

Maidensbridge Primary School



Relationships, Health and Sex Education Policy

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Relationships, Health and Sex Education Policy

1. Policy Aims

Maidensbridge Primary School publishes this policy as a statutory requirement and with the following aims:

- To offer a clear guide to parents, carers, staff and visitors. Defining RSHE as a subject and explaining its delivery at school.
- To set out the curriculum requirements and explain what will be taught when.
- To give information to parents and carers about their involvement with RSHE.

2. Policy Development

As set out in government guidance, the policy has been developed through a process of consultation involving school staff, parents/carers, pupils, local health professionals including the school nursing team.

Development of the policy has been supported by school governors, who have ratified the finished document.

3. Statutory Requirements

The Children and Social Work Act 2017 makes Relationships Education and Health Education statutory in all Primary schools. The updated Relationships, sex and health education (RSHE) guidance will be mandatory by September 2026.

Expectations on primary schools are as follows:

- Relationships Education will be **compulsory** in all Primary Schools (or those pupils receiving Primary Education) – this includes academies, free schools and independent schools.
- Health Education will be **compulsory** in all Primary and Secondary Schools (or those pupils receiving Primary or Secondary Education) – this includes all academies and free schools but not independent schools as PSHE is already statutory in these schools.

Although sex education in primary school will not be compulsory. The DfE continues to recommend that primary schools have a sex education programme tailored to the age, and physical and emotional maturity of the pupils. All maintained schools will be expected to continue teaching Reproduction as part of the Science National Curriculum.

RSHE supports us in our statutory duties of Keeping Children Safe in Education.

4. Definitions and Curriculum Content

4.1 Relationships, Health and Sex Education

(RSHE)

RSHE is lifelong learning about physical, sexual, moral and emotional development. It is about 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.

4.2 Aims and Objectives for RSHE

At Maidensbridge Primary School, we believe that all pupils should receive accurate information that supports their needs and explains their rights. RSHE gives young people the opportunity to explore and develop their own attitudes and values and to respect the views of others.

At Maidensbridge Primary School we will always take into consideration our own school pupils' needs and wider local issues. We tailor the curriculum and our lessons to address these.

The objectives of RSHE support the school's agreed ethos and values. Key school values and objectives supported by RSHE include:

Safety

- To help pupils understand how to keep themselves safe, both offline and online.
- To enable pupils to recognise risk, unsafe situations and inappropriate behaviour.
- To ensure pupils know how to seek help, report concerns and access trusted support.
- To develop understanding of personal boundaries and privacy, including age-appropriate consent.

Caring

- To promote kindness, empathy and respect in all relationships.
- To help pupils understand the importance of caring for themselves and others, including mental and physical health.
- To encourage pupils to value diversity and inclusion, respecting differences within families and communities.

Achievement

- To support pupils in developing confidence, self-esteem and a positive sense of identity.
- To equip pupils with knowledge about health, wellbeing and personal development, including puberty.
- To enable pupils to take responsibility for their own learning, behaviour and wellbeing.

Resilience

- To develop pupils' ability to manage emotions, challenges and change.
- To equip pupils with strategies to cope with peer pressure, setbacks and

difficult situations.

- To encourage perseverance and the ability to make informed, responsible decisions.

Friendship

- To teach pupils how to build and maintain healthy, positive relationships.
- To explore qualities of good friendships, including trust, honesty and respect.
- To develop communication skills, including how to express feelings, resolve conflict and seek support.

Partnership with Parents and Carers

- To work collaboratively with parents and carers, recognising them as primary educators.
- To ensure transparency and provide opportunities for engagement in RSHE learning.

Preparing for the Future

- To prepare pupils for the next stage of their education and life in modern Britain.
- To support them in becoming safe, respectful and responsible members of society.

4.3 Relationships Education

The focus of Relationships Education is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. DfE guidance requires us to teach objectives under the following topics:

- **Families and people who care for us**
Recognise that families can look different
Understand the importance of love, care and stability
- **Caring Relationships**
Characteristics of good friendships (trust, honesty, kindness)
Managing conflict and treating others with respect
- **Respectful Relationships**
Respect for others, including differences and diversity
Challenging stereotypes and prejudice
- **Being safe**
-Understanding boundaries and privacy
-Knowing how to seek help and report concerns

Safeguarding emphasis:

- Teaching pupils to recognise unsafe situations and risks.
- Understanding personal boundaries, body ownership and privacy.
- Knowing how to report concerns and access support.

