Relationship Education, Sex Education and Health Education (RSHE) Policy

Ringmer Primary and Nursery School

Created By:	Sara Crane	**Date:** September 2020
Approved by:	Link Governor	**Date:** May 2026
Last reviewed on:	January 2026	
Amendments		
May 2022	Reviewed by RSHE Lead	
May 2024	Review extended until September due to expected new government guidance.	
September 2024	Review extended until July 2025 - new government guidance pending and will form part of new school Wellbeing curriculum.	
January 2026	Reviewed by RSHE Lead	

RINGMER PRIMARY AND NURSERY SCHOOL RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY

Policy context and rationale

This Relationships, Sex and Health Education (RSHE) policy outlines Ringmer Primary and Nursery School's approach to the teaching of RSHE. The policy is based on a model policy provided by East Sussex County Council, which the school has formally adopted and adapted to meet its specific context, taking into account recent changes to the government guidance released in July 2025. Department for Education RSHE

The policy has been developed through comprehensive consultation with the whole-school community, including pupils, parents and carers, staff, school governors, and, where appropriate, members of the wider community such as medical professionals and faith leaders.

Pupil consultation has played a central role in shaping both the RSHE curriculum and this policy. This has ensured that the curriculum is age- and developmentally appropriate and responsive to the needs of all pupils. Consultation activities have included pupil voice surveys and conferences, and have been informed by analysis of relevant public health data and identified pupil priorities. Feedback gathered through these processes has been used, where appropriate, to inform the content and delivery of RSHE at the school.

The RSHE programme is led by the RSHE Lead.

The Head teacher has overall responsibility for design and delivery of RSHE provision.

Class Teachers have responsibility for adaptive practice based on the needs of their class.

Policy availability

Stakeholders can be informed about the policy through RSHE consultation events, referencing in the school prospectus or accessing a copy from the school website. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting the RSHE co-ordinator through the school office.

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning

Policy values, aims and objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

Our school's overarching aims and objectives for pupils are:

Staff, parents, Governors and members of our school community have worked together to create our Ringmer Primary and Nursery School Vision

Together we belong, together we achieve, together we shape tomorrow.

Together we build an inclusive and collaborative community where all children belong, achievement and growth are celebrated, and learners are empowered to be lifelong, responsible citizens.

RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons. Our school values are **responsibility**, **respect**, **courage** and **compassion**.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their sexuality and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development via the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010.

Our RSE programme is an integral part of our whole school PSHE education provision and its aims and objectives are outlined below:

Relationships and sex education (RSE) at Ringmer Primary and Nursery School is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if it is needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE empowers children to build self-esteem, offer positive and open views and support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- Providing an inclusive learning environment, which is safe and empowering for everyone involved.
- Teaching non-biased, accurate and factual information that is positively inclusive.
- Developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships and using appropriate terminology.
- Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- Providing protection from shock or guilt.
- Actively involving pupils as evaluators to ensure relevance.
- Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

Primary lessons will focus on safety, respect, healthy relationships, personal wellbeing and appropriate information about bodies and reproduction.
Topics will include, but are not limited to:
Families and people who care for me; caring friendships; respectful relationships. Online safety and recognising unsafe behaviours; how and where to get help. Basic health education (physical health, healthy habits, basic first aid). Content and language will be appropriate to the developmental stage of learners and differentiated for SEND and other individual needs.

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords:

Principles of effective RHSE

We have embedded the Department for Education's guiding principles for RSHE by carefully crafting our curriculum;

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- It is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- It is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given the opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, unbiased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

SEND

Lessons will be adapted to meet the needs of learners with SEND and those working at different developmental stages. The RSHE lead and SENDCo will review medium term plans to ensure accessibility; individual adaptations will be recorded in EHCPs or One Plans where appropriate. The school has developed supporting documentation to guide staff in adapting learning for specific areas of need. - RSHE and... SEND.pdf

Safe and Effective Practice

The RSHE programme will be led by the RSHE lead, taught by teachers and teaching assistants and supported by for example school nurses, visitors and outside agencies. All staff involved in the delivery of RSHE have received specialist training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Ringmer Primary and Nursery School. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff appraisal.

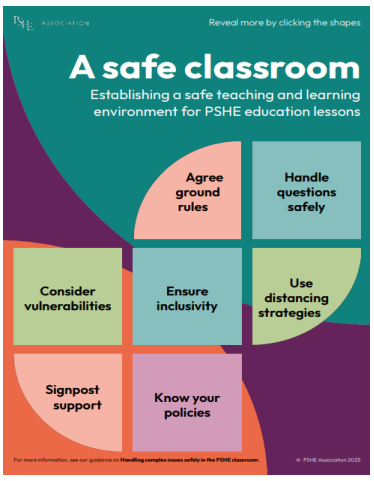
All staff will receive an annual RSHE update; staff delivering sensitive content will receive targeted CPD. The RSHE lead will carry out termly learning walks and report termly to SLT; the governor link will receive an annual summary.

