



Relationships, Sex and Health Education Policy

June 2025

Contents

Relationships, Sex and Health Education Policy	1
School statement of commitment	3
Policy development	3
Definition of RSHE	3
Why will we teach RSHE at Jubilee Primary School?	4
Aims of the Programme.....	4
Values promoted through RSHE	4
Objectives for RSHE	5
Knowledge and understanding.....	5
Personal and social skills	5
As a school with a Christian faith ethos	6
Statutory Responsibilities	6
The role of the Governing Body.....	6
The role of the Headteacher.....	7
Legal requirements in respect of RSHE.....	7
Confidentiality, safeguarding and child protection	7
Content and Organisation of the Programme.....	8
Teaching RSHE.....	8
Ground rules	8
Questions	8
Resources.....	8
Use of language.....	9
Assessing RSHE	9
Staff Training.....	9
Working with Parents and Carers	9
Withdrawing a pupil from RSHE.....	10
Governor approval and review dates.....	10
Changes since last policy version.....	10
Approval.....	10
Appendix 1 - Roadmap to Statutory RSHE - planning document.	11

School statement of commitment

Jubilee Primary School believes that RSHE needs to be taught according to best practice guidelines, within a supportive context that is underpinned by the school's ethos.

It aims to equip our children for life, emphasising the importance of healthy relationships in preparing them for the physical and emotional changes during puberty and the conception and birth of a baby within loving, committed relationships including marriage [as defined as the "lifelong union of one man to one woman confirmed by legal vows"]

The provision for all children is outlined below, but children's own varied and sometimes highly complex experiences of relationships and their own questions mean that the programme may need to be adapted to meet their needs. This will always be done in collaboration with parents and carers. We want to encourage parents and carers to communicate their child's questions and thoughts in relation to RSHE with us so that we can best support their developing understanding in school.

Policy development

This policy has been developed in consultation with staff, trustees, pupils and parents. The consultation and policy development process involved the following steps:

- Review – a working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Ratification – once amendments were made, the policy was shared with trustees and ratified

Definition of RSHE

RSHE is defined as 'Relationship, Sex and Health Education,' as set out in the DFE's document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)'

Relationship, Sex and Health Education is not just learning about growing up, physical changes and reproduction and to understand about human sexuality and sexual health. It is also about enabling children to make and maintain relationships with others, understand the importance of loving and stable relationships, to respect themselves, setting their own boundaries and deeply consider the choices they make. This involves helping children to gain knowledge, develop skills and form positive beliefs and attitudes.

Why will we teach RSHE at Jubilee Primary School?

Our commitment is to equip children for life and to nurture them through this process. We believe good relationship and health education will

- provide an opportunity to talk about feelings and relationships
- promote the skills necessary for effective communication and loving, caring, respectful and happy relationships
- prepare children for the physical and emotional changes that take place at puberty
- help develop positive attitudes, values and self-esteem that help to keep them safe, build positive, healthy relationships and support them making sound choices
- help protect children from sexual exploitation and inappropriate online content.

Aims of the Programme

Values promoted through RSHE

Our RSHE programme promotes the aims and values of our school which include;

- The sanctity of marriage; valuing family life and stable, loving and committed relationships.
- Respect for self and others.
- Commitment, trust and love within relationships.
- Respect for rights and responsibilities in relationships.
- Understanding diversity, promoting acceptance, eliminating discrimination regarding religion, gender, race, culture and sexuality.
- Gender equality (challenging gender stereotypes and inequality) and the equality of value in relationships.

Objectives for RSHE

To enable children to:

- Develop the confidence to talk, listen and think about feelings and relationships.
- Make and maintain friendships.
- Understand the importance of respect, responsibility, commitment, love and care in relationships.
- Understand and respect different types of families.
- Develop positive attitudes about growing up.
- Explore their own and other people's attitudes and values.
- Challenge and prevent discrimination based on sexuality and gender.
- Avoid sexist language and bullying of any kind.
- Challenge inequality and promote equality and respect in relationships.
- Know the correct biological names for the parts of the body, including the male and female reproductive parts.
- Know and understand about emotional, social and physical changes at puberty.
- Know and understand about conception and reproduction.
- Discuss their concerns and correct misunderstanding they may have gained from the media and peers.
- Keep safe online and offline.
- Recognise when something is risky or unsafe.

Knowledge and understanding

- Emotional, social and physical aspects of growing up.
- Puberty, reproduction and pregnancy.
- Parts of the human body including the male and female reproductive systems.
- Different families.
- Different types of relationships, healthy and unhealthy relationships and where to get help if needed.