Skills development:

- Building communication skills (expressing feelings, listening to others).
- Developing assertiveness and boundary-setting.
- Managing emotions, conflict and peer pressure.

Online relationships and safety:

- Understanding how relationships operate online as well as offline.
- Learning about digital behaviour, risks and responsibilities.
- Knowing how to stay safe and seek help in online environments.

Addressing modern risks:

- Awareness of harmful content and influences.
- Challenging stereotypes, prejudice and inappropriate behaviours.

Inclusivity and equality:

- Reflecting diverse families and communities.
- Promoting respect, equality and inclusion for all pupils.

4.4 Health Education

The focus of Health Education is on teaching the characteristics of good physical health and mental wellbeing. Elements of our Health Education are timetabled to complement and support the teaching of RSHE. DFE guidance requires us to teach objectives under the following topics;

- **Mental wellbeing**
Recognising and talking about emotions.
Understanding that mental wellbeing is part of daily life.
Developing coping strategies for worries and challenges.
- **Internet safety and harms**
Understanding the impact of online activity on health and wellbeing.
Recognising risks such as screen time, harmful content and online pressures.
- **Physical health and fitness**
Importance of regular exercise and active lifestyles.
Understanding how physical activity supports overall health and wellbeing.
- **Healthy eating**
Basic principles of a balanced diet.
Making informed food choices.
- **Drugs, alcohol and tobacco**
Understanding that some substances are harmful to health.
Learning about medicines and safe use (age-appropriate).
- **Health and prevention**
Importance of hygiene routines (e.g. handwashing, dental care).
Basic knowledge of preventing illness and maintaining health.
- **Basic first aid**
How to respond to common injuries.
Understanding how to get help in an emergency.
- **Changing adolescent body (puberty)**
Introduction to physical and emotional changes of puberty (especially in upper KS2).
Emphasis on personal hygiene and self-care.
- **Safeguarding and wellbeing emphasis:**
Promoting self-care, self-respect and personal responsibility.
Helping pupils recognise when they may need help or support.
Encouraging pupils to seek help for physical or mental health concerns.
- **Skills development:**
Building skills to:
 - Make healthy choices
 - Develop independence in self-care
 - Manage risk and keep themselves healthy and safe
- **Online health and modern risks:**
Understanding links between online behaviour and wellbeing.
Recognising issues such as:
 - Unrealistic expectations
 - Online influence on self-esteem

- **Inclusivity and accessibility:**

Teaching must be inclusive and appropriate for all pupils, including those with SEND.

Content should reflect diverse needs and experiences.

It is important that we do not just teach the children Health Education but that our school environment as well as our ethos and expectations models healthy living to our children every day.

- Timetabling at least 2 hours of active PE lessons per week for every class.
- At Maidensbridge we ensure our playtimes and lunchtimes give children the opportunity for physical activity. We have adopted Opal. Opal is based on the principle that: Play is essential for children's physical health, mental wellbeing, social development and learning.
- Ensuring children have access to a healthy meal provided by our catering company, giving children healthy choices. Aswell as offering healthy choices mid-morning for KS2 children through our Tuck Shop and KS1 children having access to free fruit. EYFS who are under 5, will also have access to daily milk and fruit and follow the EYFS 2025 Framework. **Children should not bring chocolate or sweets to school as part of their playtime snack or lunchbox.**
- Ensuring children have access to filtered water all day, while at school. Research shows that water keeps the brain active during learning times but also that it is the best drink to drink out of water bottles, due to squash causing sugar to pass through the teeth, possibly leading to increased tooth decay. Children will be offered naturally flavoured water at lunchtime. **Children should bring water to school unless there is a medical reason for an alternative, this can be discussed with the school nurse. They can bring alternative healthy drinks for lunchtime. No energy drinks, high sugar or fizzy drinks.**
- Our additional cooking curriculum also shows children how to cook a healthy and nutritious three course meal throughout each year that they are at Maidensbridge.
- Our online filtering and monitoring systems, allow us to keep a check on children's online mental health, as they access the internet and apps for learning purposes. Any comments or searches that would indicate a possible issue with poor mental health will be emailed to K Thomas, as Headteacher and DSL and this will be acted upon immediately.