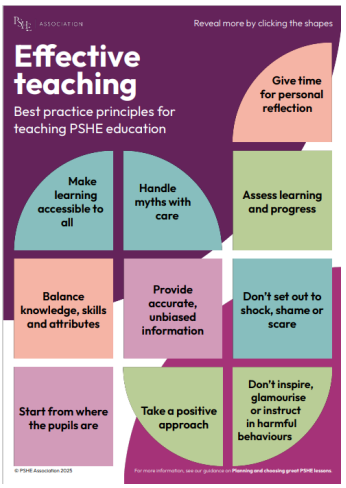
On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Our practice is supported by guidance from the PSHE Association:





Responding to pupils' questions

RSHE may include sensitive or controversial topics, influenced by age, stage, or differing personal, cultural and faith-based beliefs. We believe pupils are best educated and safeguarded when learning takes place in a safe, supportive environment with agreed class expectations. Pupils are given opportunities to ask questions openly or anonymously using an 'ask-it-basket'.

Teachers respond to questions in an age- and stage-appropriate way, based on pupils' understanding, and may delay responses to seek guidance from colleagues or school leaders. Teachers may decline to answer inappropriate or personal questions; in such cases, reasons will be clearly explained and pupils supported to find appropriate sources of information, including discussion with a parent/carer or trusted adult.

Curriculum

Most elements of the RSHE curriculum are statutory, meeting the July 2025 government RSHE guidance and the Equality Act 2010. RSHE is taught through a spiral curriculum, enabling pupils to build knowledge, values and skills progressively by revisiting key themes. The curriculum supports the school's commitment to safeguarding by providing age-appropriate learning that prepares pupils to live safely in the modern world.

While the intended RSHE curriculum is outlined below, it may be adapted in response to emerging issues and a rapidly changing world. Parents and carers will be given appropriate notice of any changes. Where possible, learning is enhanced through themed assemblies, topic days and cross-curricular links.

Primary

Relationships Education	*Families and people who care for me* *Caring friendships* *Respectful, kind relationships* *Online safety and awareness* *Being safe*
Sex Education	*How a baby is conceived and born*
Health Education	*Wellbeing and emotions* *Wellbeing online* *Physical health and fitness* *Healthy eating* *Drugs, alcohol, tobacco and vaping* *Health protection and prevention* *Personal safety* *Basic first aid* *Developing bodies*

We follow the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance. We use the Educator Solutions Scheme of work and other resources recommended by the PSHE association. We use Public Health England's Child and Maternal Health Intelligence Network data about our local area in order to tailor our curriculum to the needs of our children.

Assessment

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils' understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by subject leads and/or members of the senior leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Safeguarding, confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.
RSHE in primary will focus on safety, healthy relationships and respect, taught in age appropriate ways. Topics such as staying safe online, recognising unsafe behaviour and where to get help will be included progressively. Teachers will discuss and create a 'working agreement' at the start of lessons; which will include discussion about confidentiality; any safeguarding concern will be reported immediately to the DSL (or deputy) and handled in line with the school's child protection policy.

At the beginning of RSHE teaching the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference 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. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it is a collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school through mutual understanding, trust and cooperation.

The school will provide support to parents and carers through an annual workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers and review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

During the delivery of Relationships and Sex Education (RSE), pupils are taught within their respective year groups to ensure that curriculum content is age-appropriate and suitably matched to their stage of development.

Prior to the teaching of RSE, parents and carers are informed by letter that the unit will be taught in the following term. This communication includes the Medium-Term Plan (MTP) for the unit, enabling parents to review the content and themes to be covered. We will publish a representative sample of RSHE medium term plans and resources for each year group on the school website and keep records of parental consultation events. Parents may request to view any RSHE materials used in school.

The school also invites parents and carers to attend an open afternoon, during which teaching staff are available to share the resources used in lessons and to respond to any questions or concerns.

Withdrawal from learning

The majority of RSHE is statutory. Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education. Parents and carers may request that their child be withdrawn only from Sex Education that is taught outside the statutory science curriculum.

Any request for withdrawal should be made in writing to the headteacher. The headteacher will discuss the request with parents/carers, outline the statutory requirements, and explain the benefits of Sex Education and the potential consequences of withdrawal. A record of this discussion and the agreed outcome will be kept by the school.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.
If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Review date

This policy reflects the DfE statutory guidance (July 2025) as it applies to primary schools. The governing board is responsible for RSHE oversight and will receive an annual report on curriculum implementation, parental consultation and monitoring. The school will ensure statutory compliance from 1 September 2026.

The local governing board monitors the impact of RSHE on an annual basis. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support with reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every 2 years or sooner if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for ***January 2028.***