Relationships, Sex & Health Education POLICY

Owned and Written by	Joanne Travi	June 2025
Approved by	Full governing body	7th July 2025
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.		

Introduction
At Bushmead Primary School, Relationships, Sex & Health Education (RSHE) gives children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Working within our PSHE, science and broader curricula, Bushmead Primary School is committed to ensuring pupils are given the knowledge and tools to develop healthy relationships. Our principles are:

- Inclusion – every child feels included and respected and valued
- Tolerance – children grow up to be respectful of people who are different
- Moral code – respect, tolerance, love, relationships, stability

From September 2020, Relationships Education became compulsory for all primary schools as set out in the DfE Guidance (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). For all maintained schools there is also a statutory duty to provide Health Education that includes primary aged children learning about the *'changing adolescent body'*.

Philosophy
RSHE plays a very important part in fulfilling the statutory duties all schools have to meet:

- RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.
- It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and offline safety.
- Together, along with the science curriculum, the RSHE curriculum aims to protect children by ensuring they have knowledge of their bodies, the human life cycle, emotions, acceptable behaviour and right and wrong.

Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Equality
Under the Equality Act 2010, we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We all have a responsibility to ensure equality permeates into all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth. We work hard to ensure that pupils are taught the importance of equality and respect and that all teaching is sensitive and age-appropriate.

Aims
RSHE is integrated into the curriculum so that it is a natural part of pupils' learning. Pupils will be provided with accurate information to combat ignorance, misconceptions, stereotypes and prejudice to enhance mutual respect, self-esteem and consideration for others. It is delivered as a 'spiral' so that it is

addressed each year in a manner that is appropriate to the development of children at particular ages. It is conducted sensitively in a relaxed environment, enabling pupils to share their feelings and views, for them to reach their own informed opinions.

Objectives
Pupils will be taught about the nature and importance of family life and bringing up children and this involves strong and mutually supportive relationships. We ensure that no stigma is placed on children based on their home circumstances. We aim to provide accurate information and to help develop skills to enable them to understand differences and respect themselves and others. RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. RSHE is also about children understanding how to keep themselves safe. We will work towards this aim in partnership with parents/carers.

Curriculum
Our RHSE curriculum is embedded within our PSHE curriculum and will be adapted when necessary. We have developed the curriculum 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 age appropriate manner so they are fully informed and do not seek answers online.

Relationships Education has the following five areas of study that should be covered by the end of primary school, through PSHE & RSHE, and includes details on what pupils should know:

Families and people who care for me:
Children should know:
- That family is important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life-long.
- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring friendships
Children should know:
- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships include mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to physically or verbally aggressive behaviour is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Children should know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their happiness.
- That in school and wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and granting in relationships with friends, peers and adults.

Online relationships

Children should know:

- People sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- How information and data are shared and used online.

Being safe

Children should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?
- About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult or others.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice, e.g. family, school and/or other sources.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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).

Sex Education
We teach plant and animal reproduction in science lessons from Year 5. The statutory National Curriculum for science states: `Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.`

It therefore makes sense that if we discuss reproduction in a scientific way that we also teach the relationship aspects of sex education in our RSHE. At Bushmead, our sex education lessons take place in Yr 6. We follow the Department for Education's recommendation:

`The department continues to recommend, therefore, that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. 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.`

Parents have the option to remove their children from the Yr 6 lessons as they are not statutory.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements that the DfE mandates schools to teach.

Christopher Winter Project
At Bushmead, we use the Christopher Winter Project scheme of learning as the basis for our RSHE lessons. The programme is as follows:

Year Group		Lesson	Lesson Content
Reception: **'Our lives'**	1	Our day	● To consider the routines and patterns of a typical day. ● Understand some areas in which the children can look after themselves e.g. dressing and undressing
	2	Keeping ourselves clean	● To understand why hygiene is important ● Explain why it is important to keep clean. Understand some basic hygiene routines
	3	Families	● To recognise that all families are different ● Identify different members of the family ● Understand how members of a family can help each other
Year 1:	1	Keepings clean	● To understand some basic hygiene principles ● Know how to keep clean and look after oneself