It is so important that our children grow up to understand healthy choices and hopefully will be adults that continue to live a healthy lifestyle. In order to promote this, we work in partnership with parents and promote:

- Sending children to school with water (that they can re-fill during the day at school) healthy snacks and healthy lunchboxes.
- Ensuring children have a good bedtime routine and get the recommended 8-10 hours sleep a night. Please talk to us or the school nurse if this is proving difficult for your child.
- Monitoring their online activity to avoid poor mental health using apps that they are not old enough for and seeing content online or through watching films that are not appropriate for their age.
- Encouraging your child to do 30 minutes of movement at home a day. <https://www.youthsporttrust.org/mos-mission>
- Encouraging children to talk, as we know that talking can improve wellbeing and can prevent poor mental health. Please feel free to talk to us about

anything your child may talk to you about at home that you may be concerned about, and we can tackle it together.

4.5 Sex Education

The DfE advise all primary schools to have a programme of Sex Education tailored to the age and the physical and emotional maturity of the pupils. It is important that the transition phase before moving to secondary school supports ongoing emotional and physical development effectively. It should ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the National Curriculum for Science, how a baby is conceived and born.

Although no clear definition is provided by the DfE, sex education is interpreted to include **puberty, conception, reproduction, and birth**. Our programme contains the statutory elements of the National Curriculum for Science and Health Education (see *appendix 2*). Parents **do not** have the right to request withdrawal from the following compulsory aspects:

- Puberty is statutory under Health Education and the National Curriculum for Science.
- Birth and reproduction are a statutory component of the National Curriculum for Science.

4.6 Sex Education Outside of Science

Our programme also contains a small amount of non-statutory content which the school feels is age appropriate and does an important job of helping to answer some of the questions that pupils are asking as they come to the transition period between Primary and Secondary school.

The non-statutory sex education content that is included in our curriculum relates to **conception**. This non-statutory content is delivered in summer 2 in Year 6. The lesson aims to help children understand how babies are conceived with reference to sexual intercourse and other ways that adults might also choose to have children in their families. It also covers how babies develop and are born and the laws around relationships. Resources are provided by Shropshire Community Health NHS Trust and delivered by the school nurse.

Parents will be informed of when the Year 6 lesson will take place and if they wish to withdraw, procedures will be followed as set out in section 12.1.

5. Delivery

RSHE is delivered through Science and PSHE.

Timetabling: Weekly sessions will be delivered per year group. RSHE will also be delivered through assemblies.

Staffing: RSHE will normally be delivered by class teachers or Teaching Assistants or the school nurse in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups.

Resources: RSHE is delivered using quality assured, up to date resources from Coram SCARF and Shropshire Community Health. In addition to this,

social stories may also be used to support learning.

External visitors: Occasionally, appropriate and suitably experienced and/or knowledgeable visitors may be invited into school, to enhance, not replace, our delivery of RSHE. Visitors supporting the delivery of RSHE:

- Are invited into school due to their expertise or the contribution they can make.
- Are familiar with and work within the school's RSHE policy.
- Work alongside staff to plan an agreed lesson content in advance.
- Are always supervised and supported by school staff.
- Are monitored and evaluated by staff and pupils. This evaluation informs future planning.

Signposting support: All RSHE sessions will include signposting information for students, including identifying safe and appropriate adults for them to go to for help and support. This will include members of the school team to offer pastoral support but will also include the signposting of external agencies such as Childline and the NSPCC.

6. Inclusive and Accessible RSHE

The school has duties, under the Equalities Act (2010), to ensure that issues are taught in a manner that does not subject pupils to discrimination. A whole school approach is taken to inclusivity and accessibility, and care is taken to ensure that teaching meets the needs of all students, including those who are lesbian, gay, bisexual and transgender (LGBT).

An inclusive RSHE curriculum at Maidensbridge Primary School will:

- Respect that the school community includes people of different faiths, beliefs and cultural background.

- Acknowledge that pupils will grow up in many kinds of families including single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.
- Recognise that some staff or pupils may identify as LGBT.
- Take care that resources, books and displays represent all kinds of families
- Take positive action to tackle all types of prejudice including homophobia and will promote understanding and respect.
- Promote equality and combat bullying.

Particular care will be taken to ensure that RSHE is accessible to pupils with special educational needs and disabilities. The SEND code of practice outlines the need for schools to prepare children for adulthood. These pupils can be more vulnerable to exploitation and bullying which means that sensitive and age-appropriate Relationships and Health Education is an essential part of their learning. We will ensure that our curriculum is accessible to all pupils.

