



Relationships, Sex and Health Education **Policy**

Date adopted by the Governing Body: July 2026

Date reviewed: July 2028

Headteacher: Lorna Urquhart

RSHE/PSHE Lead: Helen Bunce

Co-chairs of Governors: Sheila Smith and Jo Hamilton-Watson

Held by: School Improvement Committee

Policy Development and Consultation

This policy reflects the Department for Education statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)*, which becomes mandatory from 1 September 2026. The Curriculum Committee monitors the implementation of this policy annually. The policy will be formally reviewed every two years, or sooner if statutory guidance changes.

This policy has been developed by the PSHE/RSHE Lead in consultation with parents/carers, teaching staff, senior leaders and governors. Feedback from stakeholders has informed the content of the policy and curriculum. The final policy has been approved by the Governing Body.

The school recognises that consultation is an important part of ensuring that Relationships, Sex and Health Education meets the needs of the community whilst maintaining compliance with statutory guidance.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for approving the policy and monitoring its effectiveness.

Headteacher

The Headteacher has overall responsibility for ensuring statutory requirements are met and that the policy is implemented effectively.

PSHE/RSHE Lead

The PSHE/RSHE Lead is responsible for curriculum design, staff support, monitoring implementation and evaluating impact.

Teaching Staff

Teaching staff are responsible for delivering RSHE in accordance with this policy, creating a safe learning environment and responding appropriately to safeguarding concerns.

Working in Partnership with Parents

We recognise that parents and carers are the primary educators of their children in matters relating to relationships and health. The school works closely with parents to ensure they are informed about curriculum content and are supported to continue learning conversations at home.

Viewing Curriculum Resources

Parents/carers have the right to view the resources used to teach Relationships, Sex and Health Education. Requests should be made to the PSHE/RSHE Lead or Headteacher. Curriculum

overviews and supporting information will also be shared through the school website and parent communications.

Relationships, Sex and Health Education

RSHE at The Grove Junior School contributes to our statutory duty to safeguard our pupils and prepare them for the responsibilities and experiences of adult life. RSHE is learning about the **emotional, social and physical** aspects of growing up, relationships, sex, human sexuality and sexual health. Our curriculum aims to equip our pupils with the information, skills and positive values to develop healthy, respectful and safe relationships and understand how to maintain their physical and emotional wellbeing.

At The Grove Junior School we believe that good quality RSHE is an entitlement for all and must:

- Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner
- Be provided within a learning environment which is safe for our pupils and staff involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable
- Enable pupils to gain the skills and understanding to support the development of healthy bodies and minds
- Include the development of skills to support healthy and safe relationships
- Provide pupils with the knowledge and skills to access appropriate support
- Ensure our pupils are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding
- Make pupils aware of their rights, especially in relation to their bodies
- Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to help our pupils make informed choices.
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief;
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings

Relationships Education

Relationships Education is a statutory part of the primary curriculum and is taught to all pupils. It aims to help children develop the knowledge, understanding and skills needed to build positive, healthy and respectful relationships, both now and in the future. Through Relationships Education, pupils learn about:

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

Our Relationships Education curriculum promotes the values of respect, equality, honesty, kindness, inclusion and acceptance of diversity. It encourages pupils to understand the importance of stable, caring relationships, recognise their rights and responsibilities, and develop the confidence to seek help when needed.

Parents and carers do not have the right to withdraw their child from Relationships Education.

Health Education

Health Education is also a statutory part of the primary curriculum and provides pupils with the knowledge and skills needed to make informed decisions about their physical and mental wellbeing. Topics taught include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body, including puberty and menstrual wellbeing

Health Education equips pupils with the knowledge to understand how their bodies and emotions change as they grow, how to maintain healthy lifestyles, and where to access support when needed.

Parents and carers do not have the right to withdraw their child from Health Education.

Sex Education and Implementation

The Department for Education recommends that primary schools teach age-appropriate sex education to support pupils in understanding human development and preparing for the changes associated with puberty and adolescence. At The Grove Junior School, sex education is delivered through our PSHE curriculum using the Jigsaw and 1Decision programmes, alongside the National Curriculum for Science.

At The Grove Junior School, we define **Sex Education** as learning about **human reproduction**, including conception and birth, beyond the statutory content taught through Relationships Education, Health Education and Science.

Our curriculum is organised through three PSHE themes:

- Health and Wellbeing
- Living in the Wider World
- Relationships

Within these themes, pupils receive age-appropriate learning about growing up, puberty, reproduction and healthy relationships.

