Uplands Primary School Relationships, Sex and Health Education (RSHE) Policy

Date agreed by the Governing Body: October 2026

Date due for renewal: October 2029

Introduction

1. This policy lays out our approach to statutory Relationships and Health Education (RSHE) and non-statutory Sex Education at Uplands Primary School. It has been produced by the PDL (Personal Development learning) Leader alongside the Headteacher and Senior Leadership Team (SLT) following a consultation period with our parents.

2. This policy is based on the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025, for implementation from September 2026).

3. Guidance from the DfE states that all primary schools must now teach Relationships and Health Education. The teaching of Sex Education remains non-statutory, with the exception of the elements of Sex Education that are included in the Science National Curriculum. (This includes identifying and naming the main external body parts, the human life cycle – including puberty, and reproduction in some plans and animals). Other related topics that are taught within the statutory requirements for Health Education (such as puberty and menstrual wellbeing) will be included within PDL lessons.

4. Pupil voice will contribute to the review and development of the RSHE curriculum. Feedback from pupils will help ensure content remains relevant, engaging and responsive to pupils' needs while remaining age-appropriate

Rationale and Ethos:

5. As with all elements of our PDL curriculum, RSHE is underpinned by the ethos and values of our school. At Uplands, we work to create a safe and positive environment in which all of our pupils learn as they grow in confidence, skills and knowledge. Through our PDL curriculum, we seek to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives, and to become informed, active and responsible citizens. By providing our pupils with a secure understanding of healthy, respectful relationships and appropriate boundaries, we believe we are effectively supporting our children in growing into confident, caring, respectful young members of our community.

Our RSHE Curriculum

6. Uplands Primary School uses the SCARF whole school approach as the foundation for its RSHE curriculum. Learning outcomes are mapped against statutory requirements for Relationships Education, Health Education and relevant safeguarding guidance to ensure full curriculum coverage.

7. We believe that effective RSHE provision can make a significant contribution to the development of the personal skills needed by pupils to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and wellbeing.

8. Our programme of study and our long term plan is published on our website so that parents are able to see what content is taught in each phase. This information will be outlined further in our curriculum newsletters each term.

9. Our curriculum is carefully sequenced to ensure children develop knowledge and skills progressively. It supports pupils to:

a) develop positive, respectful relationships
b) understand personal boundaries and privacy
c) recognise unsafe situations and abusive behaviours
d) know how and where to seek help
e) understand how to stay safe both online and offline
f) develop resilience, self-respect and respect for others.

10. Online safety is woven throughout our RSHE curriculum. Pupils learn about respectful online relationships, privacy, personal information, consent regarding image sharing, managing online risks and seeking support when concerned about online content or interactions

Non -Statutory Sex Education

11. As part of statutory Health Education, children are taught in an age appropriate way about puberty, and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn about how reproduction occurs in some plants and animals in Year 5/6. The DfE guidance of 2019 recommends that all primary schools have a sex education programme that is tailored to the needs of our pupils and this should include how a baby is conceived and born.

We will cover this non- statutory content in Year 5/6. Children are taught:

a. To identify the links between love, committed relationships and conception (Y6).

b. What sexual intercourse is, and how it can be one part of an intimate relationship (Y6) between consenting adults (Y6).

c. How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb (Y6).

d. That pregnancy can be prevented with contraception (Y6) a very basic introduction is suitable at primary school.

Delivery

12. All elements of our SRE (sex and Relationship Education) programme will be delivered in an age-appropriate and sensitive manner, as part of our regular PDL provision. It will be predominantly delivered in mixed gender groups by the class teacher, other than when it is deemed more appropriate for children to explore topics in single sex groups.

13. At Uplands we aim to provide a positive learning environment in which pupils feel safe, relaxed and unintimidated and where they have the confidence and trust in the knowledge, ability and skills of staff in school. Ground rules will be agreed in each class in order to support and promote a safe and comfortable environment.

Managing difficult questions

14. During both formal and informal PDL and RSHE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and stage and maturity of the child. In some lessons it will be appropriate for us to use an anonymous question box to enable children to ask questions that are about potentially sensitive or embarrassing topics.

15. Staff will answer questions honestly and in an age-appropriate manner. Where questions fall outside the planned curriculum or are not appropriate to answer within a whole-class setting, staff may encourage pupils to discuss the matter with parents/carers or provide individual support where appropriate. Staff will not provide detailed explanations of content that is not part of the primary curriculum.

Recording and Assessment

16. Pupils will have the opportunity to reflect on their learning within lessons and throughout the unit. In addition to pupils' self-assessment, teachers will assess through informal methods, such as observations or discussions.

Resources

17. At Uplands, we use SCARF as the foundation for our planning documents. SCARF is a recommended scheme of work by the DfE. Wherever possible, we will use resources and teaching materials that are accredited by SCARF. Resources can be viewed using the links published on our school website. Parents will always be given the opportunity to view and discuss all resources and teaching material linked to the teaching of non-statutory Sex Education, in advance of teaching.