Personal and social skills

- Talking and listening to others.
- Developing, exploring and defending their own value system.

- Identifying and maintaining their own physical and emotional boundaries.
- Making friends and managing friendships.
- Forming and maintaining loving, caring and respectful relationships.
- Developing self-respect and empathy for others, respecting the differences between people.
- Resilience to cope with change, making choices and managing options.
- Making responsible and safe decisions.

As a school with a Christian faith ethos

“Schools with a religious character can continue to deliver sex and relationship education in accordance with their particular religious doctrines or ethos. They must do so in a sensitive, reasonable, respectful and balanced way.” (Equalities and Human Rights Commission, 2013)

We promote Christian marriage as a foundational building block for society while recognising the various other forms of committed relationships. We subscribe to the definition of Christian marriage as “the lifelong union of one man to one woman confirmed by legal vows”. We will also promote the importance of marriage in other major world religions. Social and Emotional skills will be taught through the school’s Christian values.

Statutory Responsibilities

The role of the Governing Body

Its purpose is to:

- Produce an up-to-date RSHE policy
- Give information to staff, parents and carers, governors, pupils and other stakeholders regarding the content, organisation and approach to teaching RSHE in Jubilee Primary School and how the school meets its legal requirements.
- Enable parents and carers to support their children in learning about RSHE
- Give a clear statement on what the school aims to achieve from RSHE, the values underpinning it and why it is important for primary school pupils.
- Be clear about how we address RSHE in our context as a school with a faith ethos.

Stephen Thompson, designated trustee for RSHE will check the school complies with the policy.

The role of the Headteacher

It is the responsibility of the Headteacher to ensure that both staff and parents are informed about our RSHE policy, and that the policy is implemented effectively. It is also the Headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively, answer questions and teach any difficult issues with sensitivity.

Legal requirements in respect of RSHE

- Duty to promote well-being (Children Act 2004).
- Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006).
- Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006).
- Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006).
- Teach statutory RSHE elements in the Science National Curriculum.
- Have an up to date policy developed in consultation with pupils and parents (Education Act 1996).
- Meet the school's safeguarding obligations.
- Teachers to be aware of disclosures and possibilities of FGM (Female Genital Mutilation) and act accordingly.
- RSHE programme will accessible to all pupils including those with Special Educational Needs (SEND).
- Make the policy available to pupils and parents (Education Act 1996).
- Right of parental withdrawal from all or part of RSHE except those parts included in the Science national curriculum (Education Act 1996).
- Taking account of the DfE guidance on RSHE (2000).
- DfE expects that all state schools "should make provision for personal, social, health and economic education (PSHE) and that "RSHE is an important part of PSHE" (DfE guidance on PSHE 2013).
- Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010).
- Ensure children know where and how to seek information and advice when they need help.

Confidentiality, safeguarding and child protection

Although RSHE is not about personal disclosures and personal issues, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise pupils absolute confidentiality, and pupils know this too. If teachers are

concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Lead and follow the school's Safeguarding and Child Protection procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

Content and Organisation of the Programme

Teaching RSHE

The relationship aspect of RSHE is significantly developed through children's Religious Education, PSHE and Citizenship, Science and Computing curriculum as well as non-curriculum areas such as assemblies and Big Think. See appendix (i) Relationships and Sex Education (RSHE) across the curriculum at Jubilee Primary School. Teaching is appropriate to the age and maturity of pupils and progresses from one year to another, building on what has been learnt in previous years.

On the whole pupils will be taught in mixed groups to ensure that boys and girls learn the same information. Where appropriate in years 5 and 6, single sex groups will have time to discuss topics with their teacher of the same sex.

Ground rules

Teachers will set ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher. Teachers will not share their own opinions or information regarding their own relationships.

Questions

We will answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher and some questions may be more appropriately answered at home and will be referred back to parents/carers.

Resources

Teachers will take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism.

Parents will have an opportunity to view, consult on and understand the resources the school will use to teach relationships, health and sex education in years 5 and 6.

A variety of teaching methods will be used that enable pupils to participate and reflect on their learning such as quizzes, pair and small group work. We will also use case studies and stories.

Where needed, RSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils may have individual support or work in small groups with a Teaching Assistant, such as in support of SEND needs.

Use of language

Often children are given ‘pet’ names or ‘baby’ names to describe their body parts. These codes can create a sense of secrecy about these areas of their bodies. When they get older and the correct terminology is introduced they find it embarrassing or difficult and it can make them uncomfortable talking about a ‘new subject’ with language that is also very strange to them. We will teach the correct terminology for the body parts unique to boys and girls thereby empowering children to talk openly and comfortably about their bodies. We will refer to them more generally as ‘private parts’.

