



Three Bridges Primary School

Relationships, Sex and Health Education (RSHE) Policy

Approval Date: July 2026

Review Date: December 2027

Headteacher: *TEmberson*

Relationships, Sex and Health Education (RSHE) Policy

1. Definitions, Rationale and Ethos

At Three Bridges Primary School, we believe that Relationships, Sex and Health Education (RSHE) is an essential part of a child's education. RSHE equips children with the knowledge, understanding and skills they need to build positive relationships, stay safe, maintain good physical and mental health, and prepare for the opportunities, responsibilities and experiences of later life.

Our RSHE curriculum is underpinned by the school values, behaviour expectations and safeguarding principles. We are committed to providing an age-appropriate, inclusive and accessible curriculum that reflects the needs of our pupils and community.

RSHE supports children to develop confidence, resilience, self-esteem and respect for themselves and others. Through high-quality teaching, pupils learn how to form healthy relationships, understand their rights and responsibilities, recognise risks and know how to seek help when needed.

Aims

We aim to:

- Provide accurate, age-appropriate information about relationships, health and human development.
 - Foster self-esteem, confidence and a positive body image.
 - Enable children to explore and ask questions about themselves and others in a safe and supportive environment.
 - Encourage respectful, positive and healthy relationships.
 - Develop pupils' understanding of personal safety, boundaries and seeking help.
 - Equip children with the knowledge and skills needed to keep themselves safe now and in the future.
 - Promote respect for diversity and individual differences.
 - Prepare pupils for the physical and emotional changes associated with growing up.
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2. Legal Framework

This policy has been developed with reference to:

- The Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- The Department for Education statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2026).
- The Education Act 2002.
- The Equality Act 2010.
- The current edition of *Keeping Children Safe in Education (KCSIE)*.
- The National Curriculum for England.
- The SEND Code of Practice (2015).

As a primary school, Three Bridges Primary School is required to provide statutory Relationships Education and Health Education. Elements of human development and reproduction are also taught through the National Curriculum for Science.

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Therapeutic Thinking and Behaviour Policy
- Equality Scheme for Equal Opportunities, Race, Gender & Disability
- Online Safety Policy
- Anti-Bullying Policy

3. Roles and Responsibilities

Parents and Carers

We recognise that parents and carers are the primary educators of their children in matters relating to relationships and health.

The school values working in partnership with parents and carers and encourages open communication regarding the RSHE curriculum.

Parents and carers are encouraged to contact the school if they wish to discuss any aspect of the curriculum.

Teachers

RSHE is delivered by class teachers through PSHE and Science lessons.

To ensure consistency, positive relationships and effective safeguarding, PSHE and RSHE lessons should be taught by the class teacher.

Teachers are responsible for:

- Delivering lessons in a sensitive, age-appropriate and inclusive manner.
- Creating a safe and respectful learning environment.
- Using inclusive language.
- Using correct anatomical and subject-specific terminology.
- Following lesson guidance and resources to ensure consistency and accuracy.
- Ensuring that all pupils can access learning appropriately.
- Responding appropriately to pupils' questions.
- Following safeguarding procedures where concerns arise.
- Informing parents and carers via Dojo about the RSHE content that will be taught and providing an opportunity for parents and carers to view the teaching resources with the class teacher after school, should they wish to do so.

The school recognises that pupils with SEND may be more vulnerable to exploitation, unhealthy relationships and safeguarding risks. Therefore, all pupils will be supported to access RSHE learning at a level appropriate to their needs.

Headteacher

The Headteacher is responsible for:

- Ensuring the effective implementation of this policy.
- Supporting staff with training and curriculum development.
- Informing parents and carers about the curriculum and policy.
- Monitoring the quality of provision.
- Ensuring statutory requirements are met.

Governors

Governors are responsible for:

- Monitoring the implementation and effectiveness of this policy.
 - Ensuring statutory duties are fulfilled.
 - Supporting policy review and curriculum development.
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4. Curriculum Design

RSHE is taught from Reception to Year 6 and is embedded within the wider curriculum. Teaching is progressive, builds on prior learning and supports pupils' development as they move through the school.

Most content is delivered through PSHE and Science lessons.

The school uses quality assured resources from the PSHE Association to support the delivery of RSHE. Resources are selected to ensure teaching is age-appropriate, inclusive, evidence-based and aligned with statutory guidance.

