



RSHE Policy

2026-2029

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 (Secretary of State 2020).

Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Primary schools are not required to provide sex education but do need to teach the elements of sex education contained in the science curriculum. However, at NHCS we do offer additional sessions in Year 6 before children transition to secondary school.

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

At Newton Hill Community School we teach RSHE as set out in this policy.

What is RSHE?

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

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

RSHE is not about the promotion of sexual activity.

At Newton Hill Community School our RSHE aims are:

- Provide Relationships and Sex Education (RSE) and Health Education through its Science One Life and non-statutory SRE curriculum – this will be combined into a RSHE curriculum.
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Newton Hill school this will be called RSHE (Relationships, Sex and Health Education) by under the title of our 'One Life' curriculum. This policy is to reflect the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

RSHE has a key part to play in the personal, social, moral and spiritual development of young people. It begins informally in the home with parents and carers long before any formal education takes place at school. The governing body have determined that the school should

offer a programme of sex and relationships education. It will be appropriate to the pupils' age and experience.

Our Curriculum: KS1 and KS2

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum. For more information about our RSHE curriculum, see Appendices 1, 2 and 3.

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

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

Early Years Foundation Stage (EYFS) Curriculum:

In EYFS children will follow the EYFS curriculum for Personal, Social and Emotional development and cover aspects of PSHE through their topics such as Homes and Families. Children will start this programme of work when they enter KS1. EYFS will also use aspects of the One Life curriculum.

NHCS Sex Education Curriculum (Non-statutory) (see appendix 1)

Our additional primary sex education will be at the end of Year 6 before transition to secondary school. These sessions will be led by school staff and other professionals e.g. school nursing team. The content of the additional sessions will be shared with parents in advance and will be tailored to the children in the class. Sessions will include:

- How a baby is conceived and born.

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 along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Planning & Resources

At Newton Hill Community School, RSHE is taught by class teachers (and visitors e.g., NHS Practitioners) through the PSHE, Science and the One Life Curriculum planning at an age appropriate level. The whole school One Life planning overview indicates where each area is taught in each year group (see additional document). The statutory National Curriculum for Science is included within this policy (see appendix 1).

Ground rules will be developed during RSHE lessons based on respect. The only additional considerations specific to RSHE ground rules (as opposed to basic class rules) will be a need to prevent personal questions. Children will be taught how to ask appropriate questions and

if required children will be given different opportunities to ask questions which can be then answered at a different time. It is explained to children that if a teacher/member of staff suspects that they or anyone else is at risk from harm, then they will need to tell another adult.

Active learning techniques such as circle time, role play, games, paired and group discussion, interviewing and presentations, are used in the teaching of RSHE. Children will also be given many opportunities to reflect on what they have learnt in RSHE lessons.

Materials used will be in accordance with the RSHE framework and the law. Any materials used will be in line with government guidance. The school will ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. The school's E Safety policy also ensures that children are protected from these materials online.

Mixed and single gender groups.

Most of RSHE is delivered in mixed sex groups. However, during lessons on puberty, both boys and girls cover the same material but are then given opportunities to discuss what has been covered in single sex groups where they might feel more comfortable doing so. This was part of a previous consultation.

Special educational needs and disabilities (SEND)

RSHE is accessible to all children. As a school we will carefully plan and differentiate where needed the resources for children with SEND to ensure that the curriculum meets the needs of children at different developmental stages. School will consult with parents/carers where appropriate.

External Visitors

External staff are used to deliver some aspects of RSHE. Whenever an external visitor is going to deliver a lesson or activity that is related to RSHE, a planning session with the speaker and a member of the teaching staff takes place to ensure that the input will be worthwhile and also to check the suitability of the content. All visitors are made aware of the RSHE policy. The visitor will also be supervised by a member of staff. Information about lesson content relating to sex education will be shared with parents/carers in advance.

