

Adamsrill Primary School

Relationship, Sex and Health Education Policy



Adamsrill Core Values:

Respect
Responsibility
Resilience
Integrity
Creativity

Approved by
Headteacher:

Dr Increase Esoe

Date: Sept 2026

Approved by

Mrs. Shirley Hamilton

Date: Sept 2026

Chair of Governors:

Last reviewed on:

April 2025

Review Date:

Sept 2027

1. Purpose and Aims

At Adamsrill Primary School, Relationships, Sex and Health Education (RSHE) forms an important part of our broad and balanced curriculum and our commitment to ensuring that every child feels valued, safe and able to thrive. It reflects our school values of Respect, Responsibility, Resilience, Integrity and Creativity and supports our wider approach to safeguarding, inclusion, behaviour, wellbeing and personal development.

Our aim is to provide an inclusive, carefully sequenced and age-appropriate programme that gives pupils the knowledge, vocabulary, skills and confidence they need to form positive relationships, understand their physical and emotional development, make informed and ethical decisions, recognise unsafe situations and seek help. Teaching is designed to support pupils to become kind, respectful, confident and responsible members of their community.

- develop healthy, respectful relationships with family, friends, peers and adults;
- understand boundaries, privacy, personal safety and the right to seek help;
- develop self-respect, empathy, resilience, emotional literacy and confidence;
- understand physical and mental health, including changes associated with growing up and puberty;
- use accurate, age-appropriate vocabulary for the body and relationships;
- recognise bullying, prejudice, harmful behaviour, unsafe contact and online risks, and know how to report concerns;
- respect the diversity of families, backgrounds, beliefs and protected characteristics, without stereotyping or discrimination;
- develop the knowledge and skills needed to make safe, informed and responsible choices; and
- prepare progressively for the opportunities, responsibilities and experiences of later life.

2. Statutory Framework

This policy has been rewritten with regard to the Department for Education's revised statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, which came into effect on 1 September 2026. The guidance is issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 make Relationships Education compulsory for pupils receiving primary education and Health Education compulsory in state-funded primary schools.

Sex education beyond the statutory science curriculum is not compulsory in primary schools. The DfE recommends that primary schools teach age-appropriate sex education in Years 5 and/or 6. Adamsrill will ensure that any non-statutory sex education is clearly identified for parents and is appropriate to pupils' age, stage and maturity.

Parents do not have a right to withdraw their child from Relationships Education, Health Education or statutory National Curriculum science. Parents do have the right to request withdrawal from some or all non-statutory sex education provided by the school.

3. Policy Development, Consultation and Transparency

Adamsrill recognises parents and carers as important partners in children's education. In line with statutory guidance, the school will proactively engage and consult parents when this policy is developed or reviewed, and will take account of pupil voice so that provision is relevant, safe and responsive.

- review current statutory guidance, safeguarding requirements and school/local needs;
- consult staff and governors;
- seek meaningful pupil views in an age-appropriate way;
- consult parents and carers on the policy and, in particular, any primary sex education content;
- publish the approved policy on the school website and provide a free copy on request;
- inform parents in advance about non-statutory sex education and significant changes to planned content; and
- enable parents to view the curriculum materials used to teach RSHE on request, subject to appropriate copyright arrangements.

4. What We Mean by RSHE

Relationships Education provides the foundations for positive, safe and respectful relationships. In primary school this includes families and people who care for us, caring friendships, respectful and kind relationships, online safety and awareness, boundaries, privacy and being safe.

Health Education supports pupils' physical and mental wellbeing and includes age-appropriate learning about mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs/alcohol/tobacco where relevant, health and prevention, basic first aid, and the changing adolescent body.

Primary sex education refers to teaching about human reproduction that goes beyond content taught through the statutory science curriculum. It does not replace Relationships or Health Education and is not used to encourage sexual activity. Any such teaching at Adamsrill will be factual, age-appropriate, carefully sequenced and communicated transparently to parents.

5. Curriculum Content and Sequencing

RSHE is taught principally through the school's PSHE curriculum, with relevant statutory content also taught through science, computing, physical education and other appropriate curriculum areas. Adamsrill's published PSHE and RSE curriculum is organised around threshold concepts including identity, relationships, emotions, choices and consequences, rights and responsibilities, change, physical and mental health and wellbeing, safety and diversity.

5.1 Relationships Education: by the end of primary

- Families and people who care for me: the importance of safe, loving and stable family relationships; respect for the fact that families may look different; marriage and civil partnership as legally recognised commitments; and how to seek help if family relationships feel unsafe.
- Caring friendships: making and maintaining friendships; kindness, honesty, trust, loyalty and mutual support; loneliness; managing conflict; recognising unhealthy friendships and seeking help.