A detailed overview of the RSHE curriculum, including the key learning themes and progression of knowledge and skills from Reception to Year 6, is provided in the **Appendix** at the end of this policy. The appendix forms part of this policy and should be read alongside this document to provide further information about the content and sequencing of the school's RSHE curriculum.

Curriculum Content

The curriculum covers all statutory requirements for Relationships Education and Health Education.

Relationships Education

Pupils learn about:

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

Health Education

Pupils learn about:

- Mental wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Health and prevention.
- Basic first aid.
- Developing bodies.

Growing Up and Human Development

In line with statutory guidance, pupils are taught about the developing body in an age-appropriate way. This includes:

- Understanding body parts and their functions.
- Using correct anatomical vocabulary.
- Recognising similarities and differences between people.
- Understanding how bodies grow and change over time.
- Learning about puberty and the physical, emotional and social changes associated with growing up.
- Learning about human development and reproduction through the National Curriculum for Science.

The government guidance recommends that primary schools prepare children for secondary school by teaching:

- How a baby is conceived.
- How a baby is born.

Three Bridges Primary School has chosen to teach these in a way that is very basic and scientific, without describing the act of intercourse itself. This is one lesson in Year 6 and parents have the right to withdraw their child from this lesson. The school teaches all statutory aspects of Relationships Education, Health Education and National Curriculum Science.

5. Safe and Effective Practice

Creating a safe space for learning is a non-negotiable element of all PSHE and RSHE lessons.

To support safe and effective learning:

- Ground rules are established and revisited at the beginning of each lesson.
- Pupils have access to a question box where questions can be submitted anonymously if they wish.
- Appropriate sources of support and help are signposted to pupils at the end of lessons.
- Inclusive language is used at all times.
- Correct terminology is taught and modelled by staff.
- Teaching is carefully planned to ensure content is age-appropriate and developmentally appropriate.
- Links are made to the school's values, behaviour expectations and school rules.
- Staff create an environment where pupils feel respected, listened to and able to participate safely.

Pupils are encouraged to ask questions and engage in discussion. Teachers will answer questions honestly and appropriately, taking account of the age, maturity and understanding of the pupils.

Where questions are not considered age-appropriate or relate to content beyond the primary curriculum, staff will respond sensitively by explaining that pupils will learn more about the topic as they progress through their education. For example, pupils may be told that they will revisit and explore a particular subject in greater depth during secondary school.

Teachers will not provide information that falls outside the school's agreed curriculum or that is not appropriate to the age and developmental stage of the pupils.

6. Openness and Engagement with Parents and Other Stakeholders

The school values partnership with parents and carers and believes that effective RSHE is enhanced when schools and families work together.

Information about the RSHE curriculum and resources used to support teaching and learning will be made available to parents and carers upon request. We notify parents/carers when RSHE is taught via Dojo and enable parents to view the materials with the class teacher if they would like to see them prior to the lessons being taught.

The school welcomes discussion and feedback regarding the content and delivery of the curriculum.

The Headteacher and Governors will work together to ensure that parents, carers and other stakeholders are informed about the school's approach to RSHE and have opportunities to contribute to policy review and curriculum development.

7. Right to Withdraw from Sex Education

Even though sex education is not statutory in primary schools. The government guidance recommends that primary schools prepare children for secondary school by teaching:

- How a baby is conceived.
- How a baby is born.

Three Bridges Primary School has chosen to teach these in a way that is very basic and scientific, without describing the act of intercourse itself. This is one lesson in Year 6 and parents have the right to withdraw their child from this lesson.

Parents do not have the right to withdraw their child from:

- Statutory Relationships Education.
- Statutory Health Education.
- Any content taught through the National Curriculum for Science, including human development and puberty (which also form part of health education in primary).

If a parent/ carer wishes to withdraw their child from the Year 6 lesson about 'How a baby is made' they can do so by contacting the Head teacher Mrs Emberson. The school will fulfil its responsibility to ensure children withdrawn from this lesson receive purposeful education.

8. Safeguarding

Safeguarding is at the heart of the RSHE curriculum.

Through RSHE, pupils learn how to:

- Build healthy and respectful relationships.
- Understand personal boundaries and privacy.
- Recognise inappropriate or unsafe behaviour.
- Stay safe online.
- Identify trusted adults who can help them.
- Seek support when they are worried or concerned.

Teachers conduct RSHE lessons sensitively and professionally. Whilst pupils are encouraged to contribute to discussions, staff cannot guarantee confidentiality if information disclosed indicates that a child may be at risk of harm.