Year Group Content

Year 3

- Changes in the body and the early stages of puberty
- Correct anatomical vocabulary, including the names of external body parts and genitalia, taught in an age-appropriate manner to support health, safeguarding and effective communication

Year 4

- Puberty and menstruation, including understanding the physical and emotional changes experienced during puberty and ensuring that all pupils understand the menstrual cycle and menstrual wellbeing.
- Understanding how a baby develops

Year 5

- Puberty, menstruation and conception

Year 6

- Conception, birth and foetal development
- Revisiting puberty and addressing common misconceptions

The school believes that pupils should develop an age-appropriate understanding of human reproduction before leaving primary education. Learning in Relationships Education, Health Education, Science and Sex Education works together to help children understand their bodies, recognise healthy and unhealthy behaviours, stay safe and prepare for the transition to secondary school.

Parents and carers may request that their child is withdrawn from aspects of Sex Education that are taught outside the National Curriculum for Science. Requests should be made to the Headteacher and will be discussed with parents or carers before a decision is made. Alternative, purposeful education will be provided during any period of withdrawal.

The specific non-statutory Sex Education content from which parents may request withdrawal is:

- **Year 4:** Jigsaw *Changing Me* – Lesson 2 (Having a Baby)
- **Year 5:** Jigsaw *Changing Me* – Lesson 4 (Conception)
- **Year 6:** 1Decision resource covering conception and birth

Parents do not have the right to withdraw their child from Relationships Education, Health Education, or any content that forms part of the National Curriculum for Science, including learning about human development and reproduction within the science curriculum.

The school is committed to working in partnership with parents and carers and will provide information about planned learning before Sex Education is taught. Parents and carers are encouraged to discuss any questions or concerns with the Headteacher or PSHE/RSHE Lead.

Equality, Inclusion and Support

This policy will inform the school's Equalities plan.

The Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025) states that schools should ensure the needs of all pupils are appropriately met and that all pupils understand the importance of equality, inclusion and respect.

The Grove Junior School is required to comply with the requirements of the Equality Act 2010. This ensures that we do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE staff will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders are taught the information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school, we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when. We want every pupil and family to feel included, respected and valued. Staff will plan in different ways and use a variety of teaching strategies to meet the needs of individuals.

For some pupils, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A wide range of family structures and relationships will be represented within RSHE, including families with married parents, unmarried parents, single parents, adoptive parents, foster carers, same-sex parents, kinship carers, grandparents acting as carers and blended families. All children, whatever their identity or family background, should feel that RSHE is relevant to them and reflects the society in which they live.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, staff will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow. The group agreement will outline rules regarding questions. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate. When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Staff will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will attend to it on an individual basis.
- If a pupil asks a question relating to sex education content beyond that taught within the school's curriculum, teachers will respond in an age-appropriate way and may signpost the pupil to discuss the matter with their parent or carer. Responses will be factual, balanced and consistent with safeguarding responsibilities.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the PSHE/RSHE Lead as part of the evaluation and monitoring process.

Staff Training

Staff delivering RSHE receive regular professional development to ensure that teaching is accurate, age-appropriate, inclusive and aligned with current statutory guidance.

Assessment

Learning in RSHE will be assessed through pupil discussion, reflection activities, teacher observations and other age-appropriate assessment opportunities. Assessment will be used to inform future planning and identify any areas requiring additional support.

Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Staff will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate. Staff will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue.

Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures. Staff training will include the Brooks Sexual Behaviours Traffic Light tool.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

This policy supports/complements the following policies/documents:

***In school policies**

- Department for Education (DfE): Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (2025, for implementation from September 2026)
- Keeping Children Safe in Education (KCSIE) – Statutory Safeguarding Guidance for Schools and Colleges (2025, updated annually)
- PSHE Long Term Plan (Intent, Implementation and Impact) *
- Inclusion Policy *
- Child Protection and Safeguarding Policy (including FGM) *
- Anti-Bullying Policy *
- Drugs Education Policy *
- Attendance Policy *
- Equality Act 2010
- Children and Social Work Act 2017

- United Nations Convention on the Rights of the Child (UNCRC)
- PSHE Association Guidance and Resources
- Sex Education Forum Guidance and Resources
- Brook: Sexual Behaviours Traffic Light Tool
<https://www.brook.org.uk/training/sexual-behaviours-traffic-light-tool/>