- Respectful and kind relationships: healthy boundaries; assertiveness; expressing needs; managing feelings and conflict; courtesy; self-respect; respecting difference; stereotypes; bullying, including online bullying; and seeking help.
- Online safety and awareness: respectful online behaviour; peer pressure; recognising harmful contact and content; age restrictions for social media; privacy and location settings; permanence and circulation of online material; and where to seek help.
- Being safe: appropriate boundaries; privacy and safe/unsafe secrets; bodily autonomy; appropriate and inappropriate contact; recognising harmful or dangerous relationships; reporting abuse or concerns; and continuing to seek help until heard.

5.2 Health Education and changing bodies

Health Education is taught in an age-appropriate way and includes physical and mental wellbeing, healthy lifestyles, hygiene, safety and the changing adolescent body. Puberty and menstruation are taught before pupils are likely to experience significant changes, with sensitivity to individual development. Pupils are taught accurate vocabulary and are supported to understand that changes happen at different times for different people.

5.3 Statutory science

Relevant statutory science content includes naming basic external body parts; understanding that animals, including humans, have offspring which grow into adults; life cycles and reproduction in plants and animals; and changes in humans from birth to old age, including puberty. Parents cannot withdraw pupils from statutory science content.

5.4 Primary sex education at Adamsrill

Where Adamsrill teaches sex education beyond statutory science, this will normally be in Years 5 and/or 6 and will be linked appropriately to learning about puberty, conception and birth. Parents will be informed in advance about the content, timing and resources and reminded of their right to request withdrawal from this non-statutory element.

6. Teaching and Learning

Teaching will be inclusive, evidence-informed, carefully sequenced and responsive to pupils' age, stage, maturity, prior knowledge and needs. Teachers will create a safe and respectful climate in which pupils can participate without feeling pressured to disclose personal information.

- clear ground rules and respectful discussion;
- accurate and age-appropriate language;
- explicit teaching of vocabulary and concepts;
- careful use of scenarios, stories and discussion rather than requiring personal disclosure;
- opportunities to practise communication, assertiveness, boundary-setting, decision-making and help-seeking;
- regular checking of understanding and correction of misconceptions;
- adaptation and scaffolding for pupils who need it, with high expectations for all; and
- clear signposting to trusted adults and sources of support.

Teaching about sensitive or contested matters will distinguish clearly between factual content, the law and matters on which there are different views. Staff will not promote partisan views and will challenge prejudice,

bullying and disrespect.

7. Equality, Diversity and Inclusion

Adamsrill will comply with the Equality Act 2010 and the Public Sector Equality Duty. RSHE will be taught in a way that does not discriminate against or harass pupils and that promotes dignity, equality and respect.

Teaching about families will positively acknowledge that families take many forms, including single-parent families, same-sex parents, families headed by grandparents, kinship carers, adoptive families and foster families. No pupil should be stigmatised because of their family circumstances.

Primary pupils will learn about healthy, loving relationships and will encounter different family arrangements in an age-appropriate way. Teaching will avoid gender stereotypes and will be factual and respectful. Where matters relating to biological sex or gender reassignment arise, staff will teach facts and applicable law appropriately and will not present contested views as established fact.

8. Pupils with SEND and Other Additional Needs

RSHE will be accessible to all pupils, including pupils with SEND. Teachers will make reasonable and appropriate adaptations to language, resources, pacing, communication and teaching approaches while preserving the ambition and safeguarding purpose of the curriculum. Leaders recognise that some pupils with SEND may be particularly vulnerable to bullying, exploitation, harmful sexual behaviour or abuse, making effective relationships and safety education especially important.

9. Safeguarding and Confidentiality

RSHE is an important part of Adamsrill's safeguarding culture. Teaching about boundaries, privacy, safe and unsafe contact, online safety, recognising harmful relationships and reporting concerns helps pupils understand how to keep themselves and others safe.

Sensitive lessons can lead to safeguarding disclosures. Staff must follow the school's Safeguarding and Child Protection Policy and act immediately on concerns, including recording and reporting them through the school's agreed safeguarding procedures and speaking to the Designated Safeguarding Lead or a deputy. Staff must never promise a pupil absolute confidentiality. Pupils will be told, in age-appropriate language, that information may need to be shared if an adult is worried about their safety.