Any safeguarding concerns or disclosures arising from RSHE lessons will be dealt with in accordance with the school's Child Protection and Safeguarding Policy.

Concerns will be referred to the Designated Safeguarding Lead (DSL), who will determine the appropriate course of action.

9. Monitoring, Reporting and Evaluation

The Headteacher, Governors and PSHE/RSHE Lead are responsible for monitoring and evaluating the effectiveness of the curriculum.

Monitoring activities may include:

- Lesson observations.
- Planning reviews.
- Resource reviews.
- Pupil voice activities.
- Staff feedback.
- Parent and carer feedback.
- Curriculum evaluations.

Monitoring outcomes will be used to:

- Assess the effectiveness of provision.
- Identify strengths and areas for development.
- Inform curriculum planning.
- Identify staff training needs.
- Ensure continued compliance with statutory guidance.

Where visitors or external agencies are used to support the delivery of the RSHE curriculum, the RSHE Lead will liaise with them in advance, review any resources and materials to be used, and ensure that all content and workshops are delivered in a manner that is appropriate to the age, developmental stage, and needs of the pupils.

10. Policy Review

This policy will be reviewed regularly to ensure that it remains compliant with statutory requirements and continues to meet the needs of pupils and the wider school community.

The policy will be reviewed by the Headteacher, PSHE/RSHE Lead and Governors.

Approval Date: July 2026

Review Date: January 2028

Signed (Headteacher): _____

Signed (Chair of Governors): _____

Appendix: Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education (RSHE) Curriculum Overview

Intent

Our RSHE curriculum is designed to equip pupils with the knowledge, skills and attributes they need to build positive relationships, maintain good physical and mental health, stay safe, and prepare for life in modern Britain. Learning is delivered through a progressive programme from Reception to Year 6, following the PSHE Association Programme of Study and meeting statutory Relationships Education and Health Education requirements.

EYFS – Reception

In Reception, RSHE is taught through age-appropriate, play-based learning and is embedded within the EYFS curriculum, particularly Personal, Social and Emotional Development (PSED). Learning provides the foundations for the statutory Relationships Education and Health Education curriculum from Year 1 onwards.

Relationships Education

- Developing friendships and positive relationships.
- Learning to share, listen and take turns.
- Understanding kindness, respect and caring for others.
- Recognising and responding to unkind behaviour.
- Identifying trusted adults who can help.

Health and Wellbeing

- Recognising and expressing feelings.
- Developing simple strategies to manage emotions and behaviour.
- Developing confidence, resilience and positive self-esteem.
- Understanding the importance of healthy eating, sleep and physical activity.
- Developing good personal hygiene and dental health.

Growing and Changing

- Understanding that people grow and change.
- Recognising and respecting differences between people.
- Learning the correct names for parts of the body.

- Beginning to understand privacy and personal boundaries.
- Understanding that some parts of the body are private.

Keeping Safe

- Understanding simple rules for keeping safe.
- Recognising when something feels unsafe or uncomfortable.
- Understanding that their body belongs to them.
- Beginning to understand that they can say no to unwanted touch.
- Identifying trusted adults and knowing how to seek help.
- Learning age-appropriate personal safety messages through the NSPCC Talk PANTS approach.

EYFS Curriculum Resources

The school uses quality-assured resources from the PSHE Association and other appropriate organisations to support EYFS RSHE teaching.

Teaching includes:

- Friendship and bullying.
- Foundations for Wellbeing.
- NSPCC Talk PANTS.
- Dental health.

Learning is delivered through stories, discussion, play, role play and everyday routines, providing opportunities for children to develop and practise their knowledge, skills and understanding.

Year 1

Relationships Education

- Making and maintaining friendships.
- Playing and learning cooperatively.
- Sharing, listening and taking turns.
- Understanding kindness and respect.
- Recognising and responding to bullying.
- Understanding families and how family members care for one another.
- Recognising similarities, differences and individuality.

Health Education

- Identifying and expressing feelings.
- Understanding emotions and simple self-regulation strategies.
- Developing positive mental wellbeing.

- Healthy lifestyles including:
 - Healthy eating and drinking
 - Sleep routines
 - Physical activity
 - Dental hygiene
 - Handwashing and personal hygiene
 - Sun safety

Keeping Safe

- Asking for permission and understanding consent in everyday situations.
 - Identifying hazards in the home.
 - Understanding medicines and household products.
 - Learning how to stay safe at home.
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Year 2

Relationships Education

- Understanding how people grow and change throughout life.
- Identifying trusted adults and special people.
- Learning correct names for body parts, including external genitalia.
- Understanding personal privacy through the NSPCC PANTS rules.