'Growing and caring for ourselves'	2	Growing and changing	• To introduce the concept of growing and changing • Understand that babies become children and then adults • Know the differences between boy and girl babies
	3	Families and care	• To explore different types of families and who to ask for help • Know there are different types of families • Know which people we can ask for help
Year 2: 'Differences'	1	Differences: Boys and Girls	• To introduce the concept of male and female and gender stereotypes • To identify differences between males and females • Understand that some people have fixed ideas about what boys and girls can do • Describe the difference between male and female babies
	2	Differences: Male and Female	• To explore some of the differences between males and females and to understand how this is part of the life cycle • Describe some differences between male and female animals • Understand that making a new life needs a male and a female
	3	Naming body parts	• To focus on sexual difference and name body parts • Describe the physical differences between males and females • Name the male and female body parts
Year 3: 'Valuing difference and keeping safe'	1	Differences: Male and Female	• To explore the differences between males and females and to name the body parts • Know some differences and similarities between males and females • Name male and female body parts using agreed words
	2	Personal space	• To know that a person has the right to say what they like and dislike • Identify different types of touch that people like and do not like • Understand personal space • Talk about ways of dealing with unwanted touch
	3	Family differences	• To explore different types of families and who to go to for help and support • Understand that all families are different and have different family members • Identify who to go to for help and support
Year 4: 'Growing up'	1	Growing and changing	• To explore the human lifecycle • Describe the main stages of the human lifecycle • Describe the body changes that happen when a child grows up
	2	What is puberty?	• To identify some basic facts about puberty • Discuss male and female body parts using agreed words • Know some of the changes which happen to the body during puberty

	3	Puberty changes and reproduction	• To explore how puberty is linked to reproduction • Know about the physical and emotional changes that happen in puberty • Understand that children change into adults so that they can reproduce
Year 5: **'Puberty'**	1	Talking about puberty	• To explore the emotional and physical changes occurring in puberty • Explain the main physical and emotional changes that happen during puberty • Ask questions about puberty with confidence
	2	Male and Female changes	• To understand male and female puberty changes in more detail • Understand how puberty affects the reproductive organs • Describe how to manage physical and emotional changes
	3	Puberty and Hygiene	• To explore the impact of puberty on the body and the importance of physical hygiene • To explore ways to get support during puberty • Explain how to stay clean during puberty • Describe how emotions change during puberty • Know how to get help and support during puberty
Year 6: **'Puberty, relationships and reproduction'**	1	Puberty and reproduction	• To consider puberty and reproduction • Describe how and why the body changes during puberty in preparation for reproduction • Talk about puberty and reproduction with confidence
	2	Understanding relationships	• Consider physical & emotional behaviour in relationships • Discuss different types of adult relationships with confidence • Know what form of touching is appropriate
	3	Conception and pregnancy	• To explore the process of conception and pregnancy • Describe the decisions that have to be made before having a baby • Know some basic facts about pregnancy and conception
	4	Communication in relationships	• To explore positive and negative ways of communicating in a relationship • To have considered when it is appropriate to share personal/private information in a relationship • To know how and where to get support if an online relationship goes wrong

Menstrual Well-being

Some pupils will begin menstruation while in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in toilets;
- Access to sanitary products;
- Provide emotional support.

If a pupil starts menstruating in school, we will support them on-site and will inform parents. Our RSHE programme covers basic information about menstruation in Year 4, with more detailed input in Years 5 and 6.

If your child needs support managing their periods at school, please contact their class teacher for support.

Health Education
Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

Health Education has the following eight areas of study that should be covered by the end of primary school, and includes details on what pupils should know:

- Mental health & well-being
- Online safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

The grid below shows specific Health Education content for each year group, this may be delivered through PSHE, RSHE and science lessons.

Year Group	
YR	Naming body parts; family; growing up; responsibilities; making friends, problem solving; being kind, healthy foods and exercise; keeping clean and germs; stranger danger; perseverance; achieving goals; positive attitude; inclusion; differences; bullying; solving problems; compliments; rights and responsibilities; feelings; fears and worries; working with others.
Y1	Understanding life cycles; body changes from baby to adult, naming parts of the body; family members and relationships; sharing and cooperation, conflict and resolutions; appreciation, community friends and school relationships; types of secrets; fitness challenges; healthy food choices; road safety; dreams and goals; new challenges and overcoming difficulties; working together; celebrating differences; bullying; rights and responsibilities; respect.
Y2	Life cycles of humans and animals; gender differences; appropriate relationships; identifying members of family and their importance; conflict and resolution; working with peers; appreciation; keeping healthy, understanding how the body works; healthy lifestyle choices; dreams and goals, working alone and in groups successfully; differences and individuality; bullying; hopes and fears; rights and responsibilities; choices and consequences.