7. Safeguarding and Confidentiality

Good practice promotes an open forum for children to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children should be made aware of how to raise their concerns, or make a report, and how any report will be handled. This should include processes when they have a concern about a friend or peer.

All sessions will begin with a group agreement designed to create a safe space for discussion. Sessions will include information, signposting appropriate help and support, including parents and carers and the school's pastoral team.

All school staff have completed safeguarding training and should be mindful of the school's safeguarding policy and procedures when delivering RSHE sessions. Staff understand that they cannot offer unconditional confidentiality to pupils, and pupils will be made aware of this. Staff will work within the school's agreed procedures for recording and reporting disclosures and the nature of access to this information.

8. Answering Pupil Questions

Staff members at Maidensbridge Primary School are aware that views around RSHE issues are varied. However, while personal views are respected, all RSHE subject content is taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect that others have the right to a different opinion.

As with all subjects, pupils will have questions relating to what they have been learning, and teachers will use their judgement to answer questions in an age-appropriate way. Questions do not have to be answered directly and can be addressed individually. Maidensbridge believe that individual teachers must use their skill and discretion in this area, and they may refer to the subject lead or Designated Safeguarding Lead for support if they are concerned.

9. Staff Training and Development

RSHE should be delivered by staff who have received up to date training and who feel confident with the subject. Training includes information on how to use ground rules, facilitate group discussions, answer difficult questions and the delivery of sensitive content. Training may be provided in-school, on-line or as part of local support Dudley Health and Well-being initiatives.

10. Monitoring and Assessment

Maidensbridge Primary School has the same high expectations of pupils' work in RSHE as in other areas of the curriculum. Pupil's progress in RSHE is monitored by class teachers.

The subject lead will support teachers. Monitoring arrangements for the subject including planning scrutiny's, book trawls and learning walks and pupil voice outlined in the whole school monitoring plan. Pupil feedback will be important to the future development of RSHE at the school.

11. Working with Parents and Carers

Maidensbridge Primary School has consulted parents and carers, and their views have been taken into consideration when planning and delivering RSHE. Parents and carers will be kept informed about what is delivered and when, so that they can support this learning at home.

PSHE subject curriculum plans, for all units and available on our website. Parents and carers will be able to view resources for individual lessons, including any used for Sex education taught outside of science.

12. Withdrawal from RSHE Lessons

From September 2020 Parents and carers have the right to withdraw their child from **Sex Education outside of science** (as outlined above).

From September 2020 parents **do not** have the right to withdraw their child from lessons on Relationships or Health Education or the Science Curriculum.

Those parents or carers wishing to exercise this right are invited to discuss their concerns with the Headteacher and/ or RSHE Co-ordinator in the first instance. Thereafter, if parents or carers wish to formalise the withdrawal request then this must be completed in writing using the specified form in *Appendix 3* of this policy and addressed to the Headteacher.

Once a pupil has been withdrawn, they cannot take part in the RSHE programme until the request for withdrawal has been removed.

Parents, carers and staff should be aware that pupils who are withdrawn from RSHE will have questions about why this has happened. It should also be understood that pupils may ask their peers questions about lesson content.

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

13. Policy Links

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social, and cultural development. Policies include:

- Anti-Bullying Policy
- Equal Opportunities Policy
- ICT and Acceptable Use Policy
- Opal Play Policy
- Relationships Policy
- PE Policy
- RE Policy
- Safeguarding and Child Protection Policy
- Science Policy
- SEN Policy
- Teaching and Learning Policy

Year/Half-ternly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial intelligence	Growing independence & taking ownership Keeping my self healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

Appendix 1 -curriculum overview
Updated lessons 2026 highlighted in yellow

Appendix 2. Statutory content

National Curriculum for Science

Key Stage 1 (age 5-7 years) - Statutory Science Curriculum

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years) - Statutory Science Curriculum

- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Statutory Relationships and Health Education

Full details of what must be covered by the end of primary school can be found in the department for Education guidance. [DFE RSHE policy 2026](#)

Appendix 3. Parental Withdrawal Form

TO BE COMPLETED BY PARENTS			
Name of pupil		Class	
Name of parent		Date	
Reason for requesting withdrawal from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE MAIDENSBRIDGE PRIMARY SCHOOL	
Agreed actions from discussion with parents	<p style="text-align: center; font-style: italic;">List details of what was agreed at the meeting, include alternative arrangements for pupils being withdrawn.</p>
Staff signature	