Health Education

- Recognising a wider range of emotions and their intensity.
- Developing strategies to manage feelings.
- Understanding change, loss and bereavement.

Keeping Safe

- Online safety and responsible use of technology.
 - Understanding personal information and privacy online.
 - Road and rail safety.
 - Knowing what an emergency is and how to seek help.
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Year 3

Relationships Education

- Developing a positive sense of identity.
- Understanding belonging and inclusion.

- Building and maintaining healthy friendships.
- Managing disagreements and friendship difficulties.

Health Education

- Developing emotional awareness.
- Managing worries and challenging situations.
- Building healthy habits:
 - Healthy food choices
 - Physical activity
 - Dental health

Keeping Safe

- Online safety, passwords and protecting devices.
 - Understanding age ratings and media choices.
 - Sun safety, water safety and railway safety.
 - Basic first aid and emergency procedures.
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Year 4

Relationships Education

- Forming respectful relationships.
- Understanding friendship challenges and bullying.
- Developing empathy, kindness and respect.
- Exploring family relationships and diverse family structures.
- Understanding marriage and committed relationships.

Health Education

- Building resilience and emotional regulation.
- Understanding and managing worries.
- Learning about change and loss.

Growing and Changing

- Introduction to puberty (menstruation)
- Physical and emotional changes during puberty.
- Personal hygiene.
- Reinforcing body safety through the PANTS rules.

Keeping Safe

- Assessing and managing risk.

- Understanding peer influence.
 - Safety at home, on roads and around fireworks.
 - Understanding risks associated with smoking, vaping and alcohol.
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Year 5

Relationships Education

- Positive and respectful friendships.
- Recognising and responding to bullying.
- Challenging stereotypes and prejudice.
- Understanding extremism and discrimination.
- Respecting personal boundaries.
- Seeking, giving and refusing permission appropriately.
- Understanding appropriate and inappropriate touch.

Health Education

- Further development of emotional wellbeing and self-regulation.
- Understanding the impact of news and media on wellbeing.
- Exploring climate anxiety and positive action.

Growing and Changing

- Introduction to puberty continued from Year 4.
- Physical and emotional changes during puberty.
- Personal hygiene.
- Reinforcing body safety through the PANTS rules.

Keeping Safe

- Online relationships and safe online communication.
 - Cyber safety and cybercrime awareness.
 - Understanding Female Genital Mutilation (FGM) as a safeguarding issue.
 - Sun safety, physical activity and healthy lifestyle choices.
 - Basic first aid skills.
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Year 6

Relationships Education

- Positive and healthy relationships.
- Preparing for increased independence.

- Understanding respectful relationships during adolescence.
- Transition to secondary school.

Health Education

- Managing stress, worry and emotional wellbeing.
- Healthy sleep habits.
- Understanding the impact of money and consumer choices on wellbeing.

Growing and Changing (Puberty and Sex Education)

- Revisiting and consolidating learning about puberty.
- Physical, emotional and social changes during adolescence.
- Understanding how babies are conceived and born (sex education- can be withdrawn from)
- Developing knowledge of healthy adult relationships.

Parents retain the right to withdraw their child from the sex education component ("How a baby is made") in accordance with statutory guidance.

Keeping Safe

- Legal and illegal drugs.
- Medicines and substance misuse.
- Tobacco, vaping and alcohol.
- Online financial harms and gambling risks.
- Artificial intelligence, digital safety and deepfakes.
- Preparing safely for secondary school and future life.

Progression Across the Curriculum

Throughout Key Stages 1 and 2, pupils progressively develop:

Relationships

- Friendship skills
- Respect and empathy
- Family relationships
- Consent and boundaries
- Inclusion and diversity
- Healthy and respectful relationships

Health and Wellbeing

- Emotional literacy
- Mental wellbeing

- Self-regulation
- Healthy lifestyles
- Personal hygiene
- Puberty and growing up

Safety

- Personal safety
- Online safety
- Road, rail and water safety
- Risk assessment
- Substance education
- First aid
- Safeguarding and seeking help

The curriculum is delivered in an age-appropriate and inclusive manner, building on prior learning each year and supporting pupils to become healthy, safe, respectful and responsible members of society.