safeguarding concerns;
- adapt teaching for pupils with SEND;
- maintain professional boundaries;
- avoid imposing personal views or beliefs on pupils; and
- contribute to monitoring and evaluation.

Parents and Carers

Parents and carers are encouraged to:

- engage with information provided by the school;
- talk with their children about relationships, health and wellbeing;
- support healthy and safe behaviours at home;
- raise questions or concerns with the school; and
- work in partnership with the school to support children's development.

Monitoring, Assessment and Evaluation

Relationships and Health Education will be monitored as part of the school's wider Personal Development monitoring cycle.

Monitoring may include:

- curriculum reviews;
- lesson observations;
- planning reviews;
- pupil voice;
- parent feedback;
- staff feedback;
- scrutiny of curriculum coverage;
- discussions with teachers;
- review of resources;
- safeguarding information and emerging needs; and
- review of pupil knowledge and understanding.

Assessment will focus on pupils' developing knowledge, understanding and ability to apply skills rather than simply recording completion of lessons. The school will use assessment information to identify gaps and adapt future teaching where necessary.

Policy Review

This policy will be reviewed annually by the Personal Development Lead and Headteacher.

The policy will also be reviewed when:

- statutory guidance changes;
- legislation changes;
- significant changes occur within the school or local community;
- parent, pupil or staff feedback identifies a need for review; or
- safeguarding information identifies an emerging need.

Any significant changes to the policy will be communicated to staff, parents and, where appropriate, pupils.

Content that is new to 2026-27 and has been consulted with parents in July 2026:

Year 2

Pupils will learn:

- that some parts of the body are private;
- the correct names for relevant body parts;
- that their body belongs to them;
- how to recognise safe and unsafe touch;
- how to recognise when something feels worrying, uncomfortable or unsafe;
- who they can talk to if they are worried.

Year 3

Pupils will learn:

- why correct anatomical vocabulary is important;
- about safe and unsafe touch;

- about personal boundaries;
- what to do if something feels wrong;
- who they can tell if they are worried;
- how to develop respectful friendships;
- how to manage feelings and disagreements.

Year 4

Pupils will learn:

- that periods are a normal and healthy part of growing up;
- about the menstrual cycle;
- physical and emotional changes associated with menstruation;
- practical ways to manage periods;
- how to look after themselves during puberty;
- how to respect others experiencing physical changes.

Year 5

Pupils will learn:

- about physical and emotional changes during puberty;
- that puberty is experienced differently by different people;
- how to look after physical and emotional wellbeing;
- about changing friendships and feelings;
- about attraction in an age-appropriate context;
- how kindness, respect and inclusion support positive relationships;
- how to recognise and respond to pressure;
- how to seek support when needed.

Year 6

Pupils will learn:

- about the physical and emotional changes associated with adolescence;
- about human reproduction;
- the roles of eggs and sperm;
- fertilisation;
- how a baby develops during pregnancy;
- about respectful relationships, boundaries and personal choice;
- that everyone has the right to feel safe and have their body respected;
- how to recognise when someone may need help;
- where to seek support;
- about contraception in an age-appropriate context;
- that adults may choose whether or when to have a baby; and
- that caring for a baby is a significant responsibility.

The Year 6 programme will clearly distinguish between statutory Science content, statutory Relationships and Health Education and the school's additional sex education programme.

Whole-School Approach

Relationships and Health Education is part of Ravenbank Primary School's wider Personal Development offer.

It is reinforced through:

- myHappymind Plus;
- No Outsiders;
- safeguarding and preventative education;
- online safety;
- anti-bullying work;
- pastoral support;
- ELSA provision;
- school-based mental health support;
- pupil leadership;
- school council and pupil voice;
- Happiness Heroes;
- OPAL;
- assemblies;
- enrichment experiences;
- school values;
- behaviour expectations; and
- partnerships with parents and the wider community.

Our approach is designed to ensure that children do not experience Relationships and Health Education as isolated lessons, but as part of a whole-school culture in which **respect, friendship, trust and perseverance** are actively modelled and practised every day.