Working with parents

Parents/carers are the key people in:

- teaching their children about sex and relationships
- maintaining the culture and ethos of the family
- helping their children cope with the emotional and physical aspects of growing up
- preparing them for the challenges and responsibilities that sexual maturity brings

As a school we welcome any discussions with parents regarding any questions and concerns.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components

of sex education within RSHE. Requests for withdrawal should be put in writing using the form at the end of this policy and addressed to the Headteacher (appendix 4). In primary schools the Headteacher will grant a request to withdraw a child from sex education other than as part of the science curriculum but may wish to have a discussion with the parents/carers to answer any questions. Alternative work will be given to children who are withdrawn from sex education. There may be exceptional circumstances where the school/Headteacher will consider a child's specific needs arising from their SEND when deciding about withdrawal from sessions. School will take advice from outside agencies and professionals as required.

Consultation Process

NHCS will consult with stakeholders (Governors, parents/carers and staff) regarding the updated school policy

Confidentiality & Safeguarding

Staff and visitors must follow the school's safeguarding policy in regards to confidentiality. Any concerns must be reported to the DSL through the school's CPOMS system.

Monitoring

The delivery of RSHE is monitored by the Headteacher/subject leader through learning walks, observations and pupil surveys. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems of marking working and feedback in discussions.

This policy will be reviewed by the Headteacher. At every review, the policy will be approved by Governing Body.

The Governing Body

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE (Y6)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Staff will be responsible for delivering RSHE alongside visitors (e.g. Local Authority, school nursing teams).

Pupils

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

Training

RSHE CPD is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where required.

Further Information:

The statutory guidance should be read in conjunction with:

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
 - <https://www.gov.uk/guidance/promoting-and-supporting-mental-health-and-wellbeing-in-schools-and-colleges>
 - [Keeping Children Safe in Education](#) - statutory guidance
 - [Respectful School Communities: Self Review and Signposting Tool](#) - a tool to support a whole school approach that promotes respect and discipline
 - [Behaviour and Discipline in Schools](#) - advice for schools, including advice for appropriate behaviour between pupils
 - [Equality Act 2010](#) and [Equality Act 2010: advice for schools](#)
 - [SEND code of practice: 0 to 25 years](#) - statutory guidance
 - [Alternative Provision](#) - statutory guidance
 - [Mental Health and Behaviour in Schools](#) - advice for schools
 - [Preventing and Tackling Bullying](#) - advice for schools, including advice on cyberbullying
 - [Sexual violence and sexual harassment between children in schools](#) - advice for schools
 - [The Equality and Human Rights Commission Advice and Guidance](#) - provides advice on avoiding discrimination in a variety of educational contexts
 - [Promoting Fundamental British Values as part of SMSC in schools](#) - guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
 - [SMSC requirements for independent schools](#) - guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development
- [National Citizen Service](#) - guidance for school

Review Date

This policy will be reviewed in 2029 or in line with statutory guidance updates.

This policy will be reviewed by the headteacher, staff and governors. There will also be a consultation process with parents where the updated policy will be shared and parents will be given the opportunity to respond.

Appendix 1 NHCS Statutory Science Curriculum

YEAR GROUP	TOPIC/THEME DETAILS
Year 1:	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Animals including humans)
Year 2:	Notice that animals, including humans, have offspring which grow into animals. (Animals including humans)
Year 3:	Identify that humans and some animals have skeletons and muscles for support, protection and movement. (Animals including humans)
Year 4:	Describe the simple functions of the basic parts of the digestive system in humans. (Animals including humans) Identify the different types of teeth in humans and their simple functions. (Animals including humans)
Year 5:	Describe the changes as humans develop from birth to old age. (Animals including humans) Describe the life process in some plants and animals (Living things)
Year 6:	Describe the ways in which nutrients and water are transported within animals, including humans. (Animals including humans) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. (Animals including humans) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. (Animals including humans) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Evolution and inheritance)
Year 6 Preparation for transition to secondary schools.	It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE 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. At NHCS both staff and visitors (e.g. School nursing team) deliver these sessions.
Non-statutory Sex Education (Y6)	How a baby is conceived and born. Parents will be informed in advance of this session/s taking place.

Parent form- withdrawal from non-statutory sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	