10. Managing Questions

Pupils' questions will be answered honestly, sensitively and in a manner appropriate to their age and stage. Staff may defer a question where answering it in a whole-class setting would be inappropriate, and may speak with the pupil individually, encourage discussion with a parent or trusted adult, or signpost appropriate support. Questions may also indicate a safeguarding concern and must be handled in accordance with safeguarding procedures.

Where a question concerns sex education that the school does not teach, or content from which a pupil has

been withdrawn, staff will support the pupil without undermining the agreed withdrawal and will avoid leaving the pupil to seek potentially unsafe or inaccurate information online.

11. Parents' Right to Request Withdrawal

Parents may request that their child be withdrawn from some or all non-statutory sex education delivered by Adamsrill. A request should be made in writing to the Headteacher.

Before withdrawal, the Headteacher will normally offer to discuss the request with the parent and, where appropriate, the pupil. This discussion is intended to clarify the nature and purpose of the curriculum, the content from which withdrawal is requested and the possible effects of withdrawal. A record will be kept.

For a primary-aged pupil, a request to withdraw from non-statutory sex education will be granted. The right does not extend to Relationships Education, Health Education or statutory science, including relevant science content about puberty or reproduction. During withdrawal, the school will provide appropriate, purposeful supervised education.

12. Working with Parents and Access to Materials

Adamsrill values the partnership between home and school and will communicate clearly about RSHE. Parents will be made aware of planned content and will be able to view all curriculum materials used to teach RSHE on request. Where copyright restrictions apply, the school will provide access in a lawful way, for example through a presentation, controlled parent access or supervised viewing; copyright will not be used as a reason to refuse parents access to materials.

13. External Visitors and Resources

External organisations or health professionals may enhance RSHE but will not replace the school's planned curriculum. Adamsrill remains responsible for what is taught and how it is taught. The school will check the suitability, accuracy, age-appropriateness, accessibility and impartiality of external resources and the credentials of visitors. Lesson plans and materials will be reviewed in advance and safeguarding/confidentiality arrangements agreed. Parents will be able to view materials used.

14. Roles and Responsibilities

14.1 Governing Body

- approve and keep this policy under review;
- ensure statutory requirements are met and teaching is accessible to pupils with SEND;
- ensure curriculum content and materials align with statutory guidance;
- ensure clear information is available to parents about content, materials, external providers and withdrawal rights; and
- hold leaders to account for the quality, inclusion and impact of RSHE.

14.2 Headteacher

- ensure this policy is implemented consistently;
- ensure appropriate staffing, training, curriculum sequencing and safeguarding arrangements;
- oversee parent consultation and transparency;
- manage requests for withdrawal from non-statutory sex education; and
- ensure concerns about content, delivery or safeguarding are addressed promptly.

14.3 PSHE/RSHE Lead

- lead curriculum planning and progression;
- support and train staff;
- review resources and external provision;
- monitor teaching, pupil learning and pupil voice; and
- work with other curriculum leaders to avoid unnecessary duplication and strengthen connections.

14.4 Teaching Staff

- teach RSHE sensitively, accurately and in line with agreed curriculum plans;
- model respectful attitudes and language;
- adapt teaching so all pupils can access it;
- check understanding and address misconceptions;
- follow safeguarding procedures and maintain appropriate confidentiality; and
- raise concerns or training needs with leaders.

14.5 Pupils

Pupils are expected to participate respectfully, listen to others, follow agreed ground rules, avoid personal or discriminatory comments and know that they can seek help from a trusted adult.

15. Staff Training

Staff receive appropriate RSHE and safeguarding training through induction and continuing professional development. Training will support staff to teach sensitive content confidently, use accurate terminology, make appropriate adaptations, manage difficult questions and recognise/respond to safeguarding disclosures.

16. Monitoring, Assessment and Evaluation

Leaders will evaluate RSHE through curriculum review, planning and resource scrutiny, lesson visits, work where appropriate, pupil voice, staff feedback, parent feedback and safeguarding/pastoral intelligence. Evaluation will focus not simply on whether content has been covered, but on what pupils know, remember, understand and can apply.

- whether statutory content is taught in a coherent and age-appropriate sequence;
- whether pupils can explain healthy relationships, boundaries, safety and help-seeking;
- whether misconceptions are identified and corrected;
- whether provision is accessible and effective for pupils with SEND and other vulnerable pupils;
- whether pupils feel safe, listened to and respected; and
- whether parent communication and access to materials are effective.