Safeguarding

18. Safeguarding our children is always at the heart of everything we do at Uplands. In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSHE to be an important part of our school's approach to safeguarding.

19. Teachers recognise that RSHE lessons may prompt disclosures. All staff delivering RSHE receive safeguarding training and understand the school's safeguarding procedures. Any concerns or disclosures arising from lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy

20. We occasionally engage the expertise of other visitors to support and enhance the teaching of RSHE (such as the school nurse). Where external visitors are involved, teachers will always be present and all content will remain within the agreed curriculum of our schools. Visitors supporting the delivery of RSHE will follow the agreed safeguarding protocols.

21. Through RSHE, pupils will learn:

- that they have rights over their own bodies
- the importance of privacy and personal boundaries
- how to recognise behaviour that is unsafe or makes them feel uncomfortable
- that abuse is never the fault of the child
- how to report concerns to trusted adults
- where to access help and support in school and beyond.

Inclusion (SEND, Equalities and Diversity)

22. We recognise that all of our pupils are unique and have individual needs based on their emotional and physical development, life experiences and learning differences. All of our planning and resources are reviewed to ensure that they comply with equalities legislation and our school's Equalities policy and our Inclusions policy. All of our RSHE is taught without bias and in line with our legal responsibilities such as those contained in the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are encouraged to

form their own informed opinions whilst also respecting the differing opinions of others. The personal beliefs and attitudes of staff will not influence the teaching of RSHE.

23. In our school we recognise and embrace the diverse nature of our community; we aim to value and celebrate diversity as part of modern Britain. We will explore different cultural beliefs and values and will encourage activities that challenge stereotypes and discrimination – we will present children with accurate information based on the law. We will always use a range of teaching materials and resources that reflect the diversity of the community and promote a sense of inclusion. In keeping with Equality Act duties, children will learn that families can take many forms and that all families deserve respect. Teaching will be factual, age-appropriate and free from discrimination. Staff will present information in an objective manner and create an environment where all pupils feel safe, valued and included

The role of parents and the parental right of withdrawal

24. Uplands Primary School is committed to maintaining open and transparent communication with parents regarding RSHE. Curriculum overviews are shared half termly and will include information about taught content. Additionally, specific teaching resources will be made available to parents upon request. Parents will be consulted whenever the policy is reviewed and informed in advance of any significant amendments to planned provision.

25. We recognise the important role that parents and carers play in providing RSHE for their children and our curriculum is designed to support and complement this. We aim to build a positive and supportive relationships with parents and carers, founded in mutual understanding, trust and co-operation.

26. We will do this by:

a. Informing parents about our school's RSHE policy and practice

b. Providing opportunities to discuss content and view resources that are used in our SRE provision

c. Answering any questions that parents have about RSHE for their child

d. Listening and taking seriously any issues or concerns that parents raise.

27. It is our belief that the content within our PDL and RSHE curriculum is of the utmost importance and relevance to all pupils. However, parents have the legal right to request their child be withdrawn from some, or all of **non-statutory** sex education, other than that which is part of the National Curriculum for Science.

28. There is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any elements of sex education which form part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please refer to the statutory document if further information is required.

29. We will use our Curriculum Newsletters to keep parents informed of the RSHE content that is being taught each term. We will also write to parents and hold a parents information evening in advance of any non-statutory sex education lessons being taught, to enable

parents to explore the content, view the resources and discuss any concerns you may have with the class teacher or the PDL coordinator.

30. If parents still wish to withdraw their child from non-statutory sex-education lessons, this request will need to be put into writing and sent to the Headteacher. This will be recorded and suitable alternative arrangements will be made. The issue of withdrawal will be handled as sensitively as possible.

Monitoring and Review

31. We aim to ensure that our RSHE provision is relevant and meets the needs of all of our pupils; it is dependent on their age and stage of personal development. We will regularly review our RSHE curriculum to evaluate its effectiveness.

Staff Support and Training

32. We strongly believe in the importance of effective staff training to enable staff to maintain the high quality of our RSHE provision. The PDL coordinator will continue to work alongside the Headteacher to access courses and training and assist staff involved in the delivery of RSHE lessons.

Appendix 1 – Coverage of Puberty (Health Education) and Sex Education (non-statutory)

Year group	Year 2	Year 3	Year 4	Year 5	Year 6
Health Education (statutory)	Naming body parts, including correct names for private parts (penis and vagina)	Naming body parts including private parts. The NSPCC underwear rule. That growing up involves physical and emotional changes.	Introduction to body changes in puberty for boys and girls. Girls body changes, menstruation.	Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.	Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.
Sex Education (non-statutory)					How conception occurs within a committed, loving adult relationship.