Yr3	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and offline; respect for myself and others; healthy and safe choices; body changes at puberty; First Aid
Yr4	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty, First Aid
Yr5	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
Yr6	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

Lesbian, Gay, Bisexual, Transgender, Queer or Questioning + (LGBTQ +)

- We will ensure all children feel included. There are many different family types in British society, and we want to ensure that no child feels that their family is less accepted.
- Children may already be aware that some people are LGBTQ+ and have questions or misunderstandings, or be using words such as 'gay' to insult others. We want children to have an accurate but age-appropriate understanding of what these mean, and to know that using any word as an insult is hurtful and unkind.
- We teach children to accept differences and foster good relationships with others. LGBTQ+is included in lessons about similarity and difference along with a range of other characteristics such as personality, physical appearance, opinions, beliefs, culture, ethnicity, ability and special needs. Furthermore, children are taught to respect and celebrate differences.
- The Equality Act requires all schools to eliminate discrimination and advance equality of opportunity. Part of the Equality 'duty' is to teach children about acceptance, empathy and understanding of others.
- We have a safeguarding duty towards children to protect them from bullying, including homophobic bullying and the inappropriate use of words like 'gay' to insult and upset others.

Safeguarding
Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately (see Safeguarding Policy). Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen.

SEND
We ensure RSHE lessons are accessible to all pupils and we believe our flexible differentiated curriculum planning caters for pupils with SEND. We have high expectations of our pupils and we set appropriate, challenging targets. We identify those pupils who need extra support or intervention. RSHE lessons may be pre-taught or taught separately on an individual needs basis.

Evaluation, monitoring and review
The RSHE is monitored by the subject leaders, who draw up an annual subject action plan detailing how the subject is monitored and developed. Whole staff discussions take place where successful strategies can be shared, new resources introduced and whole school issues resolved. The policy will be reviewed annually.

Training and support for staff
Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE/RSHE issues is incorporated in the staff training programme, drawing on staff expertise and/or a range of external agencies. The subject leaders are also available to team teach with other members of staff.

The role of the Headteacher and Governing Body
It is the responsibility of the Governors to ensure that, as well as fulfilling their legal obligations, they also make sure that:

- All pupils make progress in achieving the expected educational outcomes regarding PSHE and RSHE;
- PSHE and RSHE is well-led, effectively managed and well planned;
- The quality of PSHE and RSHE provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

The Senior Leadership Team and PSHE co-ordinators liaise with external agencies regarding the school RSHE programme and ensure that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. SLT and the PSHE co-ordinators monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

The governing body monitors the PSHE and RSHE policy on an annual basis, gives serious consideration to any comments from parents about the programme, and makes a record of all such comments.

The Role of Parents and Carers

We recognise that parents and carers are the primary providers of RSHE for their children. Our RSHE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.
In promoting this we will:

- Inform parents about the school's RSHE policy and practice;
- Provide opportunities to view lesson plans and resources used in the RSHE programme;
- Answer any questions that parents may have about RSHE for their child;
- Take seriously any issues or concerns that parents raise.

Linked Policies

- Computing
- Curriculum
- Equality
- PE
- Behaviour and Anti-bullying
- Safeguarding
- Science
- Special Educational Needs and Disabilities

USEFUL LINKS

Curriculum Information:

- DfE Relationship Education guidance Relationships education (Primary) - GOV.UK
- Science National Curriculum National curriculum in England: science programmes of study - GOV.UK
- PSHE Association Programme of Study Programme of Study for PSHE Education (key stages 1–5)

Puberty:

- Puberty www.childline.org.uk/info-advice/you-your-body/puberty/
- Leaflet NHS: www.nhs.uk/Livewell/puberty/Docu-ments/4youmarch2010nonprinting.pdf
- NHS: www.nhs.uk/livewell/puberty/pages/puberty-signs.aspx

Periods:

- Periods Leaflet www.nhs.uk/Livewell/puberty/Documents/fpa-periods-PDF.pdf
- Periods www.betty.me/parents/
- Periods www.periodpositive.com

Relationships:

- Relationships www.childline.org.uk/
- All aspects of RSHE: www.brook.org.uk
- SEN support https://contact.org.uk/media/379646/growing_up_young_people.pdf

Safeguarding

- NSPCC PANTS Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC
- NSPCC Putting safeguarding at the heart of relationships and sex education