



# Great Sampford Primary School

# RSHE Policy

(Sex, Relationships and Health Education)

Updated : September 2025

Review : September 2026

## **SAFEGUARDING STATEMENT**

Great Sampford Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” (Children Act 1989). This policy plays an integral part in our aim to safeguard the children and ensure their wellbeing to promote optimum development.

### **1. Aims**

The aims of Relationships, Sex & Health Education (RSHE) at our school are to:

- Provide a framework for sensitive and age-appropriate discussions.
- Prepare pupils for puberty, understanding sexual development, health, and hygiene.
- Help pupils develop self-respect, confidence, empathy, and positive attitudes.
- Create a positive culture around issues of sexuality, relationships, and health.
- Teach pupils the correct vocabulary to describe themselves and their bodies confidently.
- Embed our school’s values of happiness, confidence, independence, respect, and resilience throughout lessons.
- Equip pupils with knowledge and skills to build positive relationships and keep themselves safe from harm, including online.

### **2. Statutory requirements**

As a maintained primary school, we provide **Relationships and Health Education** to all pupils as per section 34 of the Children and Social Work Act 2017.

We have chosen to include some **non-statutory Sex Education** elements for Years 5 and 6, detailed in section 5.

Our teaching of RSHE has regard to the Secretary of State’s guidance under section 403 of the Education Act 1996.

We follow statutory safeguarding guidance including Keeping Children Safe in Education (KCSIE).

### **3. Policy development**

This policy has been developed in consultation with staff, parents, and pupils to ensure it meets the needs of our community.

- We actively engage parents and pupils to inform curriculum content and delivery.
- The policy is reviewed regularly and ratified by the Governing Body.
- The policy is published on the school website and available free of charge on request.

## 4. Curriculum

Our curriculum is based on the Government's statutory guidance for primary schools.

Curriculum content is carefully sequenced to support pupils' development and understanding at appropriate stages.

We cover statutory Relationships and Health Education topics, complemented by science and computing (online safety) curricula.

Non-statutory Sex Education components (conception, pregnancy, birth) are taught in Years 5 and 6 only and are clearly marked in curriculum materials.

For mixed-age classes, we organise RSHE delivery over a two-year cycle to ensure comprehensive coverage.

EYFS pupils engage with learning opportunities aligned with the Early Years Foundation Stage Framework in Personal, Social, Emotional Development, Health, and Understanding the World.

## 5. Parents' right to withdraw

Parents **cannot withdraw** pupils from statutory Relationships, Health Education, or science curriculum content (including puberty and reproduction).

Parents **can withdraw** pupils from non-statutory Sex Education components by submitting a written request to the Headteacher.

The Headteacher will discuss withdrawal requests with parents (and pupils where appropriate) to clarify the curriculum's purpose and potential impacts. This discussion will be documented.

Pupils withdrawn from Sex Education will receive purposeful alternative education during this time.

Pupils can opt back into Sex Education from three terms before their 16th birthday, regardless of parental withdrawal.

## 6. Roles and responsibilities

**Governing Body:** Approves the RSHE policy and holds the Headteacher accountable for implementation.

**Headteacher:** Ensures consistent teaching of RSHE, manages withdrawal requests, and oversees safeguarding related to RSHE.

**Staff:** Deliver RSHE sensitively and inclusively, model positive attitudes, monitor pupil progress, respond to individual needs, and manage withdrawal requests appropriately. Staff receive ongoing training and support.

**Pupils:** Engage respectfully and sensitively in RSHE lessons.

## **7. Safeguarding and Managing Sensitive Questions**

Staff are trained to handle sensitive questions and disclosures appropriately, following safeguarding procedures.

Pupils are informed about confidentiality limits and how to report concerns safely, including access to external support services.

External agencies used for RSHE delivery are vetted for content accuracy, appropriateness, and safeguarding compliance.

## **8. Monitoring and Evaluation**

RSHE delivery is monitored through planning scrutiny, learning walks, lesson observations, and pupil feedback.

Pupil development in RSHE is assessed by class teachers as part of internal assessment systems.

The policy and curriculum are reviewed regularly to reflect emerging needs and local issues.

## **9. Curriculum Accessibility and Inclusivity**

RSHE content is made accessible to all pupils, including those with Special Educational Needs and Disabilities (SEND).

The curriculum promotes positive attitudes toward diversity and inclusion, avoiding language that normalises harmful behaviours or stereotypes.

**Appendix 1: Government statutory requirements: By the end of primary school pupils should know**

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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 violence is never right.</li> <li>• 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.</li> </ul>

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 2: Parent form: withdrawal from non-statutory Sex Education

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

## Appendix 3: Our school RSHE curriculum coverage

More information about PSHE and RSE can be found on our website at: <https://www.greatsampford.essex.sch.uk/page/?title=PSHE&pid=87>

PSHE Year A			
	Puffin	Swift	Eagle
Autumn 1	TEAM	TEAM	TEAM
Autumn 2	Growing Up	Growing Up	Britain
Spring 1	Be Yourself	Be Yourself	Be Yourself
Spring 2	VIPs	VIPs	VIPs
Summer 1	Britain	Britain	It's My Body / Growing Up
Summer 2	Safety First	Safety First	Safety First

PSHE Year B			
	Puffin	Swift	Eagle
Autumn 1	Think Positive	Think Positive	Think Positive
Autumn 2	It's My Body	It's My Body	Digital Wellbeing
Spring 1	One World	One World	One World
Spring 2	Money Matters	Money Matters	Money Matters
Summer 1	Digital Wellbeing	Digital Wellbeing	It's My Body / Growing Up
Summer 2	Aiming High	Aiming High	Aiming High