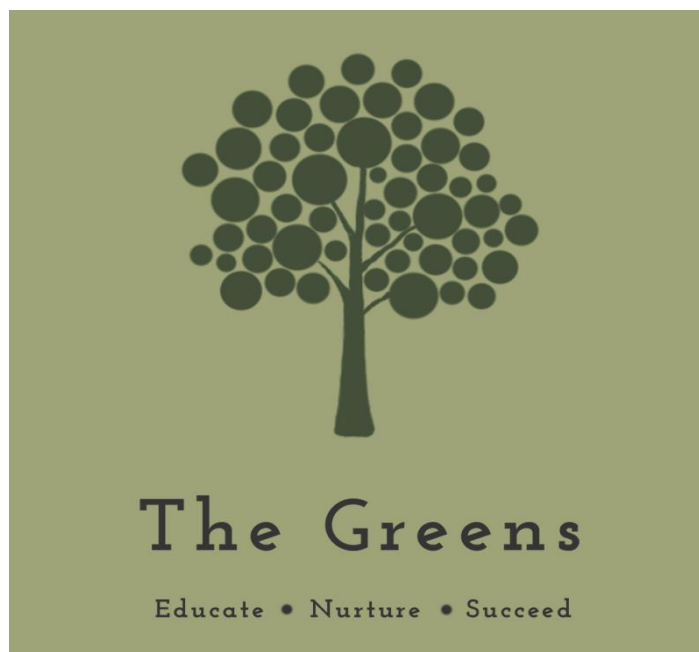


Relationships, Sex and Health Education policy

Inc July 2025 updates



Approved by:	Leanne Wood Entwistle	Date: 01/05/2021
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1. Aims

The aims of relationships, sex and education health (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.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

Update (July 2025): The Department for Education has published revised RSHE guidance, which will become statutory from 1 September 2026. Schools are encouraged to begin aligning their policies and curriculum earlier. This policy reflects the updated expectations.

2. Statutory requirements

As an independent primary school, we must provide relationships education PHSE to all pupils. We are not required to provide sex education, but we do need to teach elements of sex education contained in the science curriculum.

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

At The Greens ENS we teach RSHE as set out in this policy.

As a primary school 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 similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

3. Policy development

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

1. Review – a member of staff or working group 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 and any interested parties will be invited to discuss this policy on their child's admission to The Greens ENS.
4. Pupil consultation – we investigate what exactly pupils want from their RSE.
5. Ratification – once amendments are made, the policy will be shared with governors and ratified.

4. Definition

At the Greens ENS we will be:

Teaching around gender identity will reflect the law on biological sex and gender reassignment. Contested or debate able views will not be presented as fact. Staff are advised to avoid oversimplified visual representations and must not suggest social transition is a simple solution to distress.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

In line with the 2025 guidance, our curriculum also includes new areas of learning: online safety risks such as deepfakes, AI, and digital scams; awareness of online misogyny and harmful influencer cultures (e.g., 'incel' content); the risks of vaping and nicotine addiction; personal safety topics including strangulation, suffocation, public sexual harassment, financial exploitation, upskirting, revenge pornography; mental health including resilience and suicide prevention; and water safety. [See appendix link 1](#). Pages 7-12 Primary and Pages 13-31 Secondary

Our curriculum is designed for our students using the PHSE association, however we may need to adapt it as and when necessary to meet the needs of our learners.

We have developed the curriculum in consultation with staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary and Secondary (RSE) sex education will focus on: [see appendix1: RSHE link](#). Page 11

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

In line with DfE updates, parents and carers will be able to view a representative sample of teaching materials used in RSHE.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

For more information about how we structure our delivery using the PSHE curriculum model, see [Appendice link 2](#).

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatization of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The head of school

The head of school is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- 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 RSHE.

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 head of school.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

However, parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.

The Head of school will write to parents prior to the delivery of the sex education module outlining the content of the lessons. There will be attached to this letter, an 'opt out' request form. Requests for withdrawal should be returned to the Head of school Leanne Wood Entwistle prior to the planned delivery of the lessons as stated in the letter.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

The head of school will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by Leanne Wood Entwistle through:

Planning scrutiny's, observations etc

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

In line with DfE requirements, RSHE guidance will undergo technical reviews every 3 years and full content reviews every 6 years. This policy will therefore also be aligned with those cycles.

This policy will be reviewed by Melanie Entwistle (Executive Head) or Leanne Wood (Headteacher) Entwistle, Head of school annually. At every review, the policy will be approved by the Chair of Governors Louise Hodson.

[Appendix 1: Links to the revised RSHE document.](#)

Appendix 2: curriculum plan KS1/KS2

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

KS3

SECONDARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	Employability skills Employability and online presence