Teachers will ensure that the content, approach and use of inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background.

Assessing RSHE

Pupils’ progress in learning in RSHE will be assessed as part of the assessment of science, PSHE and citizenship.

Staff Training

It is important that RSHE is taught by teachers that are knowledgeable, skilled and confident. We will ensure that teachers are trained to teach RSHE and will provide a range of training opportunities. Training could include:

- What to teach and when.
- Leading discussions about attitudes and values.
- Information updates.
- Facilitating group discussions.
- Answering questions.
- Managing sensitive and controversial issues.

In each year, Jubilee Primary School will appoint a lead teacher to facilitate training. In 2025 -26 this is Siobhan Bray.

Working with Parents and Carers

As part of our school ethos we place the utmost importance on sharing responsibility with parents and carers for their children’s education. We will try to balance parental views with our commitment to comprehensive RSHE and equality. We will take every opportunity to inform and involve parents and carers by;

- Making the policy available on the school’s website.
- Inviting parents and carers of upper KS2 pupils to a workshop to discuss RSHE in the school and help them talk to their children about growing up.
- Providing materials for parents to use when talking about RSHE with their children.
- Discussing individual concerns and helping parents and carers support the needs of their children.
- Ensure that parents and carers have the right to withdraw their children from RSHE, apart from the statutory National Curriculum. This means that parents and carers cannot withdraw their children from RSHE aspects of the science National Curriculum.

Withdrawing a pupil from RSHE

Parents have the right to withdraw their children from the non-statutory/non-science components of RSHE.

If a parent wishes to withdraw their child from the RSHE curriculum they must arrange a meeting with the Headteacher who will talk through their concerns and discuss the benefits of the school RSHE. If a parent decides to withdraw their child, RHE work will be provided for the pupil to complete separately in another class

Governor approval and review dates

Changes since last policy version

Version	Date	Amendment
V2	May 2022	Relationship Education policy and guidance changed to relationship and Health Education (RHE) – across the policy
V3	June 2024	Relationship and Health Education policy changed to Relationship, Sex and Health Education policy across the policy to reflect additions to the scheme of work.

Approval

This policy was reviewed and accepted by the Board of Trustees at its meeting in Summer 2025. It is due for review by Summer 2026.

Appendix 1 - Roadmap to Statutory RSHE - planning document.

This document was drawn up alongside Government Statutory Guidance, (DFE 2019 Relationships Education, Relationships and Sex Education (RSHE) and Health Education), school planning and Policy document.

1. Be clear about the facts:

Do you know what the new legislation means for your school?

DFE 2019 Relationships Education, Relationships and Sex Education (RSHE) and Health Education.

This makes Relationship Education compulsory through PHSE for primary school pupils. (Relationship and Sex Education is compulsory for secondary schools).

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults.

For primary schools they must:

- Define what is meant by relationship education.
- Set out the subject content, how it is taught and who is responsible for teaching it.
- Describe how the subject is monitored and evaluated.
- Include information to clarify why parents do not have a right to withdraw their child from relationship education, but can apply to withdraw them from sex education within RSHE only (not science), should the primary school teach it.

2. Allocate Leadership

The Headteacher, M Nadesan, has overall responsibility for ensuring the delivery of an appropriate RSHE curriculum that meets the needs of pupils. Subject Leadership in school is managed by Siobhan Bray.

3. Assess where you are now.

Subject review investigated current practice across the school, including planning, practice and outcomes.

4. Understand Pupil Need

Within Jubilee Primary School, pupil need is established through parental views within the school context and ethos.

5. Refresh Policy

The school Statement of Intent sets out the whole school approach, and links to the school ethos. It takes account of the school Safeguarding Policy. Its aims include ensuring equality of provision.

6. Review Curriculum

The existing 'Content and Organisation' of the curriculum was reviewed within 2019 updated Government recommendations.

7. Update Curriculum.

A structured approach that provided an incremental curriculum was designed, to equip pupils with age appropriate skills and understanding, so that they build respect for themselves and others within relationship understanding.

8. Equip your Staff

Ongoing CPD introduced the curriculum objectives, and planned how the objectives would be delivered, assessed and reviewed. This was incorporated into an updated scheme of work.

9. Prepare to Review and Evaluate

Review and evaluation was planned as part of whole school curriculum monitoring.

10. Communicate

New school Policy and Planning has been shared with the Governing Board, with parents involved and with staff.