17. Links with Other School Policies

This policy should be read alongside Adamsrill's current policies and procedures on:

- Safeguarding and Child Protection;
- Behaviour and Statement of Behaviour Principles;
- Equality Information/Objectives and Single Equality;
- SEND and Accessibility;
- Online Safety / E-Safety and Computing;
- Anti-bullying arrangements;
- Intimate Care;
- Medical Needs and First Aid;
- Home–School Communication; and
- PSHE, Science and the wider curriculum.

18. Review and Publication

This policy will be published on the school website and made available free of charge on request. It will be reviewed at least annually, or earlier where statutory guidance, legislation, safeguarding requirements or the needs of the school community change. Parents will be consulted when the policy is reviewed.

Appendix 1: Adamsrill RSHE Curriculum Principles

Threshold concept	Curriculum emphasis
Identity	Developing self-knowledge, self-respect, confidence and a secure sense of personal strengths and values.
Relationships	Building positive relationships through kindness, respect, empathy, communication, boundaries and help-seeking.
Emotions	Recognising, naming and managing emotions and responding appropriately to the feelings of others.
Choices and consequences	Making informed, safe and responsible choices and understanding their effects on self and others.
Rights and responsibilities	Understanding personal rights, bodily autonomy, respect for others and responsibilities within school and wider society.
Change	Preparing for change, including growing up, puberty, transitions and changing relationships.
Physical health and wellbeing	Developing knowledge and habits that support healthy bodies, hygiene, exercise and prevention.
Mental health and wellbeing	Developing emotional literacy, resilience, coping strategies and knowledge of how and where to seek help.
Safety	Understanding boundaries, privacy, online safety, unsafe contact, harmful relationships and reporting concerns.
Diversity	Respecting different families, backgrounds, beliefs and protected characteristics and challenging stereotypes and prejudice.

Appendix 2: Key Statutory Relationships Education Areas by the End of Primary

Adamsrill's curriculum will ensure that pupils are taught the statutory primary Relationships Education content within the following five areas, sequenced appropriately across the primary phase:

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

	FOUNDATION STAGE	KEY STAGE ONE		KEY STAGE TWO			
	Early Years	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
TOPICS	Myself and Others	Myself and Others	Differences: Boys and girls	Self Esteem	Growing and Changing	Talking about puberty	Puberty and reproduction
	Family Networks	Body Parts	Differences: Male and Female	Challenging Gender Stereotypes	Body changes and reproduction	Becoming men and women	Relationships and reproduction
	Body Awareness	Family	Naming Body Parts	Differences: Male and Female	What is puberty?	Puberty and hygiene	Conception and pregnancy
	Hygiene	Friendships	Everybody needs caring for	Family Differences	Thinking, feeling, doing – changing relationships	Menstruation and wet dreams	Being a parent
		Choices	Looking after the body	Decision Making	Assertiveness	Menstruation education for girls	HIV Transmission
				Safety	Your questions answered	Building good relationships	Your questions answered
	Include assessment opportunities in every lesson and at the end each unit. See section 4 on assessment						

Detailed year-group curriculum maps and the resources used to teach RSHE are maintained by the school and are available to parents in accordance with this policy.

Families and people who care for me	Pupils should know: • that families are important for children growing up because they can provide love, security and stability; • the characteristics of healthy family life, including commitment to one another, protection and care, supporting each other during difficult times, spending time together and sharing each other's lives; • that families in school and in the wider world may look different from their own family, and that these differences should be respected; • 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 lifelong.
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	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	Pupils should know - how important friendships are in making us feel happy and secure, and how people choose and make friends. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - that 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 violence 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	Pupils 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 own happiness. - 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. - 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 giving in relationships with friends, peers and adults.
Online relationships	Pupils should know - that 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 is shared and used online.
Being safe	Pupils 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. • 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.
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Statutory Science Curriculum (National Curriculum 2014)

Key Stage 1

Year 1

Pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. *Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.*

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults. *They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2

Year 3

Pupils should be taught to:

- identify that humans and some other animals have skeletons and muscles for support, protection and movement. *Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.*

Year 4

Pupils should be taught to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions

Year 5

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals. *Pupils should find*

out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

- describe the changes as humans develop to old age. *Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows*

Year 6

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. *Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.*
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. *They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution*

Appendix 3: Principal Legal and Guidance References

- Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance, revised guidance effective 1 September 2026.
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Children and Social Work Act 2017, sections 34 and 35.
- Education Act 2002, section 80A.
- Education Act 1996, section 403.
- Equality Act 2010, including the Public Sector Equality Duty.
- National Curriculum in England: Science programmes of study.
- Keeping Children Safe in Education (current statutory guidance).
- SEND Code of Practice: 0 